

Brandon Valley School District

District Learning Plan

April 13-17, 2020

Grade 2 Reading



## Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Unit 5 Week 5

SUBJECT/GRADE: Reading Grade 2

DATES: April 13 - 17



What do students need to do?  <a href="#">Link to BV instructional video for week of April 13-17</a>  <a href="#">Link to Read Aloud</a>	Monday - 4/13- No School  Tuesday - 4/14 Read from Reading Street (p 332-347) or listen to <i>The Signmaker's Assistant</i> (link to read aloud is in the upper left corner of this distance learning plan). Do "The Signmaker's Assistant" narrative writing. Make sure you write at least 4-6 complete sentences.  Wednesday - 4/15 Complete phonics page 437 AND contractions page 439.  Thursday - 4/16 Complete Fluency Read: Sam and the Dragon and answer comprehension questions.  Friday - 4/17 Complete Main Idea page 443.
What do students need to turn in?	<ul style="list-style-type: none"> <li>● <b>Narrative paragraph assignment</b></li> <li>● <b>Sam and the Dragon main idea assignment page 443</b></li> </ul>
What standards do the lessons cover?	2.RI. 2 Identify the main topic of a text 2.RF. 3 Know and apply grade level phonics 2.RF. 4 Read with accuracy and fluency 2.W.3 Write narratives
What materials do students need?  What extra resources can students use?	Need: <ul style="list-style-type: none"> <li>● Reading Street book (or listen to the Read Aloud. The link is located in the upper left corner of the distance learning plan)</li> <li>● worksheet pages</li> <li>● paper/pencil</li> </ul>
What can students do if they finish early?	<ul style="list-style-type: none"> <li>● Make a sign that would be funny or confusing to put around your house.</li> <li>● Read 15 minutes a day</li> <li>● Read in a new spot (like outside)</li> <li>● Storylineonline.net</li> <li>● Write a letter to someone you can't visit right now.</li> </ul>
Who can we contact if we have questions?	<b>Building Principal:</b> Ms. Hofkamp- <a href="mailto:Kristin.Hofkamp@k12.sd.us">Kristin.Hofkamp@k12.sd.us</a> <b>Teachers:</b> Ms. Adams- <a href="mailto:Laurie.Adams@k12.sd.us">Laurie.Adams@k12.sd.us</a> Ms. DeBoer- <a href="mailto:Stacy.Deboer@k12.sd.us">Stacy.Deboer@k12.sd.us</a> Ms. Hatlestad- <a href="mailto:Andrea.Hatlestad@k12.sd.us">Andrea.Hatlestad@k12.sd.us</a> Ms. Silvernail- <a href="mailto:Jayna.Silvernail@k12.sd.us">Jayna.Silvernail@k12.sd.us</a> Ms. Westcott- <a href="mailto:Sandra.Westcott@k12.sd.us">Sandra.Westcott@k12.sd.us</a>

**Fred Assam Elementary**

**Building Principal:**

Ms. Foster- [Susan.Foster@k12.sd.us](mailto:Susan.Foster@k12.sd.us)

**Teachers:**

Ms. Deitering- [Kayla.Deitering@k12.sd.us](mailto:Kayla.Deitering@k12.sd.us)

Ms. Kroger- [Kyla.Kroger@k12.sd.us](mailto:Kyla.Kroger@k12.sd.us)

Ms. Livingston- [Missy.Livingston@k12.sd.us](mailto:Missy.Livingston@k12.sd.us)

Ms. Olson- [Angie.Olson@k12.sd.us](mailto:Angie.Olson@k12.sd.us)

Ms. Presler- [JoAnn.Presler@k12.sd.us](mailto:JoAnn.Presler@k12.sd.us)

**Valley Springs Elementary:**

**Building Principal:**

Ms. Palmer- [Tanya.Palmer@k12.sd.us](mailto:Tanya.Palmer@k12.sd.us)


**Teacher:**


Ms. Logan- [Wanda.Logan@k12.sd.us](mailto:Wanda.Logan@k12.sd.us)

**Notes:** We appreciate your hard work in motivating your child. We hope using our Reading Street curriculum is helpful to you. We will be using it for the rest of the year. We encourage you to use the instructional videos if you haven't already.

