

Brandon Valley School District
District Learning Plan
April 27-May 1, 2020

Grade 2 Reading



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Red, White, and Blue

SUBJECT/GRADE: Reading Grade 2

DATES: April 27-May 1



What do students need to do? Link to BV instructional video for week of April 27 - May 1, 2020 Red/White/Blue Read Aloud Grand Old Flag Read Aloud	Monday - 4/27 Read in Reading Street book or listen to Red, White, and Blue pages 400-417. Tuesday - 4/28 Complete phonics page 497: abbreviations. Read or listen to You're Grand Old Flag pages 422-423 in your Reading Street book. Sing along if you know it. Wednesday- 4/29 Complete grammar page 499: Quotation Marks. Thursday- 4/30 Complete page 495: A Day to Celebrate , Author's Purpose (PIE: persuade, inform, entertain). Friday- 5/1 Read Farming Fish , fluency practice page 159-160, then answer comprehension questions.
What do students need to turn in?	<ol style="list-style-type: none"> 1. Page 497 Abbreviations 2. Page 495 A Day to Celebrate (Author's Purpose)
What standards do the lessons cover?	2.RL.4 Describe how words create rhythm in a poem of song 2.RI.10 Read and comprehend a variety of informational text.
What materials do students need? What extra resources can students use?	Need: <ul style="list-style-type: none"> ● Reading Street book or video ● worksheets ● pencil/paper
What can students do if they finish early?	<ul style="list-style-type: none"> ● Draw a picture of your own flag. ● Read 20 minutes a day. ● Storylineonline.net
Who can we contact if we have questions?	<p>Brandon Elementary Building Principal: Mr. Horst- Merle.Horst@k12.sd.us Teachers: Ms. Johnson- Alyssa.Johnson@k12.sd.us Ms. Kueter- Kim.Kueter@k12.sd.us Ms. Pearson- Cassie.Pearson@k12.sd.us Ms. Shutes- Cassandra.Shutes@k12.sd.us Ms. Westhoff- Kendra.Westhoff@k12.sd.us</p> <p>Robert Bennis Elementary Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us Teachers:</p>

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Notes: "Don't give up! We believe in you all! A person's a person, no matter how small." Dr. Seuss

Instructional materials are posted below (if applicable)

Brandon Valley School District

Red, White, and Blue

★ ★ ★ ★ ★ The Story of ★ ★ ★ ★ ★
THE AMERICAN FLAG

★ ★ ★ ★ ★ BY ★ ★ ★ ★ ★
John Herman
ILLUSTRATED BY
Shannan Stirnweiss

Genre

Informational Text often gives facts about real people, places, and events that reflect history or the traditions of communities. Look for facts as you read.



Question of the Week

What traditions and celebrations involve our country's flag?



We all know the American **flag**. Its bright colors fly at baseball games. It flies at Fourth of July parades. We even see it on clothes!

Our flag has lots of **nicknames**—like Old Glory and the Red, White, and Blue. Sometimes it's called the **Stars and Stripes**. But where did our flag come from? Who decided what it would look like? The truth is that no one knows for sure.

Back in the 1700s, **America** didn't have a flag. It didn't need one. It wasn't even a country yet.

It was just thirteen colonies. The colonies belonged to England. The English flag flew in towns from New Hampshire to Georgia.

But as time went on, the thirteen colonies didn't want to belong to England anymore. Americans decided to fight for their **freedom**.

A war began. It was the American Revolution. Now a new flag was needed—an American flag.



Who made our first flag? Some people say it was a woman named Betsy Ross. Maybe you've heard of her. Betsy Ross owned a sewing shop in Philadelphia. She was famous for her sewing.

The story is that one day a general came to see her. The general was George Washington. He was the head of the American army.

General Washington wanted a new flag. It would make his soldiers feel like a real army fighting for a real country.

He wanted Betsy Ross to make this flag. He drew a picture of what he wanted.



First American flag



Betsy Ross



George Washington

Betsy Ross made some changes. Then she showed the picture to General Washington. He liked it!

Betsy Ross sewed the flag. And that was the very first Stars and Stripes.

That is the story—and it's a good one. But is it true? Betsy Ross's grandson said it was. He said that Betsy told him the story when he was a little boy and she was an old woman of eighty-four. But there is no proof for this story. So what do we know *for sure*?

We know that during the Revolution the colonists used lots of different flags.



