

Read to Be Ready plans for: Amelia and Eleanor Go for a Ride - 2nd Grade

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. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. g. Decode grade-level texts with purpose and understanding.

2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. d. Write most common, frequently used words and most irregular words. f. Print legibly in manuscript;

2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 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.

a. Use collective nouns. b. Form and use frequently occurring irregular plural nouns. d. Form and use the past tense of frequently occurring irregular verbs. e. Use adjectives and adverbs correctly. g. Use common coordinating conjunctions. k. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.

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. a. Use sentence-level context as a clue to the meaning of a word or phrase.. C. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to predict the meaning of compound words.

2.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use.

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.

Social Studies:

2.32 Participate in shared research using biographies to interpret the significance of contributions made by people of the United states, recounting or describing key ideas and details from the texts.

2.33 With guidance and support from adults, use a variety of digital tools to produce and publish a writing piece in collaboration with peers on a famous American to describe how his or her accomplishments were significant.

2.39 Summarize the importance of commemorative months including Women’s History.

Comprehension skill: character traits; setting

Phonics/Syllabication: See curriculum map

Grammar/Writing: See Curriculum Map

Unit Focus: Famous Americans; challenges we face to achieve our goals

Culminating Task: Write about a famous American and how his or her accomplishments were significant.

Text Set: Amelia and Eleanor Go for a Ride by Pam Munoz Ryan (Reading Street) - One Dark Night by Hazel Hutchins
Independent reading practice: Leveled readers from Reading Street: Horse Rescue; Animal Shelters; A day in the Life of a Vet

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas/Resources
M O N D A Y	Teacher will provide students with brief background knowledge regarding Amelia Earhart & Eleanor Roosevelt using reference materials. Point out to students that you did research to find information on the women in order to read the book with a deeper understanding. First Read: read through the text without discussion.	<u>Tier 2 Vocab:</u> <ul style="list-style-type: none"> • outspoken • daring • adventurous • famous • independence • bold <u>For text knowledge:</u> <ul style="list-style-type: none"> • cockpit • pilot • twin-motor • airstrip 	<p>1. Who were the main characters, and why are they famous Americans?</p> <p>2. Where did the story take place?</p> <p>3. What personality traits did they have in common?</p> <p>4. What character traits did they have that enabled them to achieve their goals?</p>	What qualities would it take to become a famous female American?	<p>Explicit teaching of phonics & syllabication</p> <p>What adverbs describe how these two women lived their lives?</p> <ul style="list-style-type: none"> • bravely • courageously • boldly • independently
T U E S D	Read the front inner flap of book as a quick review of its main idea. Read & discuss the first 1/2 of the book using the vocab	<u>Tier 2 Vocab:</u> <ul style="list-style-type: none"> • outspoken • daring • adventurous • famous 	<p>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</p>	Using a bubble map with the words “Ruby Bridges” in the center bubble write in the other bubbles draw and label pictures you as an	

A Y	word list and the discussion questions.	<ul style="list-style-type: none"> • independence • bold <p>For text knowledge:</p> <ul style="list-style-type: none"> • cockpit • pilot • twin-motor • airstrip 	<p><i>driving</i>)</p> <p>2. <i>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.</i></p> <p>3. <i>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?</i></p> <p>4. <i>What images would be important to include in a drawing about Ruby Bridges classroom or her walk into the school?</i></p>	<p>illustrator would include in a drawing about Ruby's days in the classroom, or Ruby's walk into the school building. (student choice)</p>	<p>Brain Pop Jr on Youtube - Amelia Earhart - https://www.youtube.com/watch?v=IhCeOgNlLs</p>
W E D N E S D A Y	<p>Begin today's reading on the page with the twin- engines of the plane.</p> <p>Using discussion questions make sure to involve think-pair-share and other interactive discussion techniques to get students fully involved.</p>	<p><u>Tier 2 Vocab:</u></p> <ul style="list-style-type: none"> • outspoken • daring • adventurous • famous • independence • bold <p>For text knowledge:</p> <ul style="list-style-type: none"> • cockpit • pilot • twin-motor • airstrip 	<p>1. <i>As a group, quickly name the adjectives used on the page showing the two women in the cockpit. (adjective review)</i></p> <p>2. <i>What might the author be telling us about the time this story occurred with the sentence, " Mrs. Roosevelt, did you feel safe knowing a girl was flying that ship?" (women were not considered equal to men)</i></p> <p>3. <i>Why did the two women then take a drive in the car?</i></p> <p>4. <i>What is the significance of the name of the dessert - pink clouds on angel food cake?</i></p>	<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>Short video of Eleanor Roosevelt and what an energetic person she was: https://www.youtube.com/watch?v=rBpBSAaD_fg</p>
T H U R S D A Y	<p>Read the Author's Note at the very end of the book. (If time is limited read the second page only)</p>	<p><u>Tier 2 Vocab:</u></p> <ul style="list-style-type: none"> • outspoken • daring • adventurous • famous • independence • bold 	<p>1. <i>Why do you think the author chose to write about Amelia Earhart and Eleanor Roosevelt?</i></p> <p>2. <i>Why did the Reading Street book author choose to write about Helen Keller and Annie Sullivan? (two weeks ago)</i></p> <p>3. <i>What was the author's purpose for writing this week's companion story, <u>One Dark Night</u>?</i></p> <p>4. <i>How do the authors of our two main stories this week use setting as an important part of their story? (night flying and nighttime storm - visualization; emotions)</i></p> <p>5. <i>What similar character traits did the boy in <u>One Dark Night</u> have as compared to the characters of Amelia & Eleanor. (determination; bravery)</i></p>	<p>March is National Women's History month. Why do you think it is important that our country recognize the achievements of women? Use at least one of the famous women we have read about as an example in your writing.</p>	

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Review the Famous Americans the class has read about thus far.

Tier 2 Vocab:

- outspoken
- daring
- adventurous
- famous
- independence
- bold

Name other examples of famous Americans who display some of the same character traits as Amelia, Eleanor, Ruby Bridges, Helen Keller, Anne Sullivan, Martin Luther King, Jr., John F. Kennedy. (Any of the Presidents, Astronauts, Inventors, Civil Rights leaders, etc.)

What do all these Americans have in common? (They made a positive influence on society through their actions or as a role model – positive character traits that we would want to emulate)

Write about a famous American whom we have read about or discussed and why you believe they have been a positive role model.

****Students will peer edit these writings and then record the reading of their written response using Seesaw or another technology resource.**

**Use of peer editing is valuable for becoming more aware of mistakes in writing omitted words, etc. for both the writer and the reader. ☺
Great use of collaboration.

**Use of video/oral recording addresses the requirement in the standards that students publish their work and practice public speaking.

**As time allows, provide time for students to orally present their reports to the whole group or a small group of peers.