



## Read to Be Ready plans for: Lives: Poems of Famous Americans 2nd Grade

### ELA Standards:

- 2.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. f) Print legibly in manuscript; write many upper and lowercase letters in cursive (beginning of this skill)
- 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.
- 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. iii) Use a known root word as a clue to the meaning of an unknown word with the same root.
- 2.RL.CS.4** Describe how words and phrases supply meaning in a story, poem, or song.
- 2.RI.IKI.8** Describe how reasons support specific points an author makes in a text.
- 2.RL.RRTC.10** Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.
- 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.PKI.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 2.W.TTP.1** Write opinion pieces on topics or texts. a) Introduce topic or text. b) State an opinion. c) Supply reasons to support the opinion. d) Use linking words to connect the reasons to the opinion. e) 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.RW.10** With guidance and support from adults, engage routinely in writing activities to promote writing fluency.

**Social Studies:** Government and Civics: 2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others. History: 2.29 Examine the significant contributions made by people of the U.S.

**Comprehension skill:** Theme/Plot/Main Idea/Summarizing **Phonics:** Diphongs oi, oy

**Grammar/Writing:** adverbs that tell when and where **Unit Focus:** Change/ Persistence/ Poetry/Famous Americans

**Culminating Task:** Using a cold read, students will be asked to summarize a poem and identify the main topic and supporting details for that main topic. Students will identify the central message of the poem. Using technology student products will be published.

	Read Aloud	Vocabulary Focus	Discussion Questions	Written Response	Small Group & Center Ideas
M O N D A Y	<p>Show video about Dr. King from DE to provide background knowledge: <a href="https://tinyurl.com/ybxvpfvm">https://tinyurl.com/ybxvpfvm</a></p> <p>Teacher will then read aloud the poem, "Martin Luther King Day" by X. J. Kennedy – pg. 26 in LIVES text.</p> <p><b>Students will follow the words of the poem displayed on chart paper or on large projection screen in classroom.</b></p> <p><b>*A POWERPOINT WITH EACH POEM FOR THIS WEEK IS AVAILABLE ON THE BCS R2BR 2ND GRADE PAGE</b></p>	<p>Tier 2 vocabulary to be explicitly taught after the reading of the poem, rereading the parts of the poem using these words for context.</p> <ul style="list-style-type: none"> <li>worst-off</li> <li>redeem</li> <li>solemn</li> <li>steeple</li> </ul>	<ol style="list-style-type: none"> <li>Who is this poem about, and why is he a famous American?</li> <li>Does the language of the poem help you understand his importance? Give evidence.</li> <li>Which words in the poem made you think of bells?</li> <li>Who is the speaker in the poem? (the poet)</li> <li>How do you think the speaker felt about Martin Luther King?</li> <li>What is the main message of the poem?</li> </ol> <p><b>**Teacher will highlight parts of the poem and make notes on the projected poem as the class discusses these questions. Model for the students how to identify the key aspects of the poem's message.</b></p>	<p>What was the main message of today's poem, "Martin Luther King Day"?</p>	<p><b>Student writing should now be in paragraph form— Opening sentence, 2 or 3 sentences answering the question and closing sentence.</b></p>
T U E S D A Y	<p>Show YouTube video of the life of John F. Kennedy to provide background knowledge: <a href="https://tinyurl.com/y8prx632">https://tinyurl.com/y8prx632</a></p> <p>Teacher will then read aloud the poem, "JFK: Perseverance Furthers" on pg. 24 of LIVES text</p> <p><b>Students will follow the words of the</b></p>	<p>Tier 2 Vocabulary:</p> <ul style="list-style-type: none"> <li>charm</li> <li>vessel</li> <li>adversity</li> <li>denounce</li> <li>bigotry</li> <li>perseverance</li> </ul>	<ol style="list-style-type: none"> <li>Who is this poem about, and why is he a famous American?</li> <li>How does the language of the poem help you understand his importance? Give examples/evidence.</li> <li>What words would you use to describe his character?</li> <li>How do you think the poet felt about John Kennedy and how do you know</li> </ol>	<p>Using evidence from today's poem about John F. Kennedy and yesterday's poem about Martin Luther King, Jr. describe what the word "perseverance" means.</p>	