Flags from the Revolutionary War

But once the colonies became the United States of America, the country needed *one* flag—the same flag for everybody.

So on June 14, 1777, a decision was made. The flag was going to have thirteen red and white stripes. The flag was also going to have thirteen white stars on a blue background, one for each of the thirteen colonies. Now the United States had a flag.

Congress had picked the colors and the stars and stripes. But Congress did not say where the stars and stripes had to go. So the flag still did not always look the same!



People could put them any way they liked. Sometimes the stripes were up and down, like this.



Sometimes the stars were in a circle, like this.

But nobody minded. Up and down or side to side, the stars and stripes still stood for the United States.

Over the years, the flag became more and more important to people.

In 1812, the United States was at war with England again. British soldiers came to America. They sailed up our rivers. They marched down our streets. They even burned down the White House—the home of the President.





Flag from battle at Fort McHenry

But in the early morning light, he saw the Stars and Stripes. It was still flying above the fort! He knew American soldiers had won the battle.

Key felt very proud. He wrote a poem about the flag on the fort. The poem was "The Star-Spangled Banner." Later the poem was put to music. This song about our flag became a song for our whole country.



Francis Scott Key

On the night of September 13, 1814, British soldiers bombed a fort in Maryland. All that night a man watched the fighting. His name was Francis Scott Key. He was afraid. What if the American soldiers in the fort gave up?

The flag that Francis Scott Key saw had fifteen stripes and fifteen stars.

Why? Because by then there were two more states—Vermont and Kentucky.