***Instructional materials are posted below (if applicable)***

*Brandon Valley School District*



 **THE SIGNMAKER'S**  
**ASSISTANT**

by Tedd Arnold

**Genre**

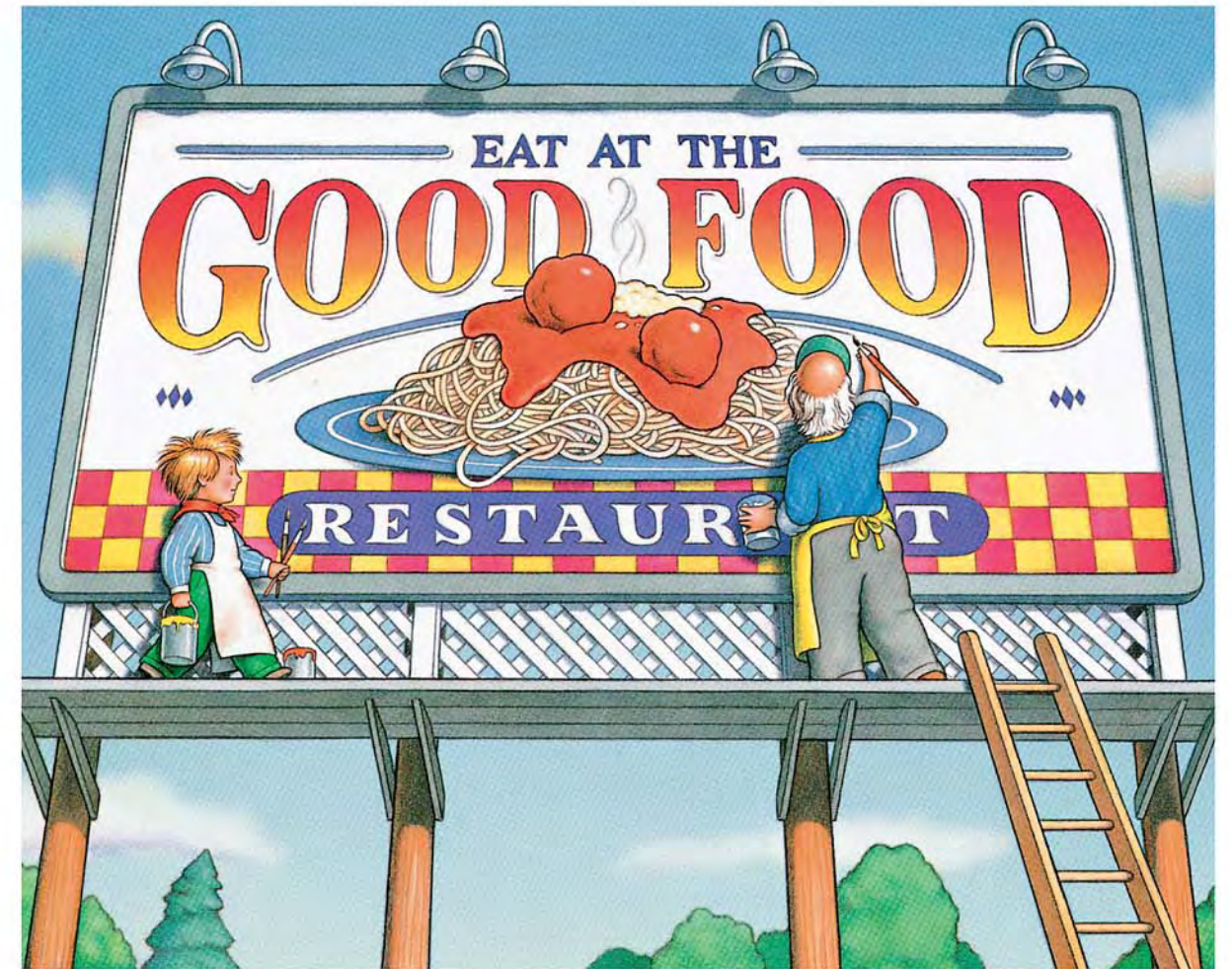
**Humorous fiction** is a funny story about imaginary people and events. Look for the funny things that happen in this story.

How will the signmaker's assistant fix the problems he causes?



Everyone in town agreed. The old signmaker did the finest work for miles around. Under his brush, ordinary letters became beautiful words—words of wisdom, words of warning, or words that simply said which door to use.

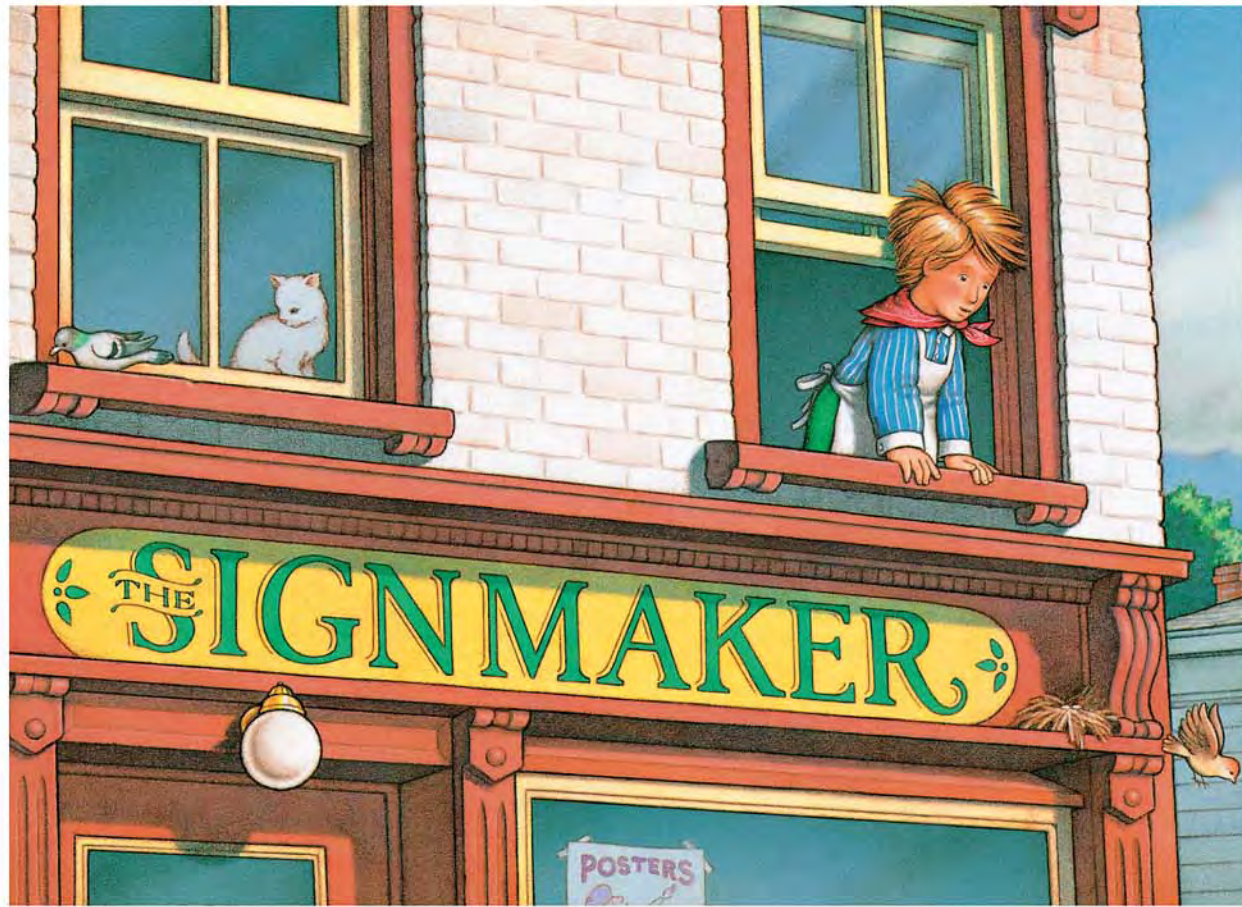
When he painted STOP, people stopped because the sign looked so important. When he painted PLEASE KEEP OFF THE GRASS, they kept off because the sign was polite and sensible. When he painted



GOOD FOOD, they just naturally became hungry.

