

EDU 339

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3/16/2024

Reading and Writing Activity-Centers Crosswalk

Age/Class: 2nd grade

Setting: Public School Classroom

| Learning Activity/Center | Description | Standards | Aspect of Language Development |
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| 1. Reading Center | Have students read aloud in groups and then discuss the topics and details of the book. The book the students will read will have a guided discussion at the end. This will help students learn how to communicate and collaborate. This center will also help teach students comprehension skills. | 2.F.12 Read accurately and automatically a variety of second-grade texts with expression, phrasing, purpose, and understanding. 2.R.3a Identify the main idea with supporting details during or after reading an informational text or passage. 2.R.3b Retell the plot to include the beginning, middle, and end of a literary text after reading. 2.C.6 Participate in conversations by linking comments to the remarks of others and asking questions | Phonology: When students will read the book aloud to their peers they will need to know how to read fluently and sound out words. Semantics: As students are reading the material, they must know how to make connections and comprehend information to discuss. |
| 2. Journaling Center | Students will create a short story and write it in their journals. They will have a chance to share their stories with each other. | 2.W.5 Write narrative pieces that describe a well-elaborated event in sequence. 2.W.6 Develop and strengthen writing utilizing the five steps appropriate to the task: Planning, Drafting, Revising, Editing, Presentation/Publishing 2.C.1 Report on a topic or text, tell a story or recount an experience to a targeted audience | Semantic: Students will practice articulating thoughts and writing in their journals. Pragmatics: Students will present their stories to the other students in the group clearly and concisely. |

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| | | with relevant facts and descriptive details. | |
| 3. Dramatic Play Center (Restaurant) | Students in the group will be assigned different roles (cook, customer, waiter/waitress, cashier). They will learn how to communicate clearly and how to problem-solve. | 2.AR.OA.1 Automatically add and subtract within 20. 2.C.2 Speak audibly in complete sentences when proper to the task and situation to provide requested details or clarifications. | Phonological: Students will practice writing the order from the customer (words) and comprehending what the customer wants. Pragmatic: Students will practice talking formally as if they are in a workplace. |
| 4. Phonics and Spelling Activity Center | Students in this center will do hands-on activities like magnetic word organization, word puzzles, and interactive games to practice phonics and spelling. | 2.F.8 Decode words with phoneme-grapheme correspondences: vowel teams, diphthongs, three consonant blends, other r-controlled, silent e in multisyllabic words, r-controlled in multisyllabic words, vowel team in multisyllabic words, consonant le, homophones, irregularly spelled high-frequency words, silent letter combinations, schwa, common derivational suffixes (e.g., -ly, -ful, -able) 2.F.9 Encode words with phoneme-grapheme correspondences: closed and open syllables, vowel teams, soft and hard c and g; s as /z/, r-controlled, prefixes and suffixes, functions of y, contractions, irregularly spelled high-frequency words | Phonology: Students will be working with phonemes and phonics Morphology: Students will be working with words and using this skill to play the games at the center. |

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| <p>5. Reading to Art to Art Center</p> | <p>Students will draw a particular scene from the read-along we did in class. Students will explain in complete and clear sentences what is going on in the scene they drew. Students will then share as a group. This will encourage improvement in presentation and speech skills. This will also help students be able to communicate and articulate their ideas and show what they have learned/comprehended from the story.</p> | <p>2.R.1 Comprehend information during and after listening to a grade-level text.</p> <p>2.W.3 Write informative pieces that include factual details on the topic.</p> | <p>Syntax: Students will write out (summarize) the scene they drew.</p> <p>Semantics: This skill will be developed as students use it to write their idea and then share concisely and clearly.</p> |
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