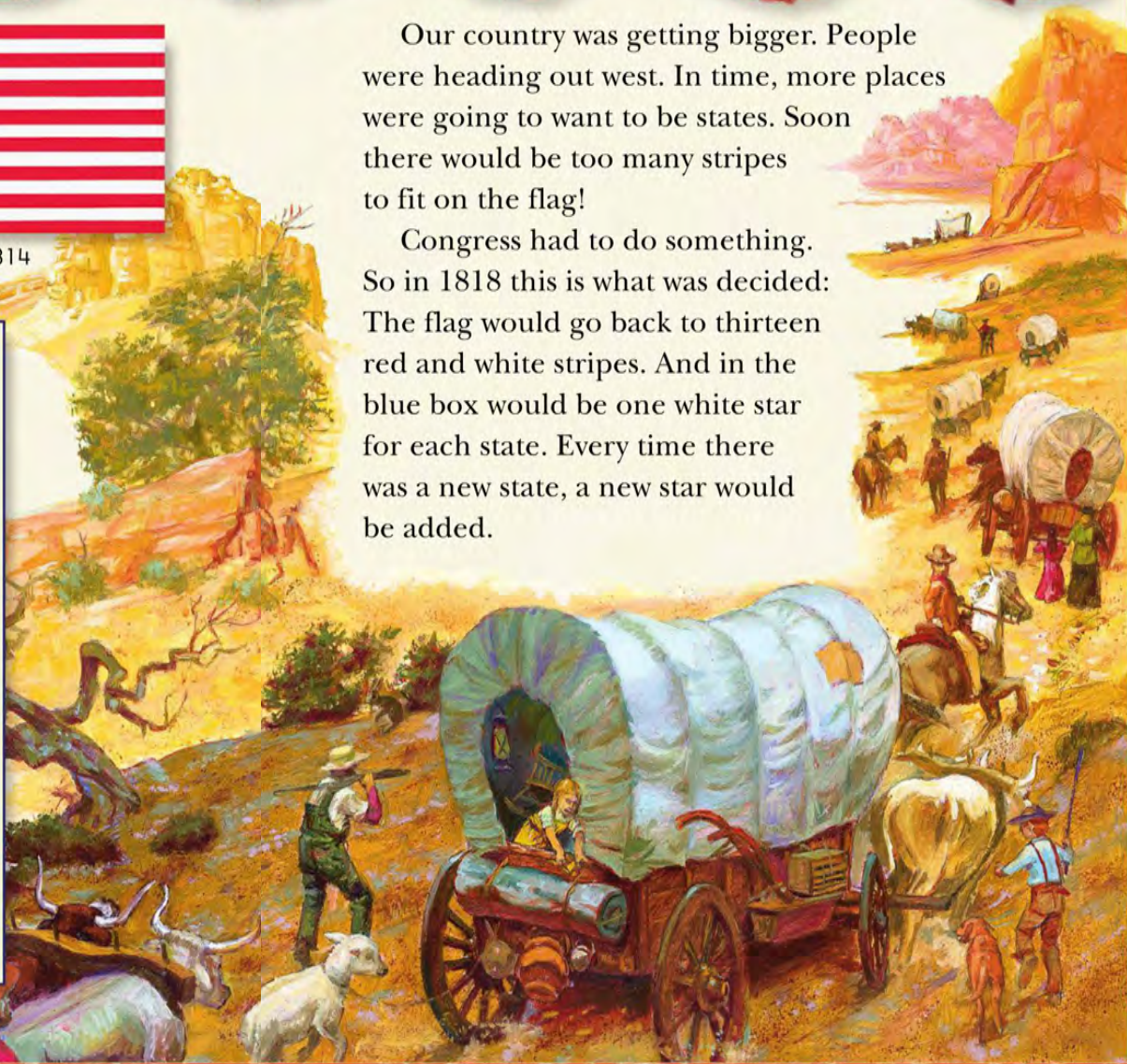


American flag in 1814



Our country was getting bigger. People were heading out west. In time, more places were going to want to be states. Soon there would be too many stripes to fit on the flag!

Congress had to do something. So in 1818 this is what was decided: The flag would go back to thirteen red and white stripes. And in the blue box would be one white star for each state. Every time there was a new state, a new star would be added.



At last the Stars and Stripes looked the same everywhere it flew. And Americans were proud of their flag. They took the flag with them as they moved west. The flag crossed the Mississippi River and the great grassy plains and the Rocky Mountains. It made it all the way to California.

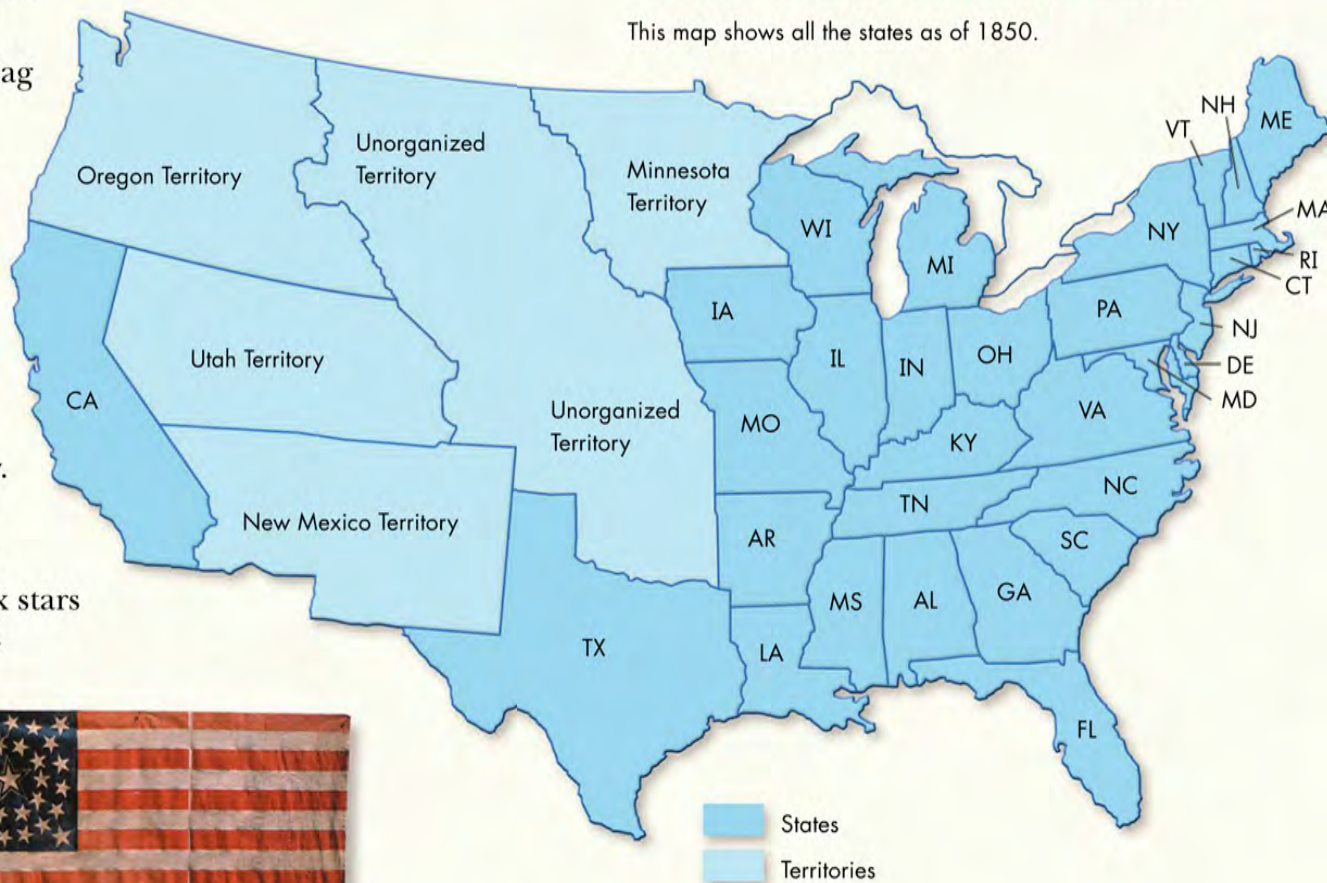
More and more states were added to the country. And more and more stars were added to the flag. By 1837, there were twenty-six stars on the flag. By 1850, there were thirty-one.

