



Read to Be Ready plans for: Give it a Push! Give it a Pull! (Forces- Week 1) 2nd grade

ELA Standards:

- 2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. b) Know spelling-sound correspondences for additional common vowel teams.
- 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. f) Print legibly in manuscript; write many upper and lowercase letters in cursive.
- 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. j) Use an apostrophe to form contractions and frequently occurring possessives.
- 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.CS.5 Know and use various text features to locate key facts or information in a text efficiently.
- 2.RI.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.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.
- 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.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.PS2: Motion and Stability: Forces and Interactions

- 1) Analyze the push and the pull that occurs when objects collide or are connected.
- 2) Evaluate the effects of different strengths and directions of a push or a pull on the motion of an object.
- 3) Recognize the effect of multiple pushes and pulls on an object's movement or non-movement.

2.PS3: Energy

- 1) Demonstrate how a stronger push or pull makes things go faster and how faster speeds during a collision can cause a bigger change in the shape of the colliding objects.
- 2) Make observations and conduct experiments to provide evidence that friction produces heat and reduces or increases the motion of an object.

Comprehension skill: Character and Setting

Phonics: Consonant Blends

Grammar/Writing: Predicates

Unit Focus: Force

Culminating Task: Compare and Contrast two types of books

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
M O N D A Y	Read aloud Give it a Push! Give it a Pull! A Look at Forces. http://eb.com/167993 Please check the above website for books etc. for this week and next week. Small Group: R2BR <i>Push and Pull</i>	<ul style="list-style-type: none"> • Direction • Force • Friction • Gravity • Magnetism • Motion • Speed • Weight 	What is a force? p. 5 Looking at the illustration, what does the illustrator use to show "pulling?" p. 6 Can you see all forces? Give an example p. 8 How does bicycling show force? Share with a partner how the weight of an object can change the force to make it move.	1) Describe the difference in push and pull as it relates to force. 2) Describe the difference in stronger forces and gentler forces and the distance.	There are many stories on MyOn, ReadWorks and Epic pertaining to force. Small Group: R2BR <i>Push and Pull</i>

T U E S D A Y	Second Read Aloud-- Read aloud Give it a Push! Give it a Pull! A Look at Forces p. 4-14 only Concentrate only on push/pull and motion		Look at the illustrations on p. 8 and 9. Which do you think would be harder-pushing the pedals on a bike or pulling a wagon. Have students share answers. What other objects can be used for pulling? What might hinder the pulling of an objects (the weight of what is being pulled.) Identify push or pull: a wheelbarrow, a fish on the end of the line, mowing the grass, a rope, grocery cart p. 12 What would happen if this boy as he is throwing the football uses a gentle push rather than a strong push.	Using a flow map, choose 5 objects you would push and 5 objects you would pull. Write an opening sentence followed by a sentence with each of your objects. (ex: I can push the stroller up the hill.)	
W E D N E S D A Y	Third Read Aloud—Read aloud Give it a Push! Give it a Pull! A Look at Forces p. 15 to the end. Concentrate only on direction and speed/friction and shape.		Complete the following—A force makes something move in _____. Explain to a partner. Does force change the speed of things? Would a strong wind or soft wind make a sailboat speed across the lake? What is a force that slows things down or makes them stop? Give examples of friction.	Compare how a wall will stop something from moving yet a glass window will not.	
T H U R S D A Y	EPIC Book: Pushing and Pulling by Natalie Hyde		p. 5 What kinds of motions can you see in the picture? What example does this author use that shows force can be invisible? Discuss. p. 13 Is the girl in the picture using push or pull? How do you know? p. 21 Share with a partner-which backpack needs a bigger pull to life? Explain your answer. p. 22-23 Answer the questions	Write 2 facts you learned from this book. It might be identifying an object that uses push or pull.	
F R I D A Y	EPIC Book: Newton and Me by Lynn Mayer		Compare the types of books— Newton and Me and Give it a Push! Give It a Pull! Who is Newton in this book? Who is "I" in this book? What did they do to play and explore? What happened when he pushed the truck? (It went downhill). Do you think it picked up speed? Why or Why not?	Recall the Read Aloud for this week. Give it a Push! Give it a Pull! And compare it to the EPIC book, Newton and Me. (2.RI.RRTC10) Make a bubble map together and have students write about the comparison	