



Read to Be Ready plans for: Pushing & Pulling/Speeding Up and Slowing Down

(Forces- Week 2) 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: Main Idea and Detail/Text Structure

Phonics: Inflected Endings

Grammar/Writing: Introduce Statements and Questions

Unit Focus: Force

Culminating Task: STEM or Technology Project involving force and friction

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
M O N D A Y	Review Vocabulary Words from Week 1: direction, force, friction, gravity, magnetism, motion, speed, weight EPIC Book: What is Motion? http://eb.com/167993 Show the book on the screen and read aloud to the class. Today we are going to discover what motion is, and how it affects us in our daily lives. Read the entire story but ask questions only from p. 1-13	Last week's vocab cards and <ul style="list-style-type: none"> • Contact • Noncontact 	What does the author say that motion is? What items does he use as examples. Can you think of other examples? What words does he use to describe motion? Can you and your partner think of other words? Motion is a change of position. Ask students to stand up and show you motion as a change of position. What two things does the author state that move back and forth? Can you think of others? What objects move in a circular motion? Explain why!	Write the definition of motion. List some examples of things in motion.	

			Ask two or three students to show what a zig zag motion would look like.		
T U E S D A Y	Read through the entire story again-What is Motion? Ask questions about p. 14 to the end.		Why can't an object start moving on its own? Place a book on a table and show the students it won't move, now tilt the table so it slides down. Why did the book move? What is the force that pulls us down to the ground? Explain to a partner how gravity works. Have students share the difference between push and pull. Share examples of things you might push or pull. How are contact and noncontact forces different? Give examples. How does the shape of an object affect how it moves? Have students explain the items shown on p. 22-23 and which might be easier to move.	Explain why an object can't move on its own. Think about the story and write facts that you learned to answer this.	
W E D N E S D A Y	EPIC Book: Speeding Up and Slowing Down http://eb.com/167993 Review what motion is. Read through the entire book. Ask questions about p 1-11 only.		Describe things in our world that have motion. The picture on p. 8 shows a race car. It states that race cars move fast. Explain.	Make a bubble map of things in our world that have motion.	
T H U R S D A Y	Read through the entire book. Ask questions about p 11-end.		p. 11 Answer the question on p. 11. Have students explain their thinking. How does friction work on a bicycle with braking? Which creates less friction—smooth surface or rough surface. Explain. Try rolling a small car on the floor vs. a piece of carpet. Do we need friction? Why/Why not?	Write how a skier uses less friction to move faster.	
F R I D A Y	Select any of the texts read the past two weeks. Review the text. Make/Build/Design/Write about something that shows you understand the meaning of force and friction. OR Design a technology project that shows you understand the meaning of force and friction.				