American flag in 1850



The United States in 1850

This map shows all the states as of 1850.



One country. One flag. But then in 1861, something happened. Our country split in two. Eleven states in the South broke away from the United States of America. They started their own country. It was called the Confederate States of America.

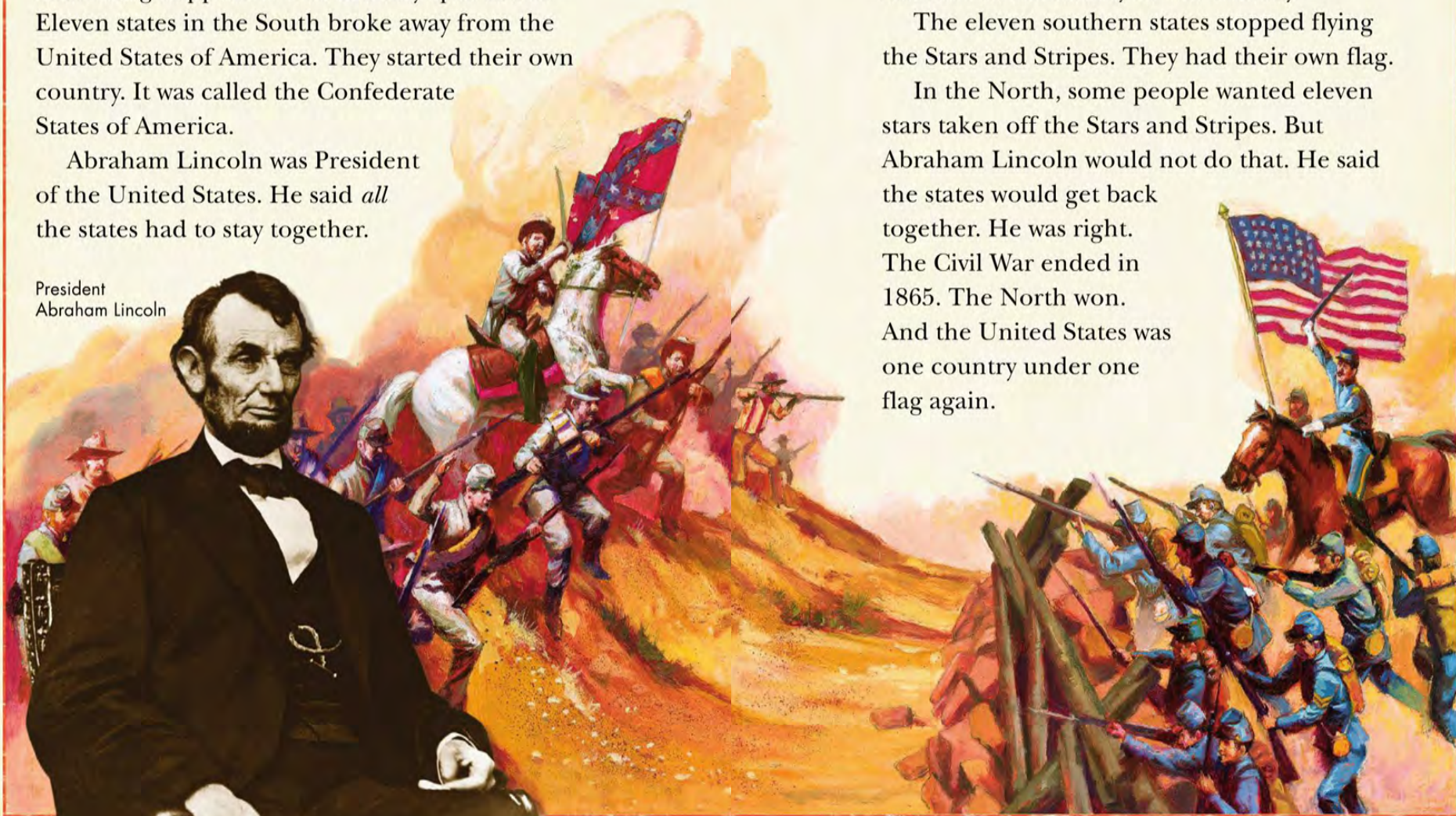
Abraham Lincoln was President of the United States. He said *all* the states had to stay together.

