

Read to Be Ready plans for: Rules 2nd grade - Week 1

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. c. Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i. d. Write most common, frequently used words and most irregular words. 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. 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. f. Produce, expand, and rearrange simple and compound sentences. g. Use common coordinating conjunctions. h. Capitalize holidays, product names, and geographic names. j. Use an apostrophe to form contractions and frequently occurring possessives. 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.

b. Determine the meaning of the new word formed when a known prefix is added to a known word. 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. e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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

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.

Comprehension skill: main idea ; cause & effect

Phonics: See curriculum map

Grammar/Writing: complete sentences

Unit Focus: importance of laws of classroom and community

Culminating Task: Students will create a classroom rule book

Text Set: What If Everybody Did That? By Ellen Javernick

next week: The Name Jar by Yangsook Choi

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Beginning of the year routines and procedures
M O N D A Y	1 st reading of <u>What If Everybody Did That?</u> Prior to reading, have students make predictions regarding the main idea of the book based on the cover. Read the first time through with few interruptions, for the enjoyment of the story.	<ul style="list-style-type: none"> Glared Rules Respect Expected Choices Consequences <p>**Some of the vocab words above are not used within the story, but they will be important to class discussions.</p>	<p><i>What is the main idea of this story? (what happens when rules are not followed)</i></p> <p><i>What details from the story support the main idea?</i></p> <p><i>Who was most effected by the character's poor choices? (other people and animals)</i></p> <p><i>What were some of the settings for the events of the story? (zoo, restaurant, wedding, library, etc.)</i></p> <p><i>We can infer that good choices need to be made where? (everywhere)</i></p> <p><i>Why? (our choices have consequences no matter where we are)</i></p>	Use the Multi-Flow Map to state the main idea of the story and give reasons why.	<p>Lots of modeling of classroom rule and procedures. ☺</p> <p>How do you want students to respond when asked a question during whole group? Raise hands? Point to chin? Etc.</p> <p>How can you help your students respect think time? Point to temple on head; etc.</p> <p>How do you want students to be accountable for how they speak to others? Polite conversation; acceptance of others ideas; etc.</p>

T U E S D A Y	<p>2nd reading of <u>What If Everybody Did That?</u></p> <p>Today's reading will focus on what rules apply to each event in the story.</p> <p>Stop to ask what rule would have helped the boy make a better choice for each event.</p> <p>**Record these rules on a chart</p> <p>**Use lots of think-pair-share opportunities for students to actively engage and think.</p>	Cause and effect consequences	<p><u>Possible Rules:</u></p> <p><i>Bears - Do not feed the animals</i></p> <p><i>Grocery store - Do not play with carts</i></p> <p><i>Car ride - Do not litter</i></p> <p><i>Wedding - Do not eat with fingers without permission</i></p> <p><i>Babysitter - bathe daily</i></p> <p><i>Library - Do not interrupt</i></p> <p><i>Car - loud noises are a nuisance</i></p> <p><i>Lifeguard - no splashing</i></p> <p><i>Bus - stay seated</i></p> <p><i>School - be responsible for your things</i></p> <p><i>Recess - keep hands, feet and all objects to yourself</i></p> <p><i>Restaurant - do not disturb others</i></p> <p><i>Football game - spectators stay in the stands</i></p> <p><i>Mom- always express your love</i></p> <p>**Teacher - record the rules your students generate on a class chart. These will be used on Friday to discuss rules for the classroom.</p> <p><i>Why are rules and laws important?</i></p>	Choose one of the events in the story, <u>What If Everybody Did That?</u> , and explain what rule the character broke and what would happen if everyone broke that rule.	<p>**During discussions use think-pair-share routines for student engagement & thinking.</p> <p>**Establish strong routines during these first two weeks for whole group behavior during read alouds such as:</p> <ul style="list-style-type: none"> • hands to self • listen quietly & politely • tap sides of head with finger to indicate you are thinking • tap chin with finger to indicate that you have an answer to share • wait for your turn to talk
W E D N E S D A Y	<p>3rd reading of <u>What If Everybody Did That?</u></p> <p>Today's reading will be of the following pages only:</p> <ul style="list-style-type: none"> • Grocery store • Babysitter • Library • Bus • Classroom • Recess <p>Focus discussion upon the setting of each event in the story and how rules are created in relationship to the needs of the setting.</p>		<p><i>What rules are necessary in a grocery store? (stay with an adult, don't play with the carts, etc.) Why?</i></p> <p><i>What rules are needed when you have a babysitter? Why?</i></p> <p><i>How about when you have a substitute teacher at school?</i></p> <p>Continue questioning with the other 4 pages - library, bus, classroom, recess - what rules are necessary and why</p> <p><i>What did you notice about the rules when we switched settings? Were they exactly the same for each location? Why or why not?</i></p>	Imagine you are in a movie theatre. What rules are needed in a movie theatre and why?	
T H U R S D A Y	<p>Kuleana - the Hawaiian value of responsibility as related to <u>What If Everybody Did That?</u></p> <p>https://www.youtube.com/watch?v=oUpSjVoS_jY</p>	Kuleana responsibility	<p><i>What does the word kuleana mean? (being responsible)</i></p> <p><i>What culture does that word come from? (Hawaiian)</i></p> <p><i>Who is responsible for making good choices? (we each are)</i></p> <p><i>How can we show responsibility?</i></p> <p><i>Who pointed out the boy's poor choice at each event? (adults or others in charge such as the babysitter & lifeguard)</i></p>	<p>How can you show Kuleana, or responsibility, in your life? Answer in complete sentences.</p> <p>This written response could be used as an informal assessment of students' writing abilities looking for:</p> <ul style="list-style-type: none"> • Complete sentences • Punctuation • Capitalization • Grade level & 	

			<p><i>How could the boy show respect for the adults and others who are in charge? (by obeying the rules/laws)</i></p>	<p>phonemic spelling</p> <ul style="list-style-type: none"> • Topic sentence • Closing sentence • Spacing between words • Legibility <p>Use this information to assess the writing needs of your class and each student.</p>	
<p>F R I D A Y</p>	<p>First, show the video below:</p> <p>Video with places to pause for discussion of questions – cute animal characters talking about classroom rules</p> <p>https://www.youtube.com/watch?v=d3MjYT03-DQ</p> <p>Refer to the rules chart generated on Tuesday.</p>		<p>Video:</p> <p>What were the main rules? Would those be good rules for our classroom?</p> <p>Rules Chart from Tuesday:</p> <p>What is the main idea of a rules chart?</p> <p>How does that main chart idea compare to the main idea of our story from this week?</p> <p>Why do we need rules for our classroom?</p> <p>Which ideas from the rules chart would be good classroom rules? (*Teacher – highlight these rules on the chart)</p> <p>What rules from the video do we need in our classroom?</p> <p>What other classroom rules do we need? (*Teacher – add these to the chart)</p>	<p>*Teachers – provide students with a piece of construction paper or copy paper. Individual or partner work.</p> <p>Assign a classroom rule for each student (or pair of students). They will make a title for their page with the name of the rule, illustrate the rule, and write a complete sentence stating the rules and why it is important.</p> <p>Assemble these pages as a classroom rule book to refer to all year long.</p>	