

## Read to Be Ready plans for: Rules 2<sup>nd</sup> grade - Week 2

### 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.

**Culture:** 2.3 Compare and contrast various cultures in the United States by engaging in collaborative conversations with partners.

**Comprehension skill:** compare & contrast; main idea

**Phonics:** See curriculum map

**Grammar/Writing:** graphic organizers;

**Unit Focus:** character traits; culture;

**Culminating Task:** Students will create a name poem using their first name. - Word Cloud option as a use of technology

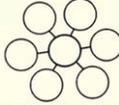
**Text Set:** This week: [The Name Jar](#) by Yangsook Choi video: [My Name is Yoon](#) by Helen Recorvits

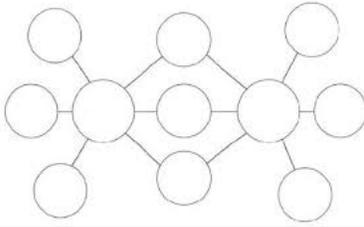
last week: [What If Everybody Did That?](#) By Ellen Javernick

\*\*Have a map or globe ready to show the location of Korea.

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Beginning of the year routines and procedures
<b>M O N D A Y</b>	1 <sup>st</sup> reading of <a href="#">The Name Jar</a>  **Begin by reading the back cover summary of the book beginning with "It's a new country....." And ending with "The only problem is....."  Next, read only through the page where Unhei shows Joey her name stamp. (about ½ the story)	Tier 2 words for explicit instruction:  <ul style="list-style-type: none"> <li>• Korea</li> <li>• Blush</li> <li>• Relieved</li> <li>• Nervousness</li> <li>• Signature</li> <li>• Nickname</li> <li>• Curious</li> <li>• Identity</li> <li>• Pronounce</li> </ul> Other words to teach for understanding of the story: <ul style="list-style-type: none"> <li>• grace</li> <li>• broadly</li> </ul>	Back cover: <i>After reading this summary of the book what do you think the title, <a href="#">The Name Jar</a>, has to do with the story?</i> (predictions/ inferring)  First half of the book: <i>Who is the main character and what major change has happened in her life?</i>  <i>What country/culture has she grown up in?</i> (Korean/Korea) *Show students the location of Korea on a map or globe  <i>Why do you think the grandmother chose a name stamp as a gift for Unhei?</i>	Today we began to read a story called <a href="#">The Name Jar</a> . I learned .....  *Teacher - this prompt will be a quick assessment of comprehension, listening skills, student engagement.	Lots of modeling of classroom rules and procedures. ☺  How do you want students to respond when asked a question during whole group? Raise hands Point to chin? Etc.  How can you help your students respect think time? Point to temple on head; etc.  How do you want students to be accountable for how they speak to others? Polite conversation; acceptance of others ideas; etc.

			<p><i>How did you feel when the children were teasing Unhei about her name?</i></p> <p><i>Why did Unhei tell the class she hadn't chosen a name yet? (reaction to being teased on the bus)</i></p> <p><i>How did the teasing affect Unhei's feelings about her first day at school?</i></p> <p><i>What did the mother mean by "You ARE different, Unhei....That's a good thing!"</i></p> <p><i>What does the name Unhei mean? What does 'grace' mean? (goodness and generosity)</i></p> <p><i>Why did Unhei say she didn't think the American kids would like her?</i></p> <p><i>How did you feel when the jar of names appeared on Unhei's desk?</i></p> <p><i>In Korea, the name stamp is used as a signature. What is used in America for a signature? (usually cursive handwriting)</i></p> <p><i>What does it say about Joey's character that Unhei felt comfortable showing him her name stamp?</i></p>		
T U E S D A Y	<p>2<sup>nd</sup> reading of The Name Jar</p> <p>Today begin with a quick review of the first ½ of the story, then complete reading the story to the end.</p> <p>**Use lots of think-pair-share opportunities for students to actively engage and think.</p>	<p>Tier 2 words for explicit instruction:</p> <ul style="list-style-type: none"> <li>• Korea</li> <li>• Blush</li> <li>• Relieved</li> <li>• Nervousness</li> <li>• Signature</li> <li>• Nickname</li> <li>• Curious</li> <li>• Identity</li> <li>• Pronounce</li> </ul> <p>Other words to teach for understanding of the story:</p> <ul style="list-style-type: none"> <li>• grace</li> <li>• broadly</li> </ul>	<p><i>How did Unhei's classmates choose the names they placed in her jar?</i></p> <p><i>In grandma's letter to Unhei she says, "Here the moon is up, but there the sun is up." What does this mean?</i></p> <p><i>When did Joey learn Unhei's real name?</i></p> <p><i>Why was Joey in Mr. Kim's store?</i></p> <p><i>Why did Unhei decide to share her real name with the class?</i></p> <p><i>Why did Joey take the jar?</i></p> <p><i>Why do you think Mr. Kim chose the Korean name Chinku for Joey?</i></p>	<p>The main characters in our story are Unhei and Joey. What lesson did their relationship teach us? Use complete sentences in your answer, then share with a partner.</p> <p>**Teacher - look for reference to the main idea of accepting people who are different than us, and welcoming new people to a classroom, etc.</p>	<p>**During discussions use think-pair-share routines for student engagement &amp; thinking.</p> <p>**Establish strong routines during these first two weeks for whole group behavior during readalouds such as:</p> <ul style="list-style-type: none"> <li>• hands to self</li> <li>• listen quietly &amp; politely</li> <li>• tap sides of head with finger to indicate you are thinking</li> <li>• tap chin with finger to indicate that you have an answer to share</li> <li>• wait for your turn to talk</li> </ul> <p>accountable talk</p>

