



Read to Be Ready plans for: All About Sound

2nd grade

- 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.

2.PS4: Waves and Their Applications in Technologies for Information Transfer 1) Plan and conduct investigations to demonstrate the cause and effect relationship between vibrating materials (tuning forks, water, bells) and sound. 2) Use tools and materials to design and build a device to understand that light and sound travel in waves and can send signals over a distance.

Comprehension Skill: Fact and Opinion **Phonics:** Vowels oo/u
Grammar/Writing: Adjectives for number, size and shape **Unit Focus:** Sound
Culminating Task: Knowledge about Sound

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
M O N D A Y	1 st reading of <i>All About Sound</i> Prior to reading, have students make predictions regarding the main idea of the book based on the cover. Read the first time through with few interruptions.	Vibrate(s) Wind instrument Megaphone Soundwave Electronics Electrical signal Key Pitch Absorb	What does the word vibrate mean? Share with a partner some sounds you might hear in a hospital, in a school, at the mall.	Write 3 complete sentences about things you learned about sound. Start with an opening sentence, add 3 sentences about facts you learned and closing sentence	Text: <i>The Simple Science of Sound</i> MyOn
T U E S D A Y	Reread text p. 4-9 Have time for discussion and answer questions the students may have.	Vibrate(s)	Share with your partner about loud sounds and quiet sounds and vibrations. What are some types of warning sounds? (include the fire drill sound that is familiar to them) Engage students in conversation about the different ways to make sound.	There are different ways to make sounds. Using text evidence, identify ways to make sounds. Make a bubble map. Write a paragraph. Start with an opening sentence, add 3 sentences about facts you learned and closing sentence.	Experiment p. 8-9

W E D N E S D A Y	<p>Reread p. 10-19</p> <p>Have time for discussion and answer questions the students may have.</p>	<p>Wind instruments Sound waves Vibrate Electronic Electrical signals</p>	<p>How does the illustration on p. 12 help you to understand sound waves?</p> <p>Why is it the closer you are to a sound, the louder it is?</p> <p>What types of tools can make a sound louder? (megaphone and electronics)</p> <p>Discuss with your partner the 3 ways that sound waves can travel.</p>	<p>Using a bubble map, identify instruments and how musical sounds are made.</p> <p>Write a paragraph. Start with an opening sentence, add 3 sentences about facts you learned and closing sentence.</p>	Experiment p. 18-19
T H U R S D A Y	<p>Reread p. 20-27</p> <p>Have time for discussion and answer questions the students may have.</p>	<p>Key Pitch Wind instruments Vibrate Absorb Sound waves</p>	<p>Do musical instruments just make sounds? (no)</p> <p>Share with your partner what else musical instruments can make. (musical notes)</p> <p>Fill in the blank: Short keys make <u>high</u> notes and long keys make <u>low</u> notes.</p> <p>How are violins and cellos alike? (only four strings)</p> <p>What happens when you blow into a wind instrument? (the column of air inside vibrates)</p> <p>Share with your partner what soundproofing means. Why would you need it?</p> <p>Why would workers need to protect their ears from loud sounds?</p>	<p>Using the following words, write in paragraph form how high and low notes are made using a harp, xylophone and cello.</p> <p>Key, pitch, harp, xylophone, cello, note</p>	Experiment p.26-27
F R I D A Y	<p>https://www.youtube.com/watch?v=A Gjxfx8sy6s</p> <p>https://www.youtube.com/watch?v=3-xKZKxXuu0</p> <p>Show videos about sound before doing the final prompt. Students may pick up new ideas.</p>	<p>Vibrate Vibrates Vibration</p>	<p>What happens when sound waves go in your ear? (The ear has what looks like a drum and it begins to vibrate)</p> <p>What would happen if you have on a hat and ear muffs? Would the sound be louder or softer? Why?</p>	<p>Using previous prompts and knowledge from listening to the book, complete Prompt 5 to show what you learned.</p>	