People thanked the signmaker and paid him well. But the kind old man never failed to say, “I couldn’t have done it without Norman’s help.”



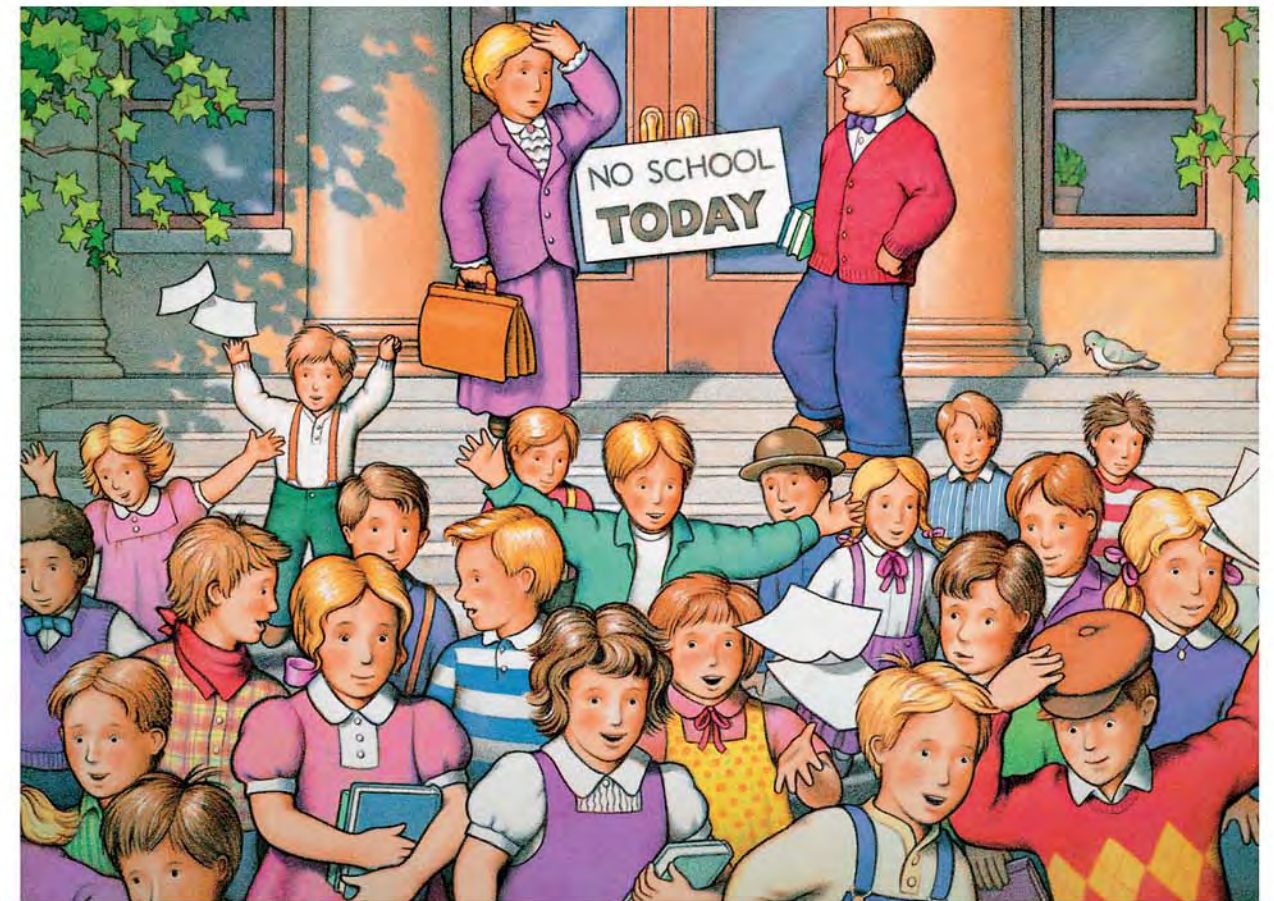


Norman was the signmaker's assistant. Each day after school he cut wood, mixed colors, and painted simple signs.

"Soon I will have a shop of my own," said Norman.

"Perhaps," answered the signmaker, "but not before you clean these brushes."

One day, after his work was done, Norman stood at a window over the sign shop and watched people. They stopped at the STOP sign. They entered at the ENTER sign. They ate under the GOOD FOOD sign.



"They do whatever the signs say!" said Norman to himself. "I wonder. . . ." He crept into the shop while the signmaker napped. With brush and board he painted a sign of his own.

