

Mini-Lesson #1: Grade 2 English Language Arts**Lesson Focus:**

Sentence Structure: Subject, Verb, Object

Language Cues:

Syntactic, Textual

Mini Lesson Plan:

Begin class by talking about the book 'Click, Clack, Moo Cows That Type' by Doreen Cronin.

Ask students some similar questions to those asked at the end of the Shared Reading.

Questions could look like:

Was this story fact or fiction?

Who are some of the characters in this book?

Where does this book take place?

Ask students to look at the cover and title of the book. Ask students to identify the subject of the book. Ask them if they can identify a verb in the title.

Introduce students to the concept of sentence structures. Explain that in order for a sentence to make sense, there is a way it needs to be structured.

Put these two sentences on the board for students to see.

The cows went on strike.

The went on strike cows.

Read them aloud with the students and ask them which one sounds correct. Identify the subject, verb, and object in both sentences, writing it underneath the corresponding part.

Then demonstrate this again with the following sentences.

Farmer Brown decided this was a good idea.

Decided good idea Farmer Brown this was.

Again, read aloud and ask students which sentence sounds correct. Identify the subject, verb, object and connecting words and ask students if they notice any similarities between the first sentences in both cases. Students should be able to recognize the pattern of subject, verb, object and connecting words in both correct sentences. Explain to students that most sentences in the English language are written in this order, because as we can see, they don't make much sense otherwise.

Next, have sentences from the book written out on strips of paper (ex. The cows left a note. The cows were growing impatient with the farmer. Duck brought the ultimatum. The cows held an emergency meeting. etc). Have the paper cut up so that the subject, verb, and object are in individual strips. Students should work individually or in pairs to identify what is the subject, verb, object and connecting words in each sentence, and then order the papers back together so that the sentence makes sense. Have a class discussion at the end of the lesson where students share their findings.

Mini Lesson #2: Grade 2 English Language Arts**Lesson Focus:**

Punctuation and its effects

Language Cues:

Syntactic, other cues and conventions

Mini Lesson Plan:

Begin class by writing this sentence on the board

“Cows that type. Hens on strike! Who ever heard of such a thing?”

Ask students to recall the three kinds of punctuation we discussed during our shared reading; periods, exclamation marks, and question marks. Then draw their attention to the sentence above that is on the board.

Ask students to read the statement with you, being sure to use enthusiasm and expression. After the students have read it, ask them how their voices changed depending on the punctuation at the end of the sentence. Model the sentences again for the students, talking about how your voice is changing with each sentence. Point out the quotation marks on the statement above. Ask what the quotation marks tell us about the statement. Can they remember who is speaking?

Next, write the following three statements on the board.

No milk today.

No milk today!

No milk today?

Again read the sentences out loud, being sure to read with enthusiasm and expression. As a class, go through each statement and discuss how the meaning of the sentence changed depending on the punctuation used at the end of the sentence. Additionally, talk about bolded text as discussed in our Shared Reading. Explain how this means authors want extra attention to these words when spoken, show an example by bolding ‘No milk **today!**’.

Next, students will create their own sentences using proper punctuation. Students should create between 3-5 sentences about anything they’d like. Some prompts could be offered to the children (ex. Tell us about what you ate for dinner last night/your pet/your afterschool plans etc). Students will be directed to incorporate at least two different kinds of punctuation. Ask students to read some of their sentences out loud to the class, and have the rest of the class try and guess which punctuation was used at the end of the sentence.

Mini Lesson #3: Grade 2 English Language Arts

Lesson Focus:

Rhyming/word families

Language Cues:

Semantic/Lexical/Morphological and Phonological/Graphophonic

Mini Lesson Plan:

Begin the lesson by asking students if they know what rhyming words are. If students are struggling, remind them that rhyming words are words that sound the same at the end.

Write the title of the book on the board “Click, Clack, Moo”

Show students that we can find rhyming words for all of the words in the above statement.

When looking at the word Click, show students that changing the first letter in the word can create a word that rhymes. Write the word ‘Flick’ and ‘Slick’ underneath. Isolate the -lick while saying it aloud with the students from all three words to further visualise what sound is remaining the same.

Next move onto the word Clack. For this word, demonstrate to students that it’s not only one letter that will change, but rather a few letters, yet the word still rhymes. Under Clack write the words ‘Tack’ and ‘Black’. Isolate -ack while saying it aloud with the students from all three words to further visualise what sound is remaining the same.

Lastly talk about the word ‘Moo’. Write the following words on the board ‘Too’, and ‘Zoo’ and isolate the -oo from all three words, saying it aloud with the students.

Next have students participate in a rhyming match up game. Give students an individual card from a collection of cards. Each card will have a word, and another card will have its rhyming

pair. Choose at least one word in the pair that is from the book read in class. Some examples could be milk/silk, strike/bike, note/wrote, duck/tuck, farm/charm etc. Students will go around the room and say out loud their card and find their matching partner. If any students struggle, work as a class to say rhyming words out loud that match the ending sound, even writing these on the board as necessary. Once all the pairs have been found, have students see if they can come up with any more rhyming words that match their pair, and share with the class in a discussion.

