



Read to Be Ready plans for: Muncha! Muncha! Muncha! 2nd Grade

Standards:

- ELA Standards:** 1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) a) Distinguish long from short vowel sounds in spoken single-syllable words.
- 1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a) Know the sound-spelling correspondence for common consonant digraphs. h) Read grade-level decodable text with purpose and understanding.
- 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. b) Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels.
- 1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a) Read grade-level text with purpose and understanding.
- 1.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. j) Capitalize names of people and dates.
- 1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. iii) Identify real-life connections between words and their use.
- 1.RI.KID.1 Ask and answer questions about key details in a text.
- 1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.
- 1.RI.IKI.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.
- 1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.
- 1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.
- 1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.
- 1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.
- 1.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

- Science Standards:** 1.ETS1: **Engineering Design** 1) Solve scientific problems by asking testable questions, making short-term and long-term observations, and gathering information.
- 2.ETS2: **Links Among Engineering, Technology, Science, and Society** 1) Use appropriate tools to make observations, record data, and refine design ideas.

Comprehension skill: Sequence **Phonics:** long o (CVGe), Contractions n't, 'm, 'll **Phonemic Awareness:** long/short vowel distinction **Grammar/Writing:** Days, Months, Holidays **Unit Focus:** Engineering

Culminating Task: Project Building to Keep Out Bunnies or Other Critters

ARTS INTEGRATION: What makes you say that? What do you see? Or What else can we find? For any pictures.

<https://emprobstvts.weebly.com/vts-the-three-simple-questions.html>

Text Set: Muncha! Muncha! Muncha!

EXPLANATION: As part of the design process, students should begin to understand that there can be multiple solutions to a single problem. In later grades, students will evaluate competing solutions based on their ability to work with criteria for success and constraints. In first grade, students should be preparing for this process by making observations before they begin to design a solution. Students can be given a problem to solve and tasked with making relevant observations. An example could be "How long does it take an ice cream bar to melt?" Students would observe the ice cream bar every 30 minutes.

Rd Lvl: 2.7, AR 2.4, LEX AD560L

Please check out culminating task on Friday. Begin collecting items for students to use for their project.

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
M O N D A Y	<p>Ask children what they want to be when they grow up. Ask if anyone wants to be an engineer. Ask if anyone knows what an engineer does. Explain that engineers design things to help people. And they figure out how to solve problems.</p> <p>Ask/Discuss the following questions: 1) Where does your food come from? 2) How many different kinds of vegetables can you name? 3) Do you know anyone who has a garden? What does it look like? Have you ever helped anyone with their garden?</p> <p>Turn your volume off and Read <i>Muncha! Muncha! Muncha!</i> to children from the video: https://youtu.be/jEZnpXVI6L4</p> <p>Introduce the problem: The bunnies keep getting into Mr. McGreely's vegetable garden and eating his vegetables.</p>	<ul style="list-style-type: none"> hoed sowed gnawed hurdle trench twitch 	<p>What was Mr. McGreely's problem?</p> <p>Turn and Talk—How did Mr. McGreely try to solve his problem. (small fence, tall wall, deep trench)</p> <p>What type of device could an engineer design and build that would help keep the bunnies out of the garden?</p> <p>If the device keeps the bunnies out, is there anything that should still be able to get in the garden? (sunlight, rain, Mr. McGreely)</p> <p>How will you know if it works?</p>	<p>Have student find 5 objects outside (or you could already have 5 objects). Students will draw the object in its natural setting, identify the name of it and write a complete sentence about that object.</p>	<p>Another science activity is to have the students write one thing they know about bunnies and one thing they want to learn about bunnies.</p> <p>There are many Engineer books on Epic that could be used in centers.</p> <p>What is an engineer? https://youtu.be/owHF9iLyxic</p> <p>What is the engineering process? https://youtu.be/fxJWin195kU</p> <p>https://www.readworks.org/article/What-Does-an-Engineer-Do/595c43c6-3935-47c3-9a04-3d77078d17fc#!articleTab:content/</p>
T U E S D A Y	<p>Reread the story or watch the video <i>Muncha! Muncha! Muncha!</i> Share with the students that this is a narrative book because it tells a story.</p>		<p>Review: The main character of this story is Mr. McGreely and he has a big problem. What is his problem and how does he try to solve it?</p> <p>What are some things that Mr. McGreely doesn't understand about bunnies? (hop, swim, dig)</p>	<p>Go outside and find a spot to sit. For a short amount of time, have the students sit and watch the world around them. Write down everything they see. Go back in the classroom and have students write sentences using what they saw. Begin with "I went outside and sat on the grass. I saw.... Then I saw..."</p>	
W E D N E S D A Y	<p>Reread the <i>Muncha! Muncha! Muncha!</i> Share with the students that this is a fiction book because the author, Candace Fleming, made it up in her imagination.</p> <p>Say "In this book, the author wrote words to show how the sounds change as the bunnies sneak into the garden each night. Listen for the sound</p>		<p>Talk about "sound words" as a class. Make a list of the words in the story. Have students pick a partner and act out those words.</p> <p>How do Mr. McGreely's feelings change during the story? Why do you think they change? (angry when bunnies ate the plants, happy when he thought he beat the bunnies, surprise that the</p>	<p>Divide students into groups (depending on how many sound words you found so each student has one word). Student will write the word and illustrate the word. Each group will put their words together to make a book.</p>	<p>Center activity: Illustrate the 3 different types of feelings Mr. McGreely felt during the story. Write a sentence about each one.</p>

	words today.		bunnies were in his basket.		
T H U R S D A Y	<p>Show students the video Muncha! Muncha! Muncha!</p> <p>Tell students before hand that they are going to be working with a partner to retell the story so they listen carefully.</p>		<p>Go back and review about how what an engineer does. Explain to the class that sometimes engineers work with partners to design things. Today the students will work together as a team to retell the story.</p> <p>Partner students or possibly 3 students to retell the story. The story must have 6 facts. Write the facts on a different sheet of paper. Illustrate using text evidence.</p>		
F R I D A Y	<p>Students will work together for a culminating task of designing (as an engineer would do) a plan to keep bunnies or other critters out of their garden.</p> <ol style="list-style-type: none"> 1) Design must first be on paper—illustration and identifying what the objects are. 2) Using items such as toilet paper rolls, paper towel rolls, dirt, etc. they will design their garden area along with what they would use to keep the bunnies out. 3) Students will look at each group's project and determine which is the best for its purpose. <p>This is not a regular reading day as you can tell. It's probably going to get noisy. Listen to the conversations going on around the room to see if students are understanding how/what an engineer does. Begin on Monday asking students to bring in objects that they will use.</p>				