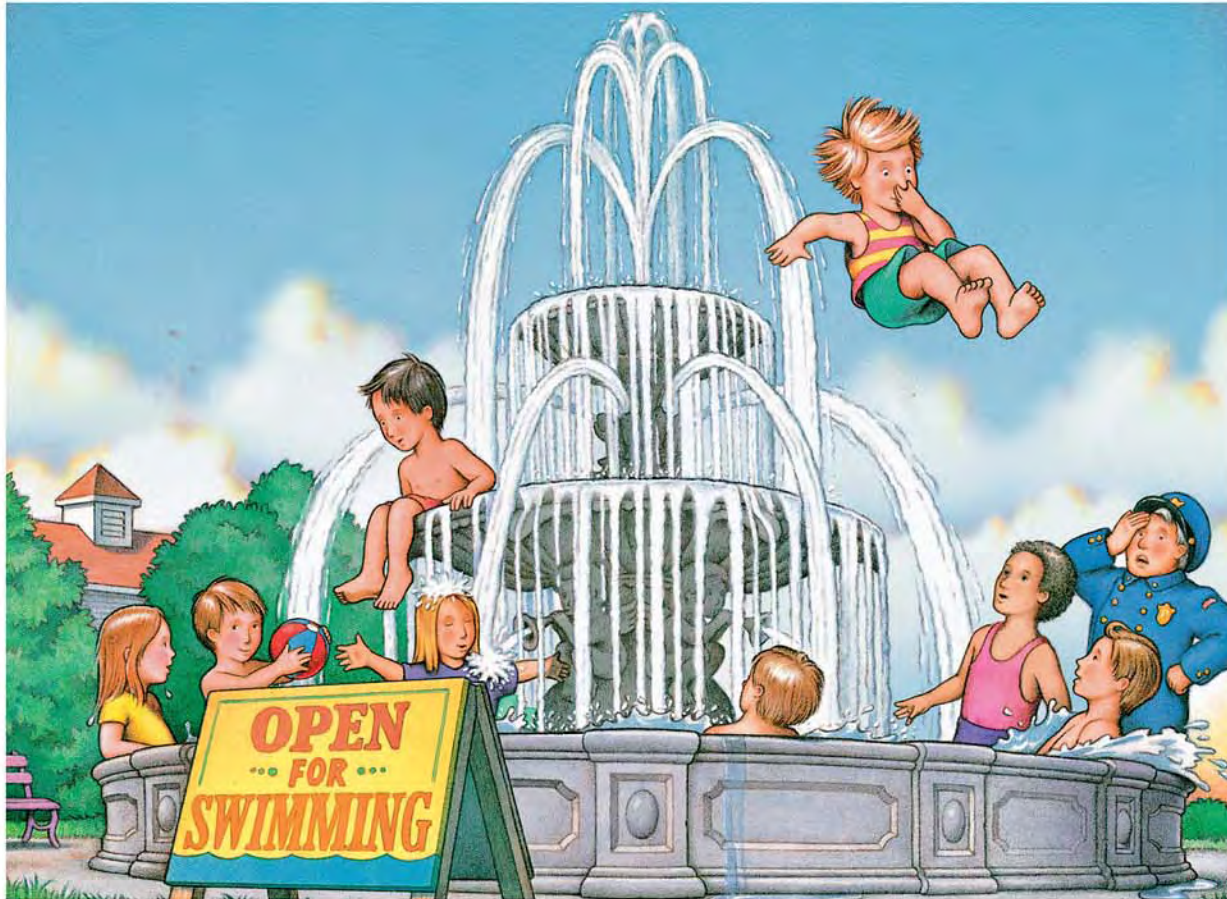
Early the next morning he put up the sign, then ran back to his window to watch.

"No school?" muttered the principal. "How could I forget such a thing?"

"No one informed me," said the teacher.

"Hooray!" cheered the children, and everyone went home.





“This is great!” cried Norman. He looked around town for another idea. “Oh,” he said at last, “there is something I have always wanted to do.”

The following day Norman jumped from the top of the fountain in the park. As he swam, he thought to himself, *I can do lots of things with signs.* Ideas filled his head.

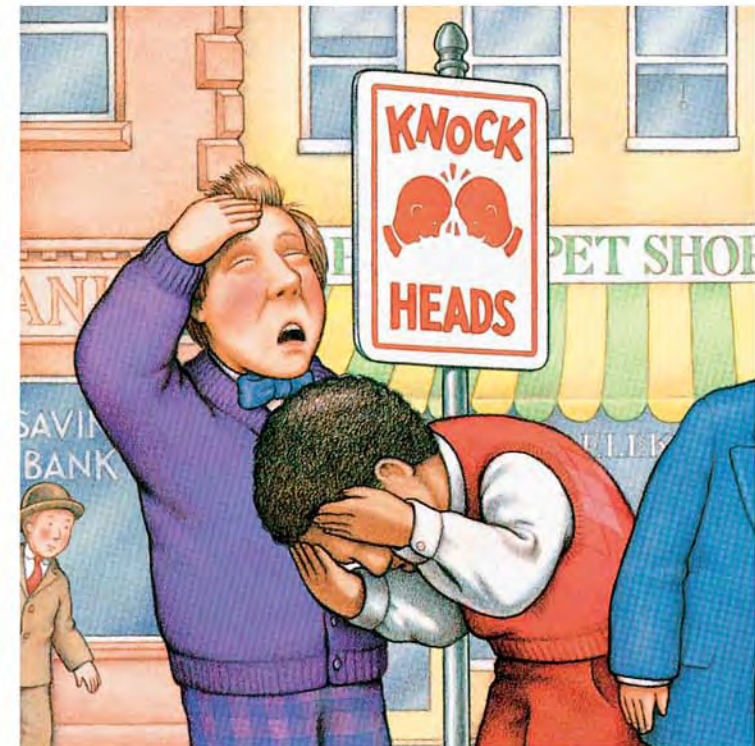
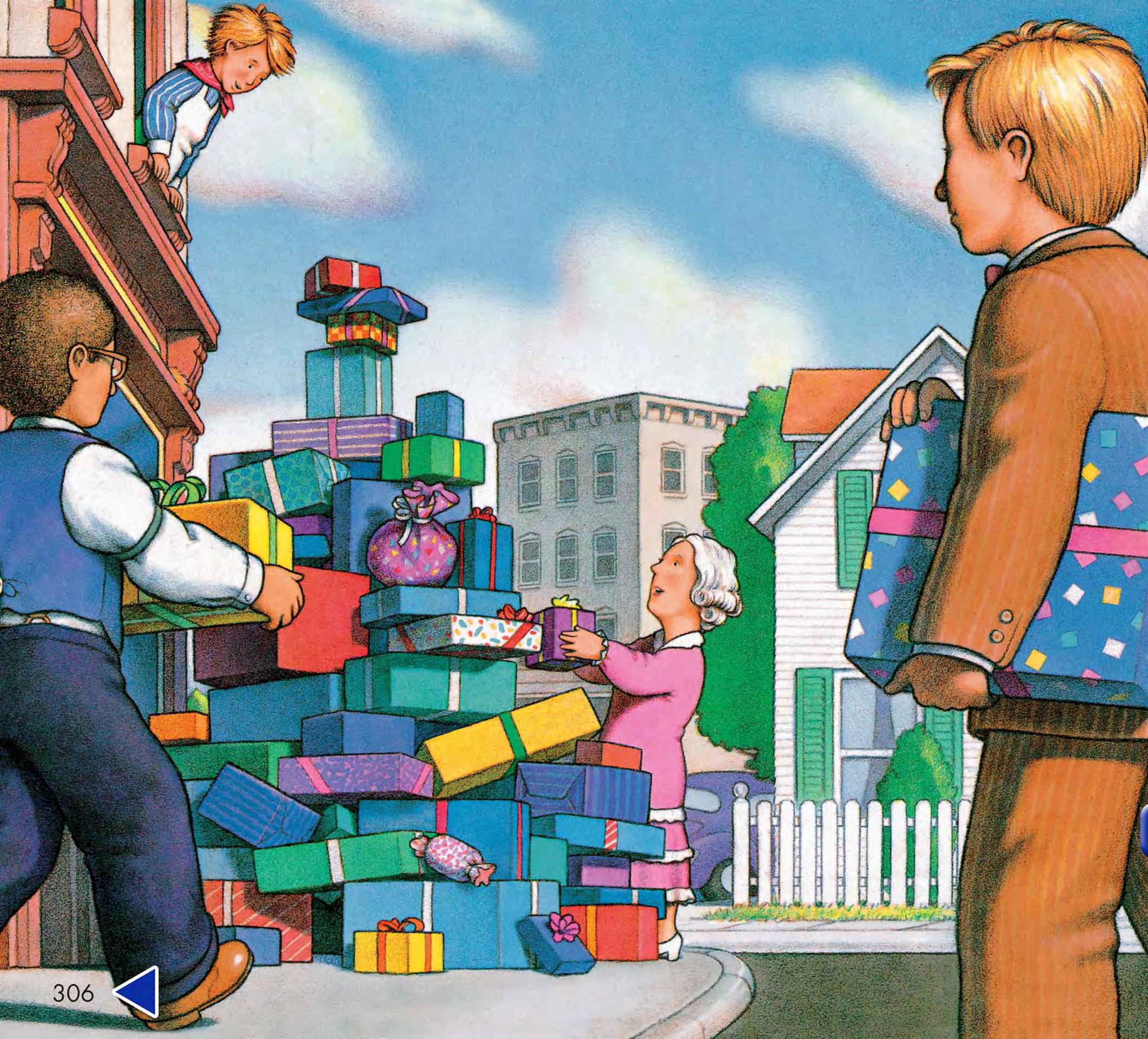
That afternoon when Norman went to work, the signmaker said, “I must drive to the next town and paint a large sign on a storefront. I’ll return tomorrow evening, so please lock up the shop tonight.”




