



Read to Be Ready plans for: Light is All Around Us 2nd grade

Standards:

ELA Standards:

- 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.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.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.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.
- 3) Observe and demonstrate that waves move in regular patterns of motion by disturbing the surface of shallow and deep water.

2.ETS2: Links Among Engineering, Technology, Science, and Society

- 1) Use appropriate tools to make observations, record data, and refine design ideas.

Comprehension skill: compare and contrast

Phonics: diphthongs ou, ow/ou

Grammar/Writing: adjectives that compare

Unit Focus: Waves and Their Application

Culminating Task: "Real life story about when the lights went out"

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
M O N D A Y	Read all of <u>Light is All Around Us</u>	*Electromagnetic radiation *energy *light waves *lumens *electric light *chemical light *reflect	Where does light travel from? Using text evidence, what are 3 examples of it lighting up?	Using text evidence, what are 3 examples of light "lighting up?" Write a complete paragraph.	

T U E S D A Y	Reread <u>Light is All Around Us</u> pg. 9-15	Electromagnetic radiation Energy	How does light travel? By looking at the illustration, which travels faster: Sound or a car? Looking at the illustration, what season is it? How far is the sun from the earth?	Make a bubble map of verbs that are used in the text to show different actions of the light.	
W E D N E S D A Y	Reread <u>Light is All Around Us</u> pg 16-23	Light waves lumens	Can you use a ruler to measure brightness? What do we use to measure brightness? Why should you never look directly at the sun? Share with a partner other ways we get light.	Use a Flow Map to show measurements.	
T H U R S D A Y	Read pg 24-35 Look at illustrations on 24-25 and brain storm about how the octopus and Halloween sticks are alike.	Electric light Chemical light reflect	What "carries" the picture you see to your brain? Have paper ready to write answer to the question. Describe to a partner about the octopus and chemical light.	How does light help you see? Write a complete paragraph.	
F R I D A Y	Use video from Epic to explore more about light in our daily life. Caillou: Lights Out https://www.getepic.com/app/read/43161		How would you feel if the lights went out in your house? What tools could you use? Are they the same as Caillou's family used?	Write about a time the lights go out at your house. Include how you feel, what tools you would use?, include an activity you could do while the lights are off?	