



Read to Be Ready plans for: A Drop Around the World

2nd Grade

Standards: ELA Standards:

- 2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.
- 2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 2.RI.IKI.9 Compare and contrast the most important points presented by two texts on the same topic.
- 2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. e) Identify words with inconsistent but common spelling-sound correspondences.
- 2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a) Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives.
- 2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. c) Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
- 2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. e) Use adjectives and adverbs correctly. k) With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.
- 2.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. v) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- 2.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
- 2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.
- 2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.
- 2.W.TTP.2 Write informative/explanatory texts a) Introduce a topic. b) Use facts and definitions to provide information c) Provide a concluding statement or section.
- 2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.
- 2.W.PDW.6 With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.
- 2.W.PDW.7 Participate in shared research and writing projects, such as exploring a number of books on a single topic or engaging in science experiments to produce a report.
- 2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question.

Science Standards: 2.LS2: Ecosystems: Interactions, Energy, and Dynamics 1) Develop and use models to compare how animals depend on their surroundings and other living things to meet their needs in the places they live. 2) Predict what happens to animals when the environment changes (temperature, cutting down trees, wildfires, pollution, salinity, drought, land preservation).

Comprehension skill: Plot and Theme **Phonics:** Silent Consonants
Grammar/Writing: Introduce I and me **Unit Focus:** Ecosystem
Culminating Task: Narrative about the water cycle

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
M O N D A Y	Read aloud the entire book with minimal interruptions. Stop to provide word meaning or clarity only when you know the majority of your students are confused.	<ul style="list-style-type: none"> • Airy • Filtered • Reservoir • Purified • Milkiness • Brilliant • Seep • Porous 	<p>Who is the main character in this book? (a drop of water)</p> <p>Share with a partner what you feel is the main idea and why? (the life cycle of a water drop)</p> <p>How do you think the water cycle plays a role in the ecosystem? Think back to last week's story. What would happen if there was no water available? Brainstorm answers.</p>	Using the answers that you brainstormed from questions, write about how crucial water is to the ecosystem. How are plants/animals affected by not enough water or too much water?	<p>https://www.youtube.com/watch?v=-CoEInjZtXg</p> <p>Go Noodle activity on Water Cycle:</p> <p>https://www.youtube.com/watch?v=KM-59ljA4Bs</p>
T U E S D A Y	Display a world map that is large and that you are able to manipulate. As you reread each page, indicate the location on the display map. Mark the location with some kind of symbol that will make it easy to see the locations.		Discuss: Do all water droplets follow this same path? Explain.	From the discussion question, answer the following and explain your answer: Do all water droplets follow this same path? Explain.	Maine—southern Spain-Switzerland-Sahara Desert-African rainforest-Mumbai-Indian Ocean -Australia-Japan-Pacific Ocean-Northern Alaska-Yellowstone-New England

W E D N E S D A Y	Reread the story and track where drop is and what stage of the water cycle it is in? Concentrate on pages 2-12 and begin making an anchor chart.		See attached copy below for questions and answers. See how to make anchor chart.	Begin today :Writing Prompt: Design your own writing about the travels of a drop of water across the United States (or your state). Use what you learned from <i>A Drop Around the World</i> to make your "Drop" move through the water cycle. Make sure to include as many vocabulary words as you can	
T H U R S D A Y	Reread the story and track where drop is and what stage of the water cycle it is in? Concentrate on pages 13 to the end and finish making an anchor chart.		See attached copy below for questions and answers. See how to make anchor chart.	Continue yesterday's prompt, correct any misspelled words. Reread for accuracy.	
F R I D A Y	Water is Water https://www.youtube.com/watch?v=4b-ALD65trM Living Things Need Water https://www.getepic.com/app/read/7620		Water is Water 1) How are they using water on the first two pages of the book? Glass of water to drink, giving turtle water, cat may be getting ready to get water. 2) What is it called when water heats up and you can see it? Steam 3) What is it called when clouds form low? Fog 4) What words does the author use to hear the rain? 5) What happens when puddles freeze? 6) What did they make when the rain became flakes? 7) What did they make with the apples? Living Things Need Water 1) Discuss the qualities of water. 2) Have the students share two sentences with a partner about rain. 3) There is water inside of _____ and animals. 4) How do animals drink? 5) Name some animals that depend totally on water to live. Sharks, whales, etc. 6) Share why hippos need to stay in the water during the day.	Final Product: Rewrite prompt from Wed/Thurs with no mistakes. Draw the water cycle at the bottom.	River Song https://bananaslugs.bandcamp.com/track/river-song

Lesson Objective:

Students will use literacy skills to able to understand how the water moves through the water cycle as it goes around the world.