	poem displayed on chart paper or on large projection screen in classroom.	*Explicitly teach the root word of perseverance – persevere.	<p><i>this?</i></p> <p>5. <i>What does the title of this poem mean?</i></p> <p>6. <i>What is the main message of the poem?</i></p> <p><b>**Teacher and students will highlight parts of the poem and make notes on the projected poem as the class discusses these questions. Model for the students how to identify the key aspects of the poem’s message.</b></p>		
W E D N E S D A Y	<p>Show video from DE about Rosa Parks to provide background knowledge: <a href="https://tinyurl.com/y9gmquu2">https://tinyurl.com/y9gmquu2</a></p> <p>Teacher will then read aloud the poem, “The Many and the Few” on pg. 22 of LIVES text.</p> <p><b>Students will follow the words of the poem displayed on chart paper or on large projection screen in classroom.</b></p>	<p>Tier 2 Vocabulary:</p> <ul style="list-style-type: none"> <li>• fare</li> <li>• seamstress</li> <li>• decline</li> <li>• disturb</li> <li>• peace</li> </ul>	<p>1. <i>Who is this poem about, and why is she a famous American?</i></p> <p>2. <i>What does the poet want us to know about Rosa Parks?</i></p> <p>3. <i>Does the word “perseverance” apply to the life of Rosa Parks? How?</i></p> <p>4. <i>Who are the “many” and who are the “few”? (teacher will reread the sections of the poem that reference these words)</i></p> <p><b>**There can be many interpretations.</b></p> <p>5. <i>What is the main message of the poem, other than being about a woman named Rosa Parks? (civil rights, one person standing up for so many others, courage, perseverance in the face of hardship)</i></p> <p><b>**Teacher and students will highlight parts of the poem and make notes on the projected poem as the class discusses these questions. Model for the students how to identify the key aspects of the poem’s message.</b></p>	What was the central message of today’s poem, “The Many and the Few”?	
T H U R S D A Y	<p>Show video of first trip to the moon on DE: <a href="https://tinyurl.com/ycdllwlf">https://tinyurl.com/ycdllwlf</a></p> <p>Then, read aloud the poem, “First Men on the Moon” from p. 28 of the LIVES text.</p> <p><b>Students will follow the words of the poem displayed on chart paper or on large projection screen in classroom.</b></p>	<p>Tier 2 vocab:</p> <ul style="list-style-type: none"> <li>• Pilgrims</li> <li>• Lunar</li> <li>• Wanderlust</li> <li>• awe</li> </ul>	<p><i>Where are the astronauts in the first verse of this poem? (still in their spaceship heading towards the moon)</i></p> <p><i>Why does the poet call the astronauts “pilgrims”? How do they compare to the meaning of pilgrim learned in our previous story, <i>Molly’s Pilgrim</i>?</i></p> <p><i>Why might the poet have called their spaceship “spidery”? (in the video students will see that the spaceship has spider-like legs)</i></p> <p><i>Why do you think the poet said there was “cold silence”? (quick teachable moment about the lack of sound on the moon because sound waves require something to move through which is absent on the moon)</i></p> <p><i>What were Neil Armstrong’s famous words when he stepped on the moon?</i></p>	Describe what you think the poet meant by the following verse from “First Men on the Moon”: <i>The first man down the ladder, Neil, Spoke words that we remember now – “Small step for man...” It made us feel As if we too were there somehow.</i>	<b>** Have interested students research the reason for a lack of sound on the moon. Sound waves are in the 2<sup>nd</sup> grade Science standards. *Next year there will be a reading unit on sound/light waves.</b>

			<p>(full quote was in the movie)  <i>What is the meaning behind his words?</i></p> <p><i>What is the name of the "one small blue planet"? (Earth)</i></p> <p><i>What was the poet's purpose for writing this poem?</i></p> <p><i>What emotions did the poet help you feel?</i></p> <p><b>**Teacher and students will highlight parts of the poem and make notes on the projected poem as the class discusses these questions. **By this lesson students should be taking more of a lead in helping to identify the key aspects of the poem's message.</b></p>		
<p>F R I D A Y</p>	<p>**Start today's lesson by asking the questions in the question column.</p> <p>Display the PDF of the poem by Langston Hughes, "Dreams". (It is included as the last slide on PowerPoint)</p> <p>***The students will read the poem independently, followed by their written response to the prompt.</p>		<p><i>Do you have special dream of something you would like to accomplish in life?</i></p> <p><i>How about the famous Americans we have studied? Did they have dreams?</i></p> <p><i>How did they make their dreams come true?</i></p> <p><i>What does it take for anyone to have their dreams fulfilled? (lots of hard work, determination, perseverance, etc.)</i></p> <p><i>Read the poem, "Dreams", and respond in writing to today's prompt.</i></p>	<p>Using evidence from the poem, "Dreams", explain the central message of the poem.</p>	