



Read to Be Ready plans for: O, Say Can You See? Week 3- 2nd Grade

Standards: ELA Standards:

- 2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
- 2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. c) Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i. f) Print legibly in manuscript; write many upper and lowercase letters in cursive.
- 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. 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.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 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.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe.
- 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.2 Recount or describe key ideas or details from a text read aloud or information presented orally, or through other media.
- 2.SL.PKI.5 Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.
- 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.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.

Social Studies Standards: Government and Civics

- 2.24 Recognize that our nation makes laws and that there are consequences for breaking them.
- 2.25 Identify the rights and responsibilities of citizens of the U.S.
- 2.26 Understand that there are laws written to protect citizens' right to vote.
- 2.27 Compare the ways one becomes a citizen (i.e., by birth or naturalization).
- 2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.
- 2.20 Identify and examine the significance of well-known symbols and landmarks including Mt. Rushmore, the White House, Statue of Liberty and bald eagle.

Comprehension skill: draw conclusions

Phonics: syllables -tion, -ture

Grammar/Writing: Using commas

Unit Focus: Government and Civics

Culminating Task: Divide class into groups to design a poster/brochure about how to become a citizen.

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
MONDAY	https://www.getepic.com/app/read/61487 Immigrants' Rights, Citizens' Rights Responsible U.S. Citizens. See Clever-Studies Weekly for lesson plans. Studies Weekly #20 Voting Rights. See Clever-Studies Weekly for lesson plans.	<ul style="list-style-type: none"> • Citizens-people who were born in or have a right to all the rights and protections of a country • Immigrants-people who move to a new country from another country • Naturalization-the process of becoming a citizen 	Discuss what the word citizen means. Why would an immigrant choose to apply for citizenship? Discuss what Natural-Born Citizens means. What must immigrants do to become a citizenship? (make a bubble map) What does the word "rights" mean?	Using the bubble map made, write about how immigrants become a citizen.	

T U E S D A Y	https://www.getepic.com/app/read/57514 Obeying Laws Review yesterday's learning about becoming a citizen by using Studies Weekly #21 How to Become an American. See Clever-Studies Weekly for lesson plans.		Are laws the same in each state? (Show map of U.S. and the law about motorcycle helmet). Discuss with the students how each state has laws but federal laws are over the state laws. What freedoms do our rights give us? What happens when we don't obey the laws?	Write a paragraph about different rights that we have as citizens of the U.S.	
W E D N E S D A Y	https://www.getepic.com/app/read/45379 Why Does Democracy Matter? Studies Weekly #22 Practicing Democracy. See Clever-Studies Weekly for lesson plans.	<ul style="list-style-type: none"> Democracy-form of government in which people vote to choose their leaders Big ideas about the correct way to behave 	Why is it important for people to vote? Discuss the three principles? Have students share with a partner why each of these are important. What word means a government run by the people? Have students discuss what this means.	What are the three principles in a democracy? Explain why these principles are important.	
T H U R S D A Y	O, Say Can You See, Read p. 28-29 on Mt Rushmore https://www.youtube.com/watch?v=EUfm3qUqI-E Myon: Mount Rushmore by Thomas Troupe O, Say Can You See, Read p. 10-13 The White House MyOn: The White House by Mary Firestone	<ul style="list-style-type: none"> Sculpture Enormous Harness Jackhammer Rubbish 	Where is Mt. Rushmore located? Describe this sculpture to a partner- large, small, type of material, etc. Why was this sculpture built? (Why would they want to bring in more tourists?) The White House has two sections – the _____ and _____ of the president. (Discuss how parents may work from their home and this would be the same thing). Describe how the President's House looked and felt when John Adams moved in. What happened to the White House in 1812? The White House was rebuilt a second time by President Truman using _____. (steel) Why was this better than the wood used before? Have students recall what each of the rooms are used for or why they were named what they are.	Write a paragraph about how Borglum used a measuring method called "pointing."	https://www.getepic.com/app/read/25665 https://www.getepic.com/app/read/55594

F R I D A Y	<p>O, Say Can You See, Read p. 22-25 Statue of Liberty</p> <p>O, Say Can You See, Read p. 38-39 Bald Eagle</p>	<ul style="list-style-type: none"> ● Liberty ● Pedestal ● Noble ● Torch ● Majestic 	<p>Where is the Statute of Liberty located? Where was it made? Who made it? What is in the right hand? What is in the left hand? What do the seven spikes represent? What does the broken chain represent? After reading the section about the construction of the statue, have students discuss with each other how it was done. (using copper, iron skeleton, etc) How did Americans raise the money to build a pedestal to place the Statue of Liberty?</p> <p>What bird did Ben Franklin want to serve as the National bird? Why didn't he want the Eagle?</p>	<p>Write 3 facts about the Statue of Liberty and 3 facts about the Bald Eagle.</p> <p>Culminating Task-Draw a poster or make a brochure urging immigrants to become citizens. Include all they need to do to become citizens.</p>	
--	--	---	--	---	--