



Read to Be Ready plans for: When Marian Sang/Amelia and Eleanor 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. d) Decode words with common prefixes and suffixes.
- 2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
- b) Use conventional spelling for regular two-and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes. 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. c) Use reflexive pronouns such as *myself* and *ourselves*. g) Use common coordinating conjunctions.
- 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. i). Use sentence-level context as a clue to the meaning of a word or phrase. ii) Determine the meaning of the new word formed when a known prefix is added to a known word.
- 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.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.RI.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.
- 2.RI.IKI.8 Describe how reasons support specific points an author makes in a text.
- 2.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 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.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.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.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency.

Social Studies: History: 2.29 Examine the significant contributions made by people of the U.S.

Comprehension skill: Main idea and supporting details-character traits **Phonics:** Suffixes -ly, -ful, -er, -or

Grammar/Writing: Pronouns **Unit Focus:** Famous Americans

Culminating Task: Students will respond to a prompt relating character traits of famous Americans to their own lives

	Read Aloud	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center Ideas/Resources
M O N D A Y	First read of <u>When Marian Sang</u> . Read through with focus on enjoying the true story of a famous black American.	Text-related Tier 2 words: <ul style="list-style-type: none"> Prejudice Narrow-minded Segregated Inspired Encouragement Passionate Endured Determined Dignity Achieved Remarkable Unwavering Enraged 	<ol style="list-style-type: none"> Why is Marian Anderson a famous American? What was her family like and where did they live? Have students share what were the challenges she faced? What other Famous Americans have we read about that faced similar challenges? What is the meaning of the title, <u>When Marian Sang</u>? Where did Marian finally get to sing in the United States, and why is that city important to all of us? What words would you use to describe Marian's character? (This would be a good time to create the text vocabulary chart referred to in the last column of these plans) 	Write a paragraph about why Marian Anderson is considered to be a famous American?	
T U E S D A Y	2nd Read of <u>When Marian Sang</u> – Today's reading will focus on the beginning of the story through the page where Marian is singing to the audience in Europe.	Music-related vocabulary: (Vocab cards were not created for these words, but they could become a class anchor chart) <ul style="list-style-type: none"> Choir director Conductor 	<ol style="list-style-type: none"> Page with Madame Butterfly - What is meant by "But opera was simply the sun and the moon – a dream that seemed too far away to reach"? Audition page -What changed Mr. Boghetti's mind? Page with boat – what is meant by "mixed audiences"? 	What was meant by the sentence: "But opera was simply the sun and the moon – a dream that seemed too far away to reach".	Homework: Talk to your family about a dream that you have for your life and what it will take to achieve that

Y		<ul style="list-style-type: none"> • Duet • Harmony • Perform • Concert • Audience • Accompanist • Audition • Recital • Encore • Auditorium 	<p>4. Pages with lyrics – What emotions come to mind as we read this? What do you think Marian was feeling? Have you ever felt homesick before?</p> <p>5. Page with audience- What is meant by “Marian Fever”?</p> <p>6.. Flag page – there is a change of plot that occurs on this page. What is it?</p> <p>7. Who was Eleanor Roosevelt? What do we know about her character that caused her to make the decision she makes?</p> <p>8. Page with face – Who was Marian a symbol for and who were “her people”?</p> <p>9. Why did the crowds become silent during her last song? Why was that song so powerful?</p> <p>10. Page with dark stage – It says that her dream came true. How did her dream begin? (teacher – show students a quick picture walk of the early pages of the book thru Madame Butterfly)</p>		<p>dream.</p> <p>Explicit teaching in small groups of phonics, vocabulary, grammar.</p>
W E D N E S D A Y	<p>Teacher will first provide students with background knowledge regarding Amelia Earhart & Eleanor Roosevelt using reference materials such as the two DE video/board references in the far right column. Point out to students that you did research to find information on the women in order to read the book with a deeper understanding.</p> <p>First Read: <u>Amelia and Eleanor</u> - read through the text without discussion..</p>	<p><u>Tier 2 Vocab:</u></p> <ul style="list-style-type: none"> • outspoken • daring • adventurous • famous • independence • bold <p><u>For text knowledge:</u></p> <ul style="list-style-type: none"> • cockpit • pilot • twin-motor • airstrip 	<ol style="list-style-type: none"> 1. Who were the main characters, and why are they famous Americans? 2. Where did the story take place? 3. What personality traits did they have in common? 4. What character traits did they have that enabled them to achieve their goals? 	<p>As a whole class – generate a Bubble Map with “Women of Achievement” in the center bubble. Have students contribute character traits that would be needed to become a successful, famous woman in history.</p>	<p>Great Discovery Ed video about Amelia Earhart (with questions between each section to keep students’ accountable and engaged). Show only 2-3 sections of the film today: https://tinyurl.com/ybw698ar</p> <p>DE Board with information and a quick video showing Eleanor Roosevelt - https://tinyurl.com/yauvkg4o</p>
T H U R S D A Y	<p>Read the front inner flap of book as a quick review of its main idea.</p>		<ol style="list-style-type: none"> 1. On the two pages where the women are putting on gloves, what illustrations were used to make the words more powerful? (gloves; newspaper article @ Amelia, & photo on dresser of Eleanor driving) 2. On the page with the dinner party, what technique are the guests using as Amelia talks? (visualization) Close your eyes as the teacher reads this page. 3. With your eyes open, look at the illustrations chosen for this page and the next page. What connection do you see between what you visualized and what the illustrator drew? 4. Thinking back to our story about Ruby Bridges, what images would be important to include in a drawing about Ruby Bridges classroom or her walk into the school? 5. As a group, quickly name the adjectives used on the page showing the two women in the cockpit. (adjective review) 6. What might the author be telling us about the time in which this story occurred with the sentence, “ Mrs. Roosevelt, did you feel safe knowing a girl was flying that 	<p>Today, using a double bubble map, list the challenges faced by Amelia and Eleanor. (discrimination against women; needed to learn to fly/drive; needed to find courage/bravery; continued determination; etc.)</p>	<p>Peer edit writing journal entries brought to small group table.</p> <p>Also practice reading fluently by having each child read aloud their journal entry.</p>

			<p>ship?" (women were not considered equal to men)</p> <p>7. Why did the two women then take a drive in the car?</p> <p>8. What is the significance of the name of the dessert - pink clouds on angel food cake?</p>		
F R I D A Y	<p>Using all the texts we have used throughout our Famous Americans unit, review the challenges and goals set by each character.</p>	<p>Review the vocabulary terms for this unit</p>	<p><i>What were the characteristics that all of our famous Americans needed in order to achieve their dreams?</i></p> <p><i>How do those character traits apply to each of us?</i></p>	<p>What is your dream and what will it take to make that dream come true? Use words that we have learned during our Famous Americans study.</p>	