President
Abraham Lincoln

War broke out—the Civil War. It was a very sad time in the history of our country.

The eleven southern states stopped flying the Stars and Stripes. They had their own flag.

In the North, some people wanted eleven stars taken off the Stars and Stripes. But Abraham Lincoln would not do that. He said the states would get back together. He was right. The Civil War ended in 1865. The North won. And the United States was one country under one flag again.



On June 14, 1877, the flag had a **birthday**—a big one. It was 100 years old. All across the country, people had picnics and parties and parades. June 14 became a holiday—Flag Day.

Today our flag has fifty stars for the fifty United States of America. Some flags are huge. One weighs 500 pounds! It is flown every Fourth of July from the George Washington Bridge.



The American flag flies in towns and cities from coast to coast.

And that's not all. In 1969, two American astronauts were the first people ever to land on the moon. The astronauts took lots of moon rocks back to Earth. They also left something on the moon . . . the Stars and Stripes.

And do you know what? Our flag is still flying there!



**Common Core State Standards**

Informational Text 1. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
Also Informational Text 2., 6., Writing 2.

Envision It! Retell

**READING STREET ONLINE
 STORY SORT**
www.ReadingStreet.com

Think Critically

1. Where in your community might you see the flag flying, based on what you learned in the text? **Text to World**
2. Why do you think the author wrote about the American flag?
Think Like an Author
3. Why did the author show flags from the Revolution on page 405?
Author's Purpose
4. Summarize what you have learned about the design of the flag.
Summarize
5. **Look Back and Write** Look back at page 409. Why did Francis Scott Key write "The Star-Spangled Banner"? Provide evidence to support your answer.
Key Ideas and Details • Text Evidence

**Meet the Author**

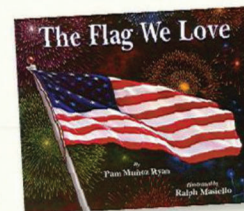
John Herman

John Herman grew up near New York City. He knew he wanted to be a writer when he was twelve years old. Now he writes books for adults, teenagers, and children.

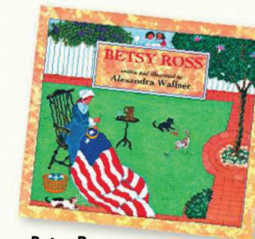
Mr. Herman likes to make up stories. *Red, White, and Blue* gave him a chance to write about real events. He loves reading about American history, so this was a new thing for him to try. He hopes to write more books like this in the future!



Read more books about the American flag.



The Flag We Love
 by Pam Muñoz Ryan



Betsy Ross
 by Alexandra Wallner



Use the *Reader's and Writer's Notebook* to record your independent reading.

Name _____

Abbreviations

Spelling Words

Mr.	Mrs.	St.	Jan.	Feb.	Aug.
Dr.	Ms.	Rd.	Oct.	Nov.	Dec.

Write the abbreviation for the underlined word in the sentence.

1. I live on Peachtree Street.

2. January is the coldest month.

3. My birthday is in October.

4. Mister Wilson is my teacher.

5. Thanksgiving is in November.

6. I am going to see Doctor Hatcher.

Circle the correct abbreviation in each sentence.