<p>Cue or Convention</p>	<p>Comprehend and Respond When viewing, listening, or reading, grade 2 students</p>	<p>Examples from the Shared Reading Book used: Click, Clack, Moo Cows That Type</p>	<p>Compose and Create When speaking, writing, or using other forms of representing, grade 2 students:</p>	<p>Examples from the Shared Reading Book used</p>
<p>Pragmatic Pragmatics is the study of how people choose what and how to communicate from a range of possibilities available in the language and how the receiver will be affected by these choices.</p>	<p>Curriculum says: Identify and state reasons for viewing, listening, and reading.</p>	<p>Students will have read the book for enjoyment and further understanding of language.</p>	<p>Curriculum says: Consider what and why something needs to be communicated.</p>	
<p>Textual Ideas and information are organized in oral, written, and other formats. Textual cues and conventions include the form or structure and elements of a text.</p>	<p>Curriculum says: Recognize and use different text forms (e.g., story, poem, recipe, explanation, play), and elements (e.g., title, author, character, problem).</p>	<p>My example: 'Click, Clack, Moo Cows That Type' is a fictional text. It is a story with characters and setting. Theme, point of view</p>	<p>Curriculum says: Present ideas in a logical sequence.</p>	<p>My example: Students share their ideas from questions posed (ex. The characters of the book include the cows, Farmer Brown, the hens, and the ducks).</p>
<p>Syntactic Syntax is the predictable structure of a sentence and the ways words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (e.g., verbs) and their functions (e.g., subjects).</p>	<p>Curriculum says: Recognize and comprehend simple sentences, use knowledge of sentence structure to determine meaning of a sentence</p> <p>Curriculum says: use punctuation to help understand</p>	<p>My examples are: 'The cows went on strike'. The cows - the subject Went on - the verb Strike - the object 'Farmer Brown decided this was a good idea' Farmer Brown - the subject Decided - the verb Good idea - the subject</p> <p>My examples are:</p>	<p>Curriculum says: Use and write complete sentences with adequate detail; recognize the verb and the subject; use simple connecting words</p> <p>Curriculum says: Use and write complete</p>	<p>My example: Students will create sentences from the book by correctly identifying the sentence structure components and piecing the sentence together. (ex. The cows left a note. The cows were growing impatient with the farmer. Duck brought the ultimatum. The cows held an emergency meeting.) Students will also talk about their findings.</p> <p>My example: Students will create their own sentences using</p>

	meaning (including question mark, exclamation mark, comma). Use punctuation to help understand what they read (e.g., question mark, exclamation, apostrophe).	"Cows that type. Hens that strike! Who ever heard of such a thing?" (uses quotations, periods, exclamation mark, and question mark). 'No milk today .!/?!' Emphasizes all three punctuation and their meanings.	sentences, use a variety of sentence types (e.g., statements, questions, exclamations);	proper punctuation which has been modelled through sentences in the book.
Semantic/Lexical/Morphological The lexicon of a language includes all the words or vocabulary of that language that are used or understood by a particular person or groups. Words can also be studied for their meaningful parts or morphemes.	Curriculum Says: Recognize common word families, use the sound of the word.	My example: Click, Flick, Slick. Focusing on -lick or -ick. Clack, Tack, Black. Focusing on -ack. Moo, Too, Zoo. Focusing on -oo.	Curriculum Says: Use words explored in class choose and use descriptive words	My example: Students will identify rhyming pairs (ex.milk/silk, strike/bike, note/wrote, duck/tuck, farm/charm etc.) and come up with their own.
Phonological/Graphophonic Graphophonics is the study of the relationship between the symbols and sounds of a language and includes letter or sound relationships and patterns.	Curriculum Says: Use phonics to delete beginning or ending sounds and tell the remaining word	My example: Students will be isolating ending sounds and telling the remaining word. Ex. -lick, -ack, -oo	Curriculum Says: Use phonics to understand that the same sound may be represented by different spellings	My example: Students will identify the ending sounds of other rhyming words that they come up with, some of which will have different spellings but sound similar.
Other Cues and Conventions Other cues and conventions are also found in communication acts and include such elements as graphics, layout, colour, sound, movement, font choices, and handwriting.	Curriculum Says: use and interpret conventions of texts (e.g., pictures, graphics, diagrams, bold type);	My example: Students will interpret bolded type and how this adds meaning.	Curriculum Says: Use gestures, volume, and tone of voice to communicate ideas and needs; speak and read aloud in clear voice with appropriate volume,	My example: Students will practice these skills throughout lessons (reading with volume and tone of voice in Lesson 2 when using different punctuation. Will also be creating sentences with bolded words.

References

Cronin, D. 2000. *Click, Clack, Moo Cows That Type*. Simon & Schuster Children's Publishing Division.

Saskatchewan Ministry of Education. 2010. *Grade 2 English Language Arts Curriculum*.

Retrieved from the Saskatchewan Curriculum Website:

<https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumHome?id=28>