

## Read to Be Ready plans for: Molly's Pilgrim 2<sup>nd</sup> Grade

- L.2.1. Ask and answer such questions *as who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- L.2.3. Describe how characters in a story respond to major events and challenges.
- L.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- FS.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- FS.2.4. Read with sufficient accuracy and fluency to support comprehension.
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - Build on others' talk in conversations by linking their comments to the remarks of others.
  - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue.

**Comprehension skill: Making Inferences/ Drawing Conclusions    Phonics: Long o: o, oa, ow**  
**Grammar/Writing: Verbs used with singular and plural nouns    Unit Focus: Cultures - Respect for one another**

	Read Aloud	Vocabulary Focus	Discussion Questions	Written Response	Other Resources
<b>M O N D A Y</b>	<p>First read aloud of Molly's Pilgrim – with few interruptions.</p> <p>**There are 10 books per classroom. Have students sit with a partner to follow the text while the teacher reads it aloud.</p>	<p>Use only minimal time on the vocabulary words for this story today – Powerpoint is called: Molly's_Pilgrim_Voc_Lesson.ppt</p>	<p>Use powerpoint Molly's_Pilgrim.ppt To discuss story elements of character, setting, plot, etc.</p> <p>Today's discussion is focused on basic questioning to enable students to understand the structure of the story.</p>	<p>Prompt: What makes a person a pilgrim?</p> <p>Students will respond in writing – 2 sentences minimum – using capitalization, punctuation, incorporating some of the vocabulary from the story.</p>	
<b>T U E S D A Y</b>	<p>Second read aloud of Molly's Pilgrim.</p> <p>Prior to the read aloud, use the vocabulary ppt. to discuss the meanings of the words in the vocab column. Pause to highlight those words again during today's read aloud.</p>	<ul style="list-style-type: none"> <li>• Shaynkeit (Shyn-Kite)</li> <li>• Yiddish</li> <li>• Jewish</li> <li>• Malkeh(Mah I-Kuh-Luh)</li> <li>• Tenement house</li> <li>• Goraduk</li> <li>• Cossacks</li> <li>• Synagogue</li> <li>• Russia</li> <li>• Paskudnuaks (pass-kood-nee-ack)</li> <li>• Thanksgiving</li> <li>• Pilgrims</li> <li>• Clothespin (have a real one available to show the students)</li> <li>• Religious</li> </ul>	<ul style="list-style-type: none"> <li>• Why did Molly's family leave their home in Goraduk?</li> <li>• Why did they then leave their home in New York?</li> <li>• What was their life like in New York?</li> <li>• Why do you think Elizabeth is picking on Molly?</li> <li>• What makes a person a pilgrim?</li> <li>• Why did Mama make the clothespin doll to look like herself?</li> <li>• How did Molly's doll help tell the story of Thanksgiving?</li> <li>• At the end of the story do you think being at school will change for Molly, and why or why not?</li> </ul> <p>**Use think-pair-share partner work as part of the group question time. How did Molly's clothespin doll help tell the story of Thanksgiving?</p>	<p>Prompt: What two major moves brought Molly's family to Winter Hill and why did they move both times?</p>	<p>During small group differentiated reading times – introduce and read the leveled readers associated with Dear Juno. These will help prepare students for the culminating writing activity which will be to write a letter to Molly.</p>

		<ul style="list-style-type: none"> <li>Freedom</li> <li>Embroidered</li> <li>Muttered</li> <li>Taunted</li> <li>Sukkoth</li> </ul>			
WEDNESDAY	<p>Read aloud – Dear Juno with few interruptions during the reading.</p> <p>Do pause to introduce the 4 vocabulary selection words.</p>	<p>Selection words:</p> <ul style="list-style-type: none"> <li>Persimmons</li> <li>Smudged</li> <li>Envelope photograph</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the story elements of characters, setting, main idea.</li> <li>Why would we read Dear Juno in the same week as Molly’s Pilgrim? How are the stories alike? (understanding different cultures- experiences in the USA as compared to those in other countries)</li> <li>Why could Juno not understand the words in the letter from his grandmother?</li> <li>What did Juno use instead of the words to understand his grandmother’s letter? What are some ways we use pictures instead of words? (hand motions for thinking, quiet, come/go, stop; pictures of a woman or man on bathroom doors,etc.)</li> <li>Discuss Juno’s feelings during the story. Compare to Molly’s feelings. (Perhaps Juno misses being near his grandmother as Molly misses being back in Goraduk.)</li> <li>How did Juno know that the letter was for him and came from a “far away” place?</li> <li>What did Juno find in the letter? What did the writing look like? What does this tell the reader about the language his Grandmother speaks?</li> <li>What did Juno learn from the letter? How was Juno able to understand the letter? What does Juno mean when he says, “She wouldn’t send me a picture of a strange cat?”</li> <li>Why were Juno’s parents able to read the letter, but Juno can’t? Would you ever attempt to read something written in the same language you speak even if you thought the words would be too hard? (Hopefully, most students will say yes-this is the way we learn to read by sounding our words.</li> </ul>		<p>During small group differentiated reading times – introduce and read the leveled readers associated with Dear Juno. These will help prepare students for the culminating writing activity which will be to write a letter to Molly.</p> <p>Review the format for letter writing – great center activity would be to provide students with a letter template and have them write a letter to a relative.</p>

T H U R S D A Y	<a href="https://clever.discoveryeducation.com/learn/player/ea362953-675b-4813-8b74-0f9ca8be3b60">https://clever.discoveryeducation.com/learn/player/ea362953-675b-4813-8b74-0f9ca8be3b60</a>	Keep voc words from Molly's Pilgrim up this week.  Melting pot	What does the narrator say a melting pot is? Share with a partner about the life of Peter Wong, park ranger.	Describe life on the ship as an immigrant coming to America. (food, sleeping conditions, etc.) Do this in paragraph form.	MyOn-Ellis Island, Angel Island  Read aloud of Molly's Pilgrim – 13 minutes: <a href="http://tinyurl.com/y9a8a4wu">http://tinyurl.com/y9a8a4wu</a>
F R I D A Y	Discuss Molly's Pilgrim, Dear Juno and the DE video.		How are the books all tied together? Why is the acceptance of all people and their culture so important?	How are cultures alike? How are they different? Make a bubble map showing likenesses and differences and then write a paragraph about them. Students can work in pairs to complete this activity. Share the	