As soon as the signmaker was gone, Norman started making signs. He painted for hours and hours and hours.

In the morning people discovered new signs all around town.

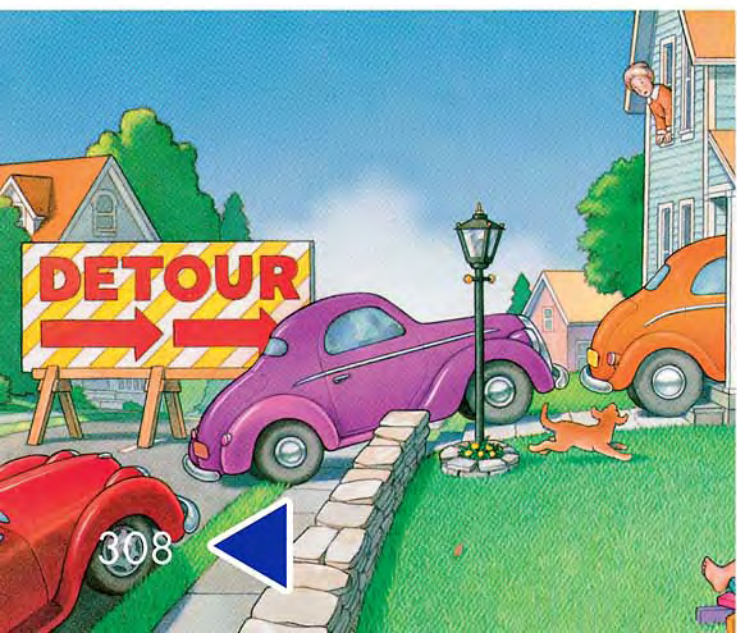
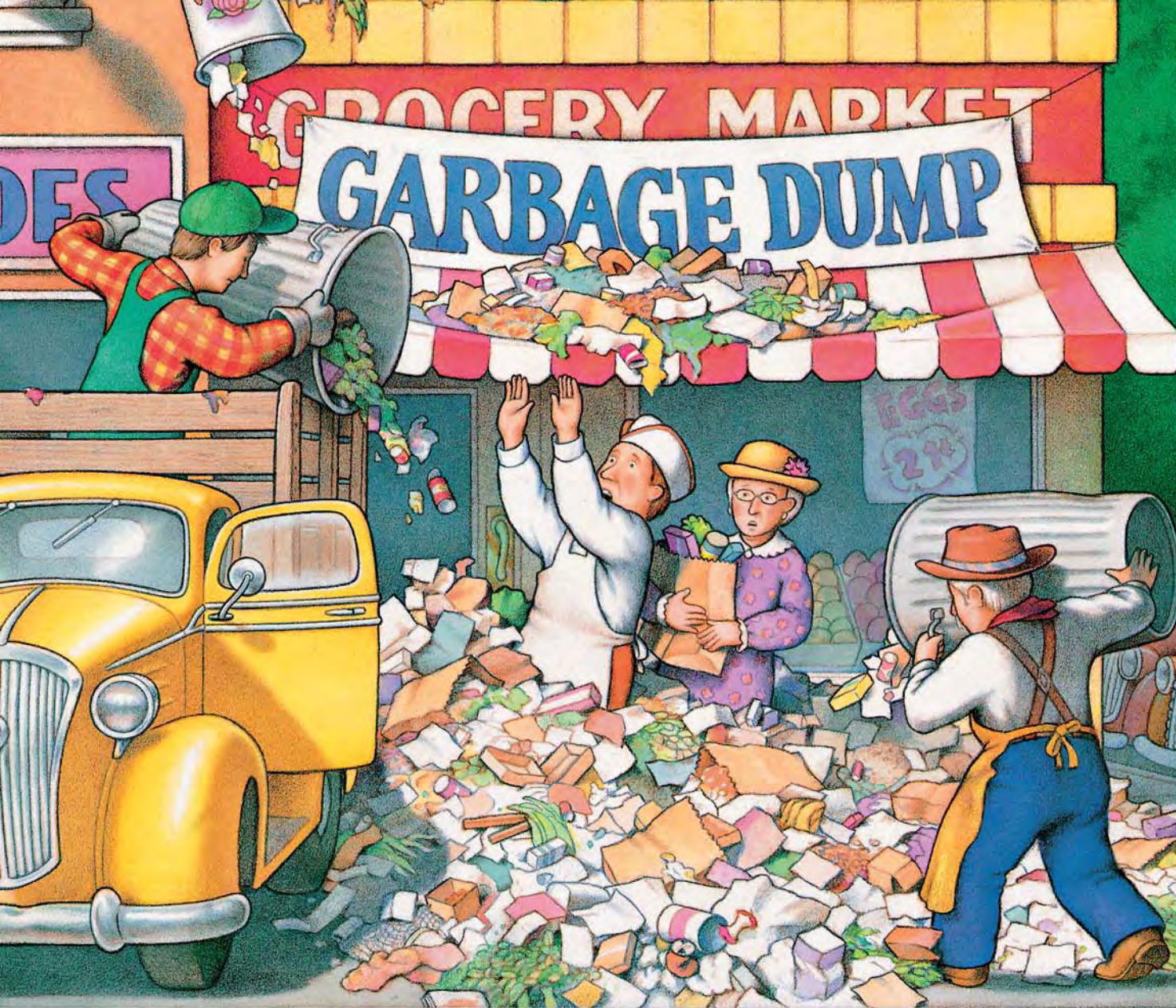




