

Read to Be Ready plans for: Rosa and Blanca

ELA Standards:

- 2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a) Distinguish long and short vowels when reading regularly spelled one-syllable words. b) Know spelling-sound correspondences for additional common vowel teams. c) Decode regularly spelled two-syllable words with long vowels.
- 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.
- 2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- 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. d) Form and use the past tense of frequently occurring irregular verbs. h) Capitalize holidays, product names, and geographic names.
- 2.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings. i) Identify real-life connections between words and their use. ii) Distinguish shades of meaning among closely related words.
- 2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 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.CS.6 Determine when characters have different points of view.
- 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.PKI.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 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 reason to the opinion. e) Provide a concluding statement or section.
- 2.W.TTP.3 Write narratives recounting an event or short sequence of events. a) Include details to describe actions, thoughts, and feelings. b) Use time order words to signal event order. c) Provide a sense of closure.
- 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.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question.
- 2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency.

Social Studies: 2.01 Identify various cultural groups within the U. S. and the community. 2.02 Compare and contrast the beliefs, customs, ceremonies, and traditions of the various cultures represented in the U.S. 2.03 Distinguish how people from various cultures in the community and nation share principles, goals, and traditions.

Comprehension skill: Theme and Plot/Predict

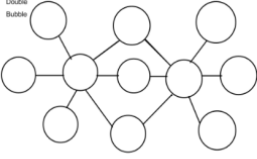
Phonics: Long i: i, ie, igh, y

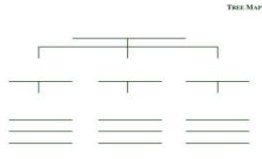
Grammar/Writing: Verbs

Unit Focus: Culture

Culminating Task: Write about the theme of “Caring for those we Love”

Read Aloud/Shared Read	Vocabulary Focus	Discussion Questions	Written Response	Res./Small group
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<p>M O N D A Y</p>	<p>Continuation of Culture topic, following Cherokee Indians and Molly's Pilgrim</p> <p>Falls during the first week of December so maybe reference to holiday cultural differences?</p> <p>First read – Read the story <u>Rosa and Blanca</u> for enjoyment and flow of text. Use time wisely- Do not pause for much discussion as this will come later.</p> <p>***Tell students ahead of time that while you read you want them to think about the characters and how they are alike and different. Tell students that they will compare and contrast the characters and their customs, beliefs and traditions.</p>	<ul style="list-style-type: none"> • tortillas • chiles • Vaya! • market • youngest • half • luckiest <p>These can be pre-taught or wait for explicit instruction tomorrow.</p> <p>These words should remain displayed throughout the week. Look for these to be used in student writing work.</p>	<p>When people love one another more than themselves they will do anything for them. How does that apply at Christmas time – the time of giving?</p> <p>1. Who are the main characters?</p> <p>2. How are the characters alike and different?</p> <p>3. Talk to a partner and describe how Rosa and Blanca are alike and different?</p>	 <p>Using a double bubble map, compare and contrast Rosa and Blanca and some of their customs, beliefs and traditions.</p>	<p>Verbs – this story has a lot of verbs.</p> <p>Discuss the verbs in the story.</p> <p>Examples: buy, loved, planted, pick, helped</p> <p>Theme is the Big Idea behind the story</p> <p>Plot is the Beginning, Middle, End</p>
<p>T U E S D A Y</p>	<p>Re-read the story <u>Rosa and Blanca</u>. Pause for think-pair-share discussions & whole group discussion on each of the pages noted for questions.</p> <p>Also, tell students that after reading they will be describing the characters and telling how they helped each other. Students will also tell about a time he or she has helped someone</p>	<p>Explicitly teach</p> <ul style="list-style-type: none"> • tortillas • chiles • Vaya! • market • youngest • half • luckiest 	<p>Talk to a partner and tell how Rosa and Blanca helped each other.</p> <p>Talk to a partner and tell how you have helped a family member or friend.</p>	<p>Theme is the Big Idea behind the story</p> <p>Plot is the Beginning, Middle, End</p> <p>Write what happened in the Beginning, Middle and End of Rosa and Blanca</p>	
<p>W E D N E S D A Y</p>	<p>Youtube Video: watch the story The Gift of the Magi posted by Alexis Fontiz</p> <p>Pause on each page for questions from question column.</p> <p>Make sure to use think-</p>	<ul style="list-style-type: none"> • abundance • Magi • reflection • tradition 	<p>Who are the main characters? What do they want to give to each other? What do they give up to get the gift for the one they love? Do you think they love the other person more than they love themselves? Why? Use text from the book</p>	<p>Make a list of things that belong to you that would be difficult for you to sacrifice in order to give a gift for a loved one.</p>	

	pair-share as well as whole group discussion.	• sacrificed	to back up your response.		
T H U R S D A Y	<p>Epic story: Boris and Stella and the Perfect Gift</p> <p>By: Dara Goldman Illustrated by: Dara Goldman</p> <p>Pause on each page for questions from question column. Make sure to use think-pair-share as well as whole group discussion.</p>	<ul style="list-style-type: none"> • dreidels • latkes • menorah 	<p>Who are the main characters? What do they want to give to each other? What do they give up to get the gift for the one they love? Do you think they love the other person more than they love themselves? Why? Use text from the book to back up your response.</p>	<p>Choose Boris or Stella and make a tree map that says what the each is, can do and has:</p> 	
F R I D A Y	<p>Re-read the story <u>Rosa and Blanca, Boris and Stella, and The Gift of the Magi</u></p> <p>Pause on each page for questions from question column. Make sure to use think-pair-share as well as whole group discussion.</p>	Review all vocabulary words.	<p>When people love one another more than themselves they will do anything for them. How does that apply at Christmas time – the time of giving?</p>	<p>What does caring for others mean to you? Write about it.</p>	