7. Our school is on Countryside Rd. Ms.

8. Mrs. Feb. Stowe lives across the street from us.

9. Dr. Dec. 20 is the beginning of our Winter Break.

10. The school year starts on Aug. Rd. 20.

11. I get tutored by Nov. Ms. Wilkes.

12. Valentine's Day is on Feb. Dr. 14.





Social Studies in Reading

Genre

Poetry (Song)

- A song is a lyric poem set to music. Poetry shows lines of words that have rhythm.
- Poetry often rhymes.
- Poetry may tell about what the poet senses and feels.
- Read “You’re a Grand Old Flag.” As you read, think about how the songwriter feels about the American flag.
- Songs often use words that have different meanings from their ordinary meanings. Find the phrase “Ev’ry heart beats true.” Is this the literal, or real, meaning of the words? Or do the words mean something else?

You’re a Grand Old Flag

by **George M. Cohan**

You’re a grand old flag,
You’re a high flying flag
And forever in peace may
you wave.

You’re the emblem of the
land I love.

The home of the free and
the brave.

Ev’ry heart beats true
'Neath the red, white, and blue,
Where there’s never a boast
or brag.

Should auld acquaintance
be forgot,
Keep your eye on the grand
old flag.

Name _____

Quotation Marks

Quotation marks (“ ”) show the beginning and ending of the words someone says. The speaker’s name and words such as **said** or **asked** are not inside the quotation marks.

“You’re a grand old flag,” said George M. Cohan.

“Let’s have a parade,” said Betsy.

Ross asked, “What kind of parade should we have?”

Add quotation marks to each sentence.

1. I don’t know what kind of parade to have, said Betsy.

2. Abe said, We could have a flag parade.

3. What is a flag parade? asked Francis Scott.

4. We could all wear red, white, and blue, George said.

5. Lincoln asked, Could we all carry flags?

6. Betsy said, That’s a great idea!



Name _____

Read the story.**Write** the answer to each question.

A Day to Celebrate

September 15 is a holiday in Japan. It is called Keiro no Hi. This is a day when one shows respect for older people. Keiro no Hi became a national holiday in 1966. Today people in Japan give gifts to people who are 70 years old or older. It is a way to let the older people know they are special and important. Older people may celebrate their long life with their families on this day. In some schools, children make gifts to give to their grandparents. Communities have celebrations, such as sports events, on Keiro no Hi. Tokyo, the largest city in Japan, has a special ceremony for the country's older citizens.

1. What is the topic of this story?

2. What is the purpose of Keiro no Hi?

3. Why do you think the author wrote this story?



Home Activity Your child identified the author's purpose for writing informational text. Have your child write about a favorite holiday. Ask your child to choose a reason for writing about the holiday, for example, to give information, to explain something, to entertain.

Name _____

Read the selection. Then answer the questions that follow.**Farming Fish**

Is there a kind of fish that you like to eat? Maybe it comes in a can, or maybe it is fresh. The oceans are full of fish, and fish is food for many animals and people. You may know that many fish come from the ocean. You may not know that some of the fish you eat are grown on a farm, rather than being caught in the wild by fishers.

Fish caught wild in the ocean taste better than fish grown on farms. But it is hard to catch enough fish in the sea. Today, a lot of fish are grown on fish farms. These farms have big cages that hold lots of fish. People or machines feed the fish until they are ready for people to eat.

The fish cages give fish a safe place to live and grow. Some people think that fish farms are a good way to make sure people have enough food. Other people think the farms are bad because they hold the fish in a small place and they cannot swim free.

As long as people want to eat fish, other people will find ways to get them the food they like.

Turn the page.

Answer the questions below.

1 The author starts the story with a question so that you think about

- your own experience.
- people living everywhere.
- why fish cost so much.

2 Which sentence tells an opinion?

- These farms have big cages that hold lots of fish.
- Fish caught wild in the ocean taste better than fish grown on farms.
- People or machines feed the fish until they are ready for people to eat.

3 Why did the author write the *second* paragraph?

- to tell about different kinds of fish people eat
- to tell about the fish being raised on fish farms
- to tell how fish are served in different countries

4 Fish are an important food. The author supports this idea by telling us

- who eats fish.
- where fish live.
- how to cook fish.

5 Why did the author *probably* write paragraph 3?

Common Core State Standards

Questions 1, 3–5: Informational Text 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Informational Text 8. Describe how reasons support specific points the author makes in a text. **Question 2: Informational Text 1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
