



Read to Be Ready plans for: Ox-Cart Man Week 1

2nd Grade

ELA Standards:

- 2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. g) Decode grade-level texts with purpose and understanding.
- 2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a) Read grade-level text with purpose and understanding.
- 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. k) With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.
- 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.RL.KID.3 Describe how characters in a story respond to major events and challenges.
- 2.RL.CS.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.
- 2.RL.IK1.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 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.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.

Social Studies - Economics Standards:

- 2.04 Examine different types of producers and consumers in the U. S.
- 2.05 Recognize major U.S. industries and their products, including: agriculture, manufacturing, tourism, transportation, etc.
- 2.06 Analyze how supply and demand influence production.
- 2.07 Differentiate between imports and exports.
- 2.08 Evaluate how imports and exports help to meet the needs of people in the U.S.

Comprehension skill: Main idea/compare & contrast **Phonics:** See Pacing Guide

Grammar/Writing: See Pacing Guide **Unit Focus:** Producers and Consumers (Responding with written responses/research and writing)

Culminating Task: Using research, produce a report on the use of natural resources

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
M O N D A Y	1st read of Ox-Cart Man. Teacher will read aloud with few pauses for discussing details. Small Group: The Paper Crane	These vocab words were chosen for their importance to understanding the specifics of this text: <ul style="list-style-type: none"> • Sheared • Yarn-spun • Knit • Wove-loom • Shawl • Flax • Shingles • Yoke & harness • Embroidery needle • Planks Tier 2 Vocab words: <ul style="list-style-type: none"> • Self-sufficient • supply • demand • import • export • natural resource Use the next days of the plans to fully discuss these terms.	<p><i>What is the main idea of this text?</i> (how goods are produced and then sold as products based on needs, etc)</p> <p><i>What time period in the life of this family is covered in this story and what evidence is given in the story to support your answer?</i> (one year)</p> <p><i>What goods did the Ox-Cart man and his family produce?</i></p> <p><i>What products did he purchase?</i></p> <p><i>What special treats did he choose at the market?</i></p> <p>Iron kettle; embroidery needle; carving knife; peppermint candy.</p> <p><i>What did the Ox-Cart Man consider when he decided what to purchase?</i> (he needed things that would help the family make goods to sell next year)</p> <p><i>How did the Ox-Cart Man decide what he was going to make?</i> (needs vs. wants; supply & demand)</p>	<p>Create a tree map to identify the needs and wants from the story.</p> <p>Using product examples from your tree map write an answer that supports whether the Ox-Cart Man made his choices based on needs or wants.</p>	<p>Students will be given a research assignment tomorrow. Decide whether they will work in pairs or individually.</p> <p>**This particular research product was chosen to make students more aware of the origin of products that they purchase. They do not “magically” appear.</p> <p>Pencils originated as a tree; clothing originated as cotton plants; etc. etc.</p> <p>Small Group: The Paper Crane</p>

<p>T U E S D A Y</p>	<p>2nd read of Ox-Cart Man. During today's reading, generate a <u>class-developed list of the products that the Ox-Cart Man took to market.</u> These will become the basis of individual student research. SW #26 Business Shoppers (See TE in Clever, Studies Weekly)</p>	<ul style="list-style-type: none"> • Sheared • Yarn-spun • Knit • Wove-loom • Shawl • Flax • Shingles • Yoke & harness • Embroidery needle • Planks <p>Tier 2 Vocab words:</p> <ul style="list-style-type: none"> • Self-sufficient • supply • demand • import • export • natural resource 	<p>Refer to class-generated list of products that the Ox-Cart Man took to market. Fully discuss the meanings of the vocabulary words. <i>What does self-sufficient mean? Are we self-sufficient in our lives today? Give reasons/examples to support your answer.</i> <i>What does supply and demand mean? (engage students in a discussion of these two vocabulary terms and how they apply in the story and in life today.)</i></p>	<p>The family in the Ox-Cart Man is self-sufficient. Explain what self-sufficient means and give examples of being self-sufficient using evidence from the story.</p>	<p>**Assign a natural resource and its product for pairs of students (or individuals) to research. 1. sheep/wool/yarn 2. flax/ linen 3. wood/shingles 4. birch tree/brooms 5. honeycombs/honey 6. maple tree/maple sugar 7. goose/feathers 8. potatoes/turnips/cabbage On Friday students will present to the class. Explain that their project must include an explanation of how the natural resource is used to make the product, as well as step by step illustrations of the process.</p>
<p>W E D N E S D A Y</p>	<p>3rd read of Ox-Cart Man. Focus on the <u>sequence</u> in this story – they load the products – he sells the products – he buys things they will need to make more of the same products SW #27 Touring U.S. Industries (See TE in Clever, Studies Weekly)</p>	<ul style="list-style-type: none"> • Sheared • Yarn-spun • Knit • Wove-loom • Shawl • Flax • Shingles • Yoke & harness • Embroidery needle • Planks <p>Tier 2 Vocab words:</p> <ul style="list-style-type: none"> • Self-sufficient • supply • demand • import • export • natural resource 	<p><i>Tell about the plot of this story. (family loads their products on the cart; man spends 10 days driving the ox cart to market; he sells their products and buys goods to take home; family begins the process over again to make their products for next year)</i> **Teachers, model a flow map of the sequence of events.</p>	<p>What is the plot of the story, Ox-Cart Man? Create a flow map and then use complete sentences as you clearly <u>but</u> briefly describe the sequence of the story.</p>	<p>Remind students of their project assignment. If possible, allow for research time on laptops or other sources.</p>
<p>T H U R S D A Y</p>	<p>4th read of Ox-Cart Man Today's focus will be again on the <u>comparison of life in the 1800's and life today.</u> SW #28 Going, Going, Gone (See TE in Clever, Studies Weekly)</p>	<ul style="list-style-type: none"> • Sheared • Yarn-spun • Knit • Wove-loom • Shawl • Flax • Shingles • Yoke & harness • Embroidery needle • Planks <p>Tier 2 Vocab words:</p> <ul style="list-style-type: none"> • Self-sufficient • supply • demand • import • export • natural resource 	<p><i>What simple machines have been invented since the days of the Ox-Cart Man which allow jobs to be done in an easier way? (remind students of their study of simple machines in 1st grade)</i> <i>How do we transport products to market today?</i> <i>What does a "market" look like today? (Kroger, Target, etc.)</i> <i>Many products that we buy say "made in Japan" or made in some other country. How did those products get to our stores? (engage students in a discussion of the term import)</i> <i>The U.S. also makes and then sends products to other countries, like China. How do those products get to China? (engage students in a discussion of the term export)</i></p>	<p>What similarities & differences did you see between the time period in which the Ox-Cart Man was set and now? Create a Venn Diagram or a Double Bubble thinking map. Use at least 3 of these similarities/differences in a written response to the prompt. **Encourage students to include the difference between being self-sufficient and relying on imports and exports.</p>	

			<i>Review: Are we self-sufficient today? Why or why not?</i>		
F R I D A Y	<p>Students will present their research projects</p> <p>SW #29 The Fruits and Vegetables Highway (See TE in Clever, Studies Weekly)</p>		<p>Look for the following:</p> <p>Did students explain what their natural resource was and how it is used to make products?</p> <p>Did students illustrate a step by step process for using their resource to make a product?</p> <p>Did students include vocabulary from this week's study?</p>	<p>Culminating Task:</p> <p>The research project on a natural resource and the process to turn that resource into a product or products.</p>	<p>**This research project would lend itself very well to electronic publication using an app such as Seesaw; iMovie, etc.</p>