<p>W E D N E S D A Y</p>	<p>Show the short video Book Talk about <u>The Name Jar</u>: <a href="https://www.youtube.com/watch?v=g1w5GmZ3ETw">https://www.youtube.com/watch?v=g1w5GmZ3ETw</a> as a review of the story.</p> <p>Use the book to display pages during questioning to remind students of character traits related to Unhei and Joey.</p>	<p>Tier 2 words for explicit instruction:</p> <ul style="list-style-type: none"> <li>• Korea</li> <li>• Blush</li> <li>• Relieved</li> <li>• Nervousness</li> <li>• Signature</li> <li>• Nickname</li> <li>• Curious</li> <li>• Identity</li> <li>• Pronounce</li> <li>• <b>Character traits</b></li> </ul>	<p><i>What is the purpose of names? Why do we have them? Does your name help make you who you are? Why or why not?</i></p> <p><i>Describe Unhei's character.</i>  <b>*Teacher, record student responses on a chart.</b></p> <p><i>Describe Joey's character.</i>  <b>*Teacher, record student responses on a chart.</b></p> <p><i>Based on our character descriptions does Unhei's name fit her personality traits?</i>  <i>Does Joey's nickname of Chinku fit his personality traits?</i></p> <p><i>Using the word 'respect' from last week, how can we show respect for other people's names?</i></p>	<p>Unhei means Grace. Chinku means friend. Using a bubble map write your name and tell what you think it means based on your personality traits.</p> <div data-bbox="1019 384 1268 548" style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>BUBBLE MAP</b></p>  <p>FOR DESCRIBING USING ADJECTIVES</p> </div>	
<p>T H U R S D A Y</p>	<p>Show video of the story, <u>My Name is Yoon</u>, asking the students to think about <u>The Name Jar</u> story as they watch, concentrating on how the two stories are alike and different.</p> <p><u>My Name is Loon</u>: <a href="https://www.youtube.com/watch?v=JQW3l2gvm-4">https://www.youtube.com/watch?v=JQW3l2gvm-4</a></p>	<ul style="list-style-type: none"> <li>• Korea/Korean</li> <li>• Wrinkled my nose</li> <li>• Patient</li> <li>• Print (write)</li> <li>• Shining wisdom</li> </ul>	<p><i>Who is the main character in the book <u>My Name Is Yoon</u>?</i>  <i>Where did she move from?</i></p> <p><i>What did her name mean? (shining wisdom)</i></p> <p><i>Who does that remind you of?</i></p> <p><i>Why do you think Yoon did not want to write her name?</i></p> <p><i>Why did she like the name cat? (could hide and cuddle on her mother's lap)</i></p> <p><i>Why did she like the name bird? (could fly back to Korea)</i></p> <p><i>Why did she like the name cupcake? (who doesn't love a cupcake!)</i></p> <p><i>"Maybe different is good too." What does this mean in this story?</i></p> <p><i>Why do you think she finally wrote her name, Yoon?</i></p> <p><i>*Teacher -model using a double bubble diagram to list the similarities and differences between the characters. Draw only two bubbles on each side for differences.</i></p>	<p>Imagine that Unhei and Loon had a conversation. What would they tell one another about their experiences?</p> <p>Create a drawing of each character with conversation word bubbles – What would Unhei say to Loon? What would Loon say to Unhei?</p> <p>*Teachers – look for reference to how to treat others in the classroom, the significance of a name, and/or how difficult it is to move to a new place and new school.</p>	



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Review the importance of a name, and review looking for character traits.

Character traits  
Poem  
Describe

*Why are names important?*

*What lesson did both Unhei and Loon learn about their names?*

*How would you describe Unhei's character?*

*How would you describe Loon's character?*

*How would you describe your own character? What do you like? What do you dislike? For instance, do you like to be quiet and or do you like to always be around noise?*

*How do you treat others? Are you patient or are you quick to act?*

*How do you behave around others? Are you polite, generous, sharing, helpful, etc.*

**\*3 pages of character traits are available on the BCS R2BR web site to print off or display for students during this activity.**

Students will create a name poem.

\*Teacher - choose between the document called WritingNamePoem or instruct students on how to write an acrostic poem - use each letter of first name to create a poem about themselves.

**See also the Word Cloud activity in next column.**

Additional Activity using technology:

**Word Cloud:**  
Students will select 8-10 words that describe themselves, including their name, favorite animal, color, etc. Students must also select at least 4 words that describe their personality. (character traits) Using those words they will create a word cloud using the following web site:

[http://www.abcy.com/word\\_clouds.htm?utm\\_campaign=elearningindustry.com&utm\\_source=%2Fth-8-best-free-word-cloud-creation-tools-for-teachers&utm\\_medium=link](http://www.abcy.com/word_clouds.htm?utm_campaign=elearningindustry.com&utm_source=%2Fth-8-best-free-word-cloud-creation-tools-for-teachers&utm_medium=link)