The Lesson – Questions, Activities, and Tasks

Questions/Activities/Vocabulary/Tasks	Expected Outcome or Response (for each)
<p>SECOND READING:</p> <p>Display a world map that is large and that you are able to manipulate. Make sure each student has a blank copy of a world map and a colored pencil to mark the places that the drop of water appears.</p> <p>As you reread each page, indicate the location on the display map. Mark the location with some kind of symbol that will make it easy to see the locations. Display the book under a document camera if possible.</p> <p>If you have a globe, you could extend this activity to follow drop on a more concrete model.</p> <p>Page 2 - the coast of Maine Page 3 - southern Spain Pages 4 – 8 - Switzerland Page 9 - Sahara Desert Pages 10 & 11 - African rainforest – Jungle Pages 12 & 13 - Mumbai, India (Mumbai is a city on the western coast of India) Page 14 - Indian Ocean Page 15 - Australia Pages 16 – 18 -- Japan Page 19 – Pacific Ocean Pages 20-21 – Northern Alaska Pages 22 – 23 -- Yellowstone National Park, Wyoming Pages 24 – 25 -- New England (perhaps Maine)</p> <p>Question: Turn to your elbow partner and discuss what you notice about Drop’s travels.</p>	<p>Teacher may benefit by having a premade PPT or flipchart that shows Drop’s moves around the world.</p> <p>Students will mark their personal maps at the same time. They should check their elbow partner’s paper to make sure they both have their maps marked in the same location as the display map.</p> <p><u>Teacher Notes:</u> Students will have to use reference skills on page 14 to decide which ocean Drop is in. The journey on pages 19-20 requires discussion with students for them to understand that the world is round in order to decide where Drop lands next.</p> <p>Students should notice that “Drop” travels all the way around the world.</p> <p><u>Teacher’s Note:</u> An anchor chart will be completed throughout the unit. A sample is included at the end of this document. The columns for the anchor chart should have three labels: “Drop’s Location in World,” “Drop’s location on the Page,” and “Stage of the Water Cycle.” Fill in the first column during reading or before each reading.</p>
<p>THIRD READING:</p> <ol style="list-style-type: none"> 1. Create an anchor chart with large chart paper to be displayed in the front of the room. The chart paper should have three columns labeled: “Drop’s Location in World,” (this information should be filled in from 2nd reading), “Drop’s location on the Page,” and “Stage in the Water Cycle.” Fill in the first column during reading or before each reading. You may also want to display a water cycle visual in the classroom so students can easily decide which stage of the cycle Drop is. 2. Reread page 2 	<ol style="list-style-type: none"> 1. The anchor chart will allow for student to have discussion at the end of the story showing how Drop travels through the water cycle.

Where is Drop on the Page? In what stage of the cycle is Drop? Ask, how do you know? Record on the anchor chart.

3. Reread page 3

Where is Drop? What stage of the cycle is Drop? Ask, how do you know?

4. Reread page 4

Where is drop? What stage of the cycle is Drop? Ask, how do you know?

“Airy” is a vocabulary word that you may choose to discuss.

5. Reread page 5

Where is drop? What stage of the cycle is Drop? Ask, how do you know? Record on the anchor chart.

6. Reread page 6

Where is drop? What stage of the cycle is Drop? Ask, how do you know?

“Reservoir” is a vocabulary word that you may choose to discuss.

“Filtered” and “purified” are vocabulary words that you may choose to discuss.

7. Reread page 7

Where is Drop? What stage of the cycle is Drop? Ask, how do you know?

2. Drop is in the cloud near Maine. Drop is in the condensation and evaporation stage: “sailing in the ocean cloud.”

3. Drop is a drop of rain. Drop is in the precipitation and evaporation stage: “Drop has grown, it’s time to rain” & “evaporating in retreat.”

4. Drop is in the air. Drop is in the precipitation and collection stage: “the vapor freezes in mid-air” and “invite the snow to spend the night” or “drifts down on a frozen lake.”

Reread the sentence. Ask which words in the sentence help us to understand what “airy” means.

5. Drop is a frozen liquid. Drop is in the collection phase: “One April day it melts away” or “Icy nights re-freeze the drop” or “stop-and-go, stop-and-go.”

