

Common Core Standards

Lesson Plan:

- **2.L.4e:** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Print Concepts and Fluency:

- **2.RF.4:** Read with sufficient accuracy and fluency to support comprehension.
- **2.RF.4a:** Read on-level text with purpose and understanding.
- **2.RF.4b:** Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- **2.RF.4c:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Practice Exercises:

- **2.L.1a:** Use collective nouns (e.g., group).
- **2.NBT.8:** Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

Active Learning:

- **2.RL.3:** Describe how characters in a story respond to major events and challenges.

Printable Book:

- **2.RF.4:** Read with sufficient accuracy and fluency to support comprehension.
- **2.RF.4a:** Read on-level text with purpose and understanding.
- **2.RF.4b:** Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- **2.RF.4c:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



Common Core Lesson Plan

"Share with Others"

Grade: 2

Common Core Standards:

- **2.L.4e:** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.



Materials Needed:

- "Share with Others" video episode, computer, Wi-Fi connection, "Which Word" worksheet, dictionaries or access to online dictionaries, scissors, glue

Preparation:

- Familiarize yourself with the lesson, video, and the related fluency passage.
- Gather the needed materials in an appropriate area.

Breaking it Down:

- Watch the video, "Share with Others."
- Use the fluency passage to reinforce the lesson theme and goals.
- Complete the lesson.

Lesson:

1. After watching the video lesson, tell students that even words have to share sometimes.
2. Explain that some words have to share the same spelling (e.g., read/read), and some words have to share the same sound (e.g., weight/wait).
3. Tell the students that once they know what these words mean, they are easier to tell apart.
4. Hand out the "Which Word" worksheet.
5. Allow students to look up the meanings of the words in a dictionary or online dictionary.
6. Instruct the students to cut out the sentences and glue them into the boxes next to the word that fits the best.



Wonder Grove Kids

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"Share with Others"

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Open Dialogue:

- Ask students to think about how they would feel if someone did not share with them. How would they feel if someone did share with them?
- Have students share why it feels good when someone shares with them.
- Prompt students for examples of sharing with others.
- Discuss when kids don't have to or shouldn't share with others (e.g., sharing drinks).

Capping it Off:

- Have students complete the practice math and language exercises.
- Have students color the associated coloring pages. Display within the classroom or have the students take them home to share with their families.
- Have students complete the active learning project.
- Encourage students to refer back to the printable book and fluency passage as needed.
- Reinforce the lesson throughout the year by using reminders and reviewing the episode.



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"Share with Others"

Which Word

Name: _____ Date: _____

"Share with Others"

Excess -

Gaze -

Shiver -

Blast -

Trembled -

Damp -



Which Word

Name: _____ Date: _____

"Share with Others"

Dashed -

Discard -

Demolish -

Yank -

My dog is so strong, he will _____ on his leash.

Gym class was a _____ today.

The little dog _____ because it was so cold outside.

You can _____ that paper in the trash.

The rag was a little bit _____ from the water.

Please throw away any _____ scraps.

I couldn't help but _____ into her eyes.

They will _____ that old building.

The bunny was quick.
He _____ through the yard.

Bring a jacket or else you'll _____.