 Norman watched it all and laughed until tears came to his eyes. But soon he saw people becoming angry.

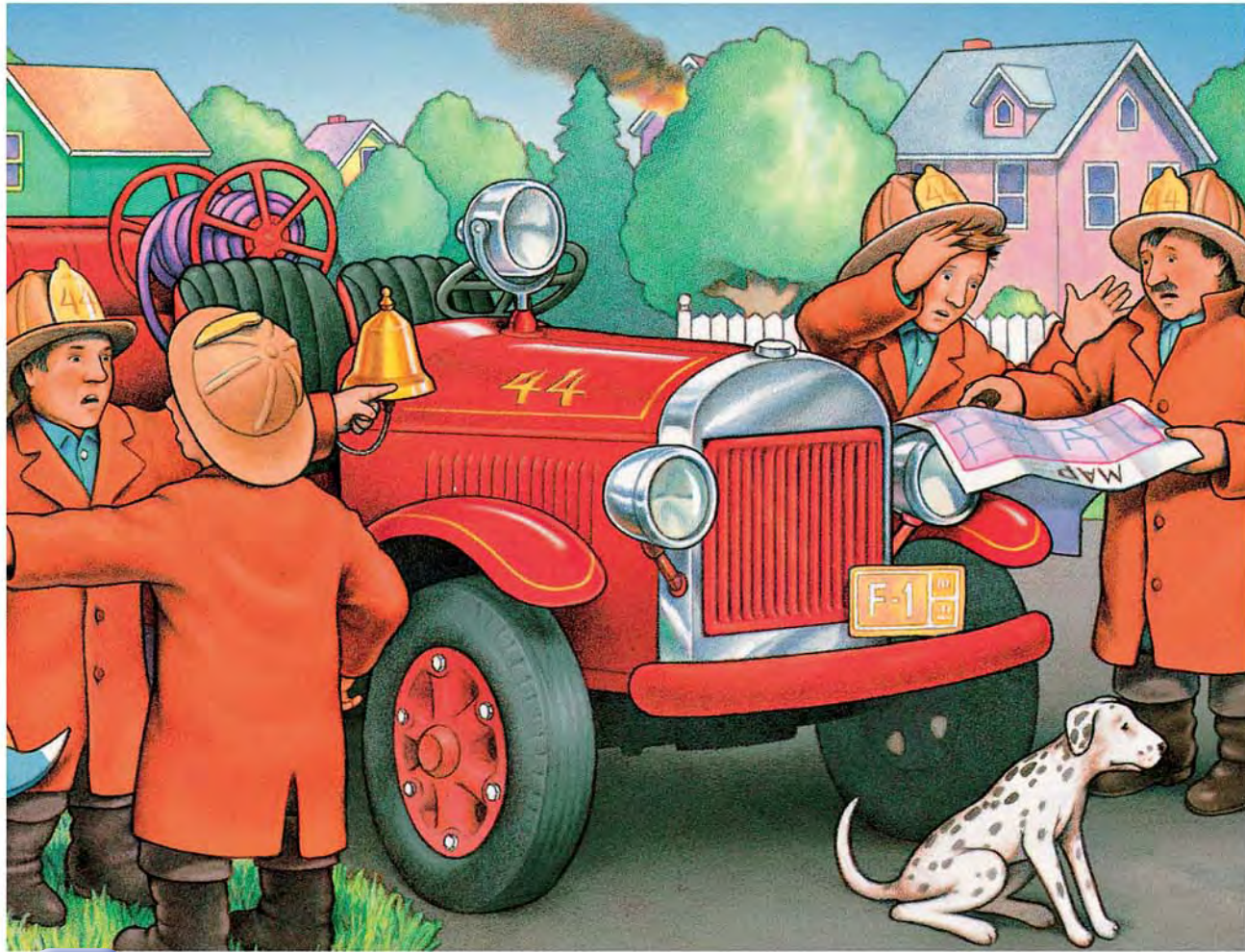




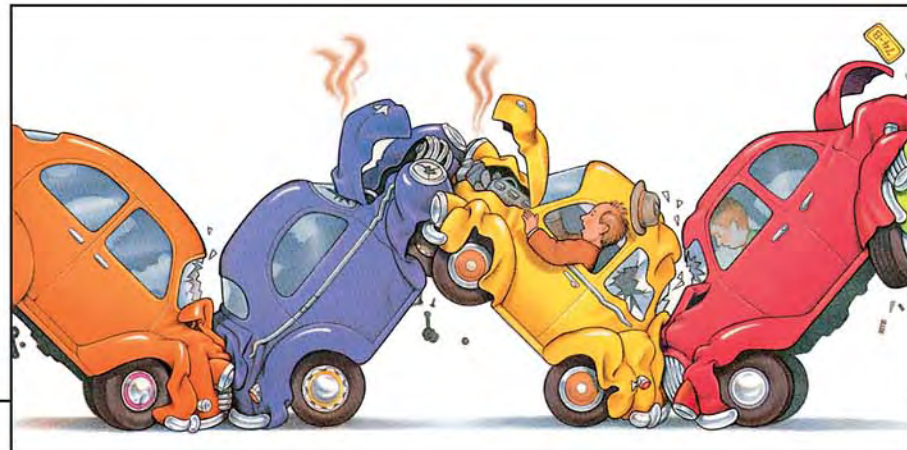


“The signmaker is playing tricks,” they shouted. “He has made fools of us!”

The teacher tore down the NO SCHOOL TODAY sign. Suddenly people were tearing down all the signs—not just the new ones but every sign the signmaker had ever painted.



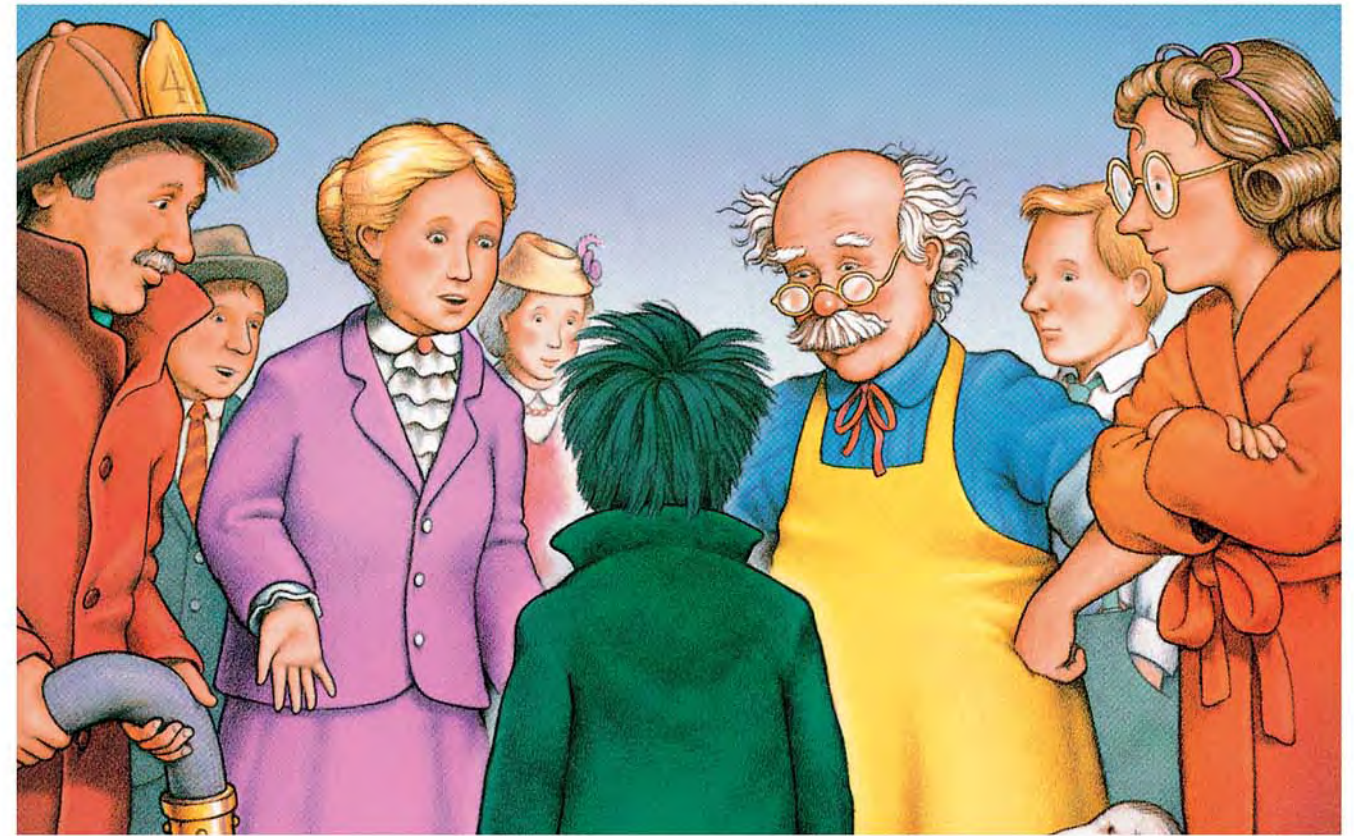
Then the real trouble started. Without store signs, shoppers became confused. Without stop signs, drivers didn't know when to stop. Without street signs, firemen became lost.



In the evening when the signmaker returned from his work in the next town, he knew nothing of Norman's tricks. An angry crowd of people met him at the back door of his shop and chased him into the woods.

As Norman watched, he suddenly realized that without signs and without the signmaker, the town was in danger.

"It's all my fault!" cried Norman, but no one was listening.



Late that night the signmaker returned and saw a light on in his shop. Norman was feverishly painting.

While the town slept and the signmaker watched, Norman put up stop signs, shop signs, street signs, danger signs, and welcome signs; in and out signs, large and small signs, new and beautiful signs. He returned all his presents and cleared away the garbage at the grocery store. It was morning when he finished putting up his last sign for the entire town to see.