6. Drop is in the pipe. Drop is in the collection stage. “Drop’s dumped into a man-made lake” or “Pumped and filter-purified.”

Explain that a “reservoir” is a man-made lake to hold water. Reread the first sentence and discuss how the information in the first sentence helps the reader to know what a “reservoir” is.

You can reread the stanza with “filtered” and “purified” to have students use context clues to discuss the meaning of these words.

7. Drop is in the cow. Drop is in the collection stage: “to glands that “milkify” somehow.”

<p>8. Reread page 8 Where is Drop? What stage of the cycle is Drop? Ask, how do you know?</p> <p>Display the last sentence, “It’s ‘milkiness’ is left behind – vapor pure, it’s been refined.” Draw students’ attention to the picture for this discussion.</p> <p>9. Reread page 9 Where is Drop? What stage of the cycle is Drop? Ask, how do you know?</p> <p>10. Reread page 10 Where is Drop? What stage of the cycle is Drop? Ask, how do you know?</p> <p>11. Reread page 11 Where is Drop? What stage of the cycle is Drop? Ask, how do you know?</p> <p>12. Reread page 12. Where is Drop? What stage of the cycle is Drop? Ask, how do you know?</p> <p>If Drop is in a cloud on this page, what had to have happened to him after he landed in the water in the Rainforest?</p> <p>13. Reread page 13 Where is Drop? What stage of the cycle is Drop? Discuss the scale icon and refer to the glossary for a description. Discuss the force of water.</p>	<p>8. Drop is in steam. Drop is in the evaporation stage: “Puddle Drop is warmed away”</p> <p>Note in the illustration that spilled milk looks like the icon. Turn and talk to a partner to discuss the meaning of the phrase. Have students share out their discussion and come to a class consensus about the meaning. (You may use an instructional strategy that you already have established in your classroom.)</p> <p>9. Drop is in the cloud. Drop is in the condensation stage: “to cirrus clouds that fly the sky.”</p> <p>10. Drop is humid air. Drop is in the condensation stage: “this sudden change from warm to cool turns Drop to fog.”</p> <p>11. Drop is coming off the monkey’s tail. Drop is in the precipitation stage: “Drop gets a lift on a curly tail to a swimming hole on the jungle trail.”</p> <p>12. Drop is in the cloud. Drop is condensation then precipitation: “on electric flight in a thunderhead” and “the Raindrop Army storms July.”</p> <p>Students should identify that he needed to have evaporated before he could become the condensation in the cloud.</p> <p>13. Drop is on the boy. Drop is in the collection stage.</p>
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<p>1. Have large anchor chart displayed in the front of the room. The chart paper should have three columns labeled: "Drop's Location in World," (this information should be filled in from 2nd reading), "Drop's location on the Page," and "Stage in the Water Cycle." Fill in the first column during reading or before each reading. You may also want to display a water cycle visual in the classroom so students can easily decide which stage of the cycle Drop is.</p> <p>2. Reread page 14. Where is Drop? What stage of the cycle is Drop? Ask, how do you know?</p> <p>Display the text, "Weight is heavy on its shoulder, squeezed in darkness, Drop is colder?" Ask, "What is happening to Drop?" and "Why is he getting colder?"</p> <p>3. Reread page 15. Where is Drop? What stage of the cycle is Drop? Ask, how do you know?</p> <p>What will happen to Drop next?</p> <p>Based on the illustration, what is a moat?</p> <p>4. Reread page 16 Where is Drop? What stage of the cycle is Drop? Ask, how do you know?</p> <p>5. Reread page 17</p>	<p>1. The anchor chart will allow for student to have discussion at the end of the story showing that Drop continues through the water cycle.</p> <p>2. Drop is in the sea. Drop is in the collection stage. The ocean is a large container for the collection of water.</p> <p>3. Drop is in shallow water. Drop is in the collection stage: "there is gently laps the sand" or "seadrop fills their castle moat."</p> <p>Have students predict what stage will happen next, based on Drop being in a shallow moat.</p> <p>4. Drop is in the clouds. Drop is in the evaporation, condensation, and precipitation stage: "Drop does the disappearing trick," "In stratus style" and "Drenching Drop makes 'gushy' dirt."</p> <p>Have students confirm or revise their predictions based on page 15.</p>

<p>Where is Drop? What stage of the cycle is Drop? Ask, how do you know?</p> <p>“Porous” is a vocabulary word that that you may want to address.</p> <p>6. Reread page 18 Where is Drop? What stage of the cycle is Drop? Ask, how do you know?</p>	<p>5. Drop is bottom water. Drop is in the collection stage: “Drop runs into a farmer’s well.” <u>Teacher’s Note:</u> You may want to trace the path of the water with your finger on page 17 to show Drop’s route.</p> <p>Read the whole sentence and point out that Drop is avoiding stones and bones that block, but is able to pass through porous rock. Ask what that tells us about rock that is porous.</p> <p>6. 6. Drop is on clothes. Drop is in the evaporation stage: “Drop ‘hangs on line’ and turns to steam.”</p>
<p>7. Reread page 19. Where is Drop? What stage of the cycle is Drop? Ask, how do you know?</p> <p>You may want to explain “Cumulus” if you have not taught the types of clouds.</p> <p>8. Reread page 20. Where is Drop? What stage of the cycle is Drop?</p> <p>Display the text, “It flaunts a fancy, frosty face and wears a coat of crystal lace.” Ask students what type of precipitation the author is describing. “Why would he use these words to describe snow?”</p> <p>9. Reread page 21. Where is Drop? What stage of the cycle is Drop? Ask, how do you know?</p> <p>You may want to discuss what “brilliant” means in this sentence. Display the picture.</p>	<p>7. Drop is swirling. Drop is in the condensation stage: “Cumulus without a care...”</p> <p>8. Drop is in the snow. Drop is in the precipitation and collection stage. The discussion of the description of the snowflake should lead to the conclusion that Drop is in the precipitation stage. The collection stage may be described with: “and hibernates with a polar bear.”</p> <p>Partner discussion and sharing.</p> <p>9. Drop is around the seed. Drop is in the collection and evaporation stage: “seeping in the thawing earth” and “Drop’s exhaled in a vapor flight.”</p> <p>We think of “smart” when we hear the word brilliant, but within the context of this sentence it means something else. Use the picture to guide students to understand that</p>

<p>10. Reread page 22 Where is Drop? What stage of the cycle is Drop? Ask, how do you know?</p> <p>Discuss what the “Jet Stream Express” is.</p> <p>11. Reread page 23 Where is Drop? What stage of the cycle is Drop? Ask, how do you know?</p> <p>You may need to make the connection that Drop is underground from the previous page to get the evidence that Drop was in the collection stage</p> <p>12. Reread page 24-25 Where is Drop? What stage of the cycle is Drop? Ask, how do you know?</p> <p>13. Discussion Task - Students will write short summaries of their page they are assigned.</p>	<p>it is referring to the bright colors of the flowers.</p> <p>10. Drop is in the geyser. Drop is in the precipitation and collection stage: “to downpour over Yellowstone” and the evidence that Drop goes in the ground is found on the next page, “sucked up by the roots of an aspen tree.”</p> <p>The Jet Stream is fast-flowing air currents that affect weather patterns.</p> <p>11. Drop is in the tree. Drop is in the evaporation and condensation stage: “Evaporated one again” and “condensing on a speck of dust.”</p> <p>12. Drop is in the rainbow. Drop is precipitation: “Drop brings rain to Cape Cod Bay.”</p> <p>13. Student summaries will be used to during discussion for the Culminating Task.</p>
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Sample completed anchor chart:

Drop's Location	Drop's Location on the Page	Stage of the Water Cycle
Coast of Maine	In the cloud	Condensation and evaporation
Southern Spain	A drop of rain	Precipitation and evaporation
Switzerland	In the air	Condensation and collection
Switzerland	Frozen Liquid	Collection
Switzerland	In the pipe	Collection
Switzerland	In the cow	Collection

Switzerland	Steam	Evaporation
Sahara Desert	In the cloud	Condensation
African Rainforest	In humid air	Condensation
African Rainforest	Coming off the tail	Precipitation and collection
Mumbai, India	In the cloud	Condensation and precipitation
Mumbai, India	On the boy	Collection
Indian Ocean	In the sea	Collection
Australia	Shallow water	Collection
Japan	In the clouds	Evaporation, condensation, and precipitation
Japan	Bottom Ground	Collection
Japan	Clothes	Evaporation
Pacific Ocean	Swirling	Condensation
North Alaska	In the snow	Precipitation and collection
North Alaska	Around the seed	Collection and evaporation
Yellowstone	In the geyser	Precipitation and collection
Yellowstone	In the tree	Evaporation and condensation
New England	In the rainbow	Precipitation