Then Norman packed his things and locked up the shop. But as he turned to go, he discovered the signmaker and all the townspeople gathered at the door.

“I know you’re angry with me for what I did,” said Norman with downcast eyes, “so I’m leaving.”

“Oh, we were angry all right!” answered the school principal. “But we were also fools for obeying signs without thinking.”

“You told us you are sorry,” said the signmaker, “and you fixed your mistakes. So stay and work hard. One day this shop may be yours.”

“Perhaps,” answered Norman, hugging the old man, “but not before I finish cleaning those brushes.”



Name \_\_\_\_\_

**Connect the Texts**

# Narrative Paragraph

**Student Prompt** Look back at *The Signmaker's Assistant* and "Helping Hand." Think about how these selections teach us to be responsible. Use details from the selections to write a paragraph about a time when you were responsible. Did you help someone? What was the result?

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated 10 times.

Name \_\_\_\_\_

# Vowel Patterns *aw, au, augh, al*

Spelling Words					
talk	because	August	caught	draw	walk
chalk	auto	taught	thaw	fault	launch

Read the word. Write a related list word.

- |                |       |            |       |
|----------------|-------|------------|-------|
| 1. blackboard: | _____ | 2. mouth:  | _____ |
|                | ----- |            | ----- |
|                | _____ |            | _____ |
|                | _____ |            | _____ |
| 3. teach:      | _____ | 4. road:   | _____ |
|                | ----- |            | ----- |
|                | _____ |            | _____ |
|                | _____ |            | _____ |
| 5. month:      | _____ | 6. artist: | _____ |
|                | ----- |            | ----- |
|                | _____ |            | _____ |
|                | _____ |            | _____ |
| 7. path:       | _____ | 8. warm:   | _____ |
|                | ----- |            | ----- |
|                | _____ |            | _____ |

Write the missing list words.

9. Let's \_\_\_\_\_ the boat!
10. It was his \_\_\_\_\_ that we missed the bus.
11. I am happy \_\_\_\_\_ I won the game.
12. She \_\_\_\_\_ three fish.

© Pearson Education, Inc., 2



**Home Activity** Your child wrote words with the vowel patterns *aw, au, augh, and al*. Ask your child how all the list words are the same. (All have the vowel sound found in *fall*; all have an *a* in combination with other letters.)

Name \_\_\_\_\_

# Contractions

A **contraction** is a short way to put two words together. An **apostrophe** (') takes the place of one or more letters. Contractions can be formed by putting together a pronoun and another word, such as *will*, *are*, or *is*.

**I will** get some flowers. **I'll** get some flowers.

Many contractions are formed with verbs and the word *not*. Otto **did not** read the sign. Otto **didn't** read the sign.

**Replace** the underlined words with a contraction from the box.

He'll    he's    aren't    shouldn't    I'm

1. "Signs are not important," Otto said.

---



---



---

2. Otto said, "I am going to pick flowers."

---



---



---

3. People said he should not pick them.

---



---



---

4. Now he is just looking at the flowers.

---



---



---



Name \_\_\_\_\_

**Read the selection. Then answer the questions that follow.****Sam and the Dragon**

A very mean dragon lived in a faraway forest. The fiery dragon frightened away anyone who tried to enter the forest, except Sam.

One day at King Rocco's castle, Sam saw and fell in love with the king's daughter, Princess Jessica. "I want to ask your daughter to marry me," Sam told the king.

"I will allow you to ask her if you bring me a dragon's tooth," said the king. Sam agreed and set off into the forest. When the dragon spotted Sam, he shot fire and smoke from his nose and almost burned Sam. Sam jumped behind a rock. He peered around the rock at the dragon, surprised to see that the dragon was crying.

"What's the matter?" asked Sam.

"I have a splinter in my hind foot."

Sam pulled the splinter out of the dragon's back foot.

"Oh, thanks," said the dragon. "Can I do something for you?"

Sam asked the dragon for one of his teeth. He pulled an old tooth out of his pocket and gave it to Sam.

Sam returned to the castle with the tooth. That night he asked Princess Jessica to marry him.

**Turn the page.**

Answer the questions below.

**1** Where does this story take place?

- in a forest
- at the beach
- on a mountain

**2** What is the *beginning* of the story mostly about?

- Sam hides behind a large pile of rocks.
- Sam falls in love with the king's daughter.
- Sam brings a dragon's tooth to the castle.

**3** What is the *middle* of the story mostly about?

- The dragon tries to scare Sam.
- The dragon gives Sam a tooth.
- The dragon is mean to the king.

**4** What is the *end* of the story mostly about?

- Sam meets Princess Jessica at the castle.
- Sam and the dragon help each other out.
- The dragon shoots fire and smoke at Sam.

**5** What is the main idea of this story?

---

---

---

---

---

---

---

---

**Common Core State Standards**

**Questions 1–4: Literature 5.** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. **Question 5: Literature 1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **Literature 2.** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.



Name \_\_\_\_\_

**Read** the story. **Follow** the directions.

One day, Lucas was late for lunch at school. He ran into the cafeteria and right into Jerry. Jerry was the biggest, meanest boy in Lucas's class. Crash! Lucas's lunchbox fell to the ground. His lunch spilled everywhere. Jerry's did the same.

"Watch where you're going!" Jerry said.

"Sorry," Lucas mumbled. He quickly picked up his lunch. Then he went to sit at a table with his friends

"Wow, you ran into Jerry!" his best friend Chad said.

"Yeah," Lucas frowned absently. He was eating the broccoli from his lunch.

"What's the matter?" Chad asked.

Lucas smiled. "I think some of the peanut butter from Jerry's sandwich got on my broccoli. But you know what? It tastes really good!"

Chad laughed. "Something good comes out of everything!" he said.

**1. Pick** the best title for the story. **Circle** your answer below.

The Bully

Something Good

Run, Run, Run!

**2. Write** the sentence from the story that tells the main idea.

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

© Pearson Education, Inc., 2



**Home Activity** Your child identified the main idea of a story. Tell your child a story about something funny that once happened to you. Ask your child to tell you the main idea of your story. Together, brainstorm a good title.