



MISSISSIPPI

# EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 2

Grant funded by:



## Lesson 11: Clouds and Atmosphere

**Focus Standard(s):** RI.2.5, RI.2.9

**Additional Standard(s):** RI.2.1, L.2.4e, W.2.2

**Estimated Time:** 1 hour and 10 minutes

**Text(s):** *Twister on Tuesday* by Mary Pope Osborne

*Sample Text:* *Explore My World Clouds* by Delano, Marfe Ferguson or *The Cloud Book* By Tommie DePaola

### Resources and Materials:

- Reader's Response Journal (RRJ)
- Chart paper
- Handout 1.3: Exit Ticket
- Handout 1.4: Student Participation Checklist
- Handout 6.2: Weather Tracking Graph
- Handout 11.1: Compare and Contrast Nonfiction Text
- [Note taking templates](#)
- [Precipitation Online Book](#)
- Video: [All About Clouds Video](#)
- [What are Clouds Made of? Video](#)
- [Compare and Contrast Informational Text](#)
- [Foldable directions – layered book](#)

### Lesson Target(s):

- Know and use various text features to locate key facts or information in a text efficiently.
- Compare and contrast the most important points presented by two texts on the same topic.

**Guiding Question(s):**

- What are clouds made from?

**Vocabulary**

**Academic Vocabulary:**

- Compare
- Connections
- Contrast
- Patterns
- Text features
- Text structure

**Instructional Strategies for Academic Vocabulary:**

- Introduce words with student-friendly definition and pictures
- Read and discuss the meaning of word in multiple contexts
- Write/discuss using the words

**In-Context Vocabulary:**

- Atmosphere
- Cirrus
- Cumulus
- Stratosphere
- Stratus

**Strategies for Teaching How to Determine Meaning from Context Clues:**


- Definition
- Cause and effect
- Examples

**Direct Instruction Text Vocabulary:**

- Review all words placed on the word wall.

**Instructional Strategies for Direct Instruction Text Vocabulary:**

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level.
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

## Instructional Plan

### Understanding Lesson Purpose and Student Outcomes:

Explain to students the target skill for the day: listing text features in informational text and how those text features help students. Ask students what a text feature is. Ask students to list some text features that they hear in the video clip they will watch next. Tell students this lesson will give them information about different text features and their purposes.

Display the following “I Can” Statements:

- I can use text features to find information.
- I can tell which facts are the same and different from two text of the same topic.

Have students tell you if they recognize any words in the “I Can” statements. Discuss what students already know.

### Anticipatory Set/Introduction to the Lesson:

Show students [All About Clouds Video](#) to introduce clouds. This will give students background knowledge needed for today’s lesson. Discuss what part of the atmosphere the clouds are found in. Draw a quick illustration of the atmospheres levels on the board or chart paper for a visual. Discusses comparing two text on the same topic with students. Refer to the anchor chart created earlier in the unit. Take a picture walk through the supplemental text about clouds. Students “Turn and Talk” to a partner about the different types of clouds.

### Activity 1: Vocabulary

Introduce In-Context words before reading the text. During reading use Find the word vocabulary strategy.

- Students are asked to record words they are studying when they encounter them in reading and speech.
- This enables students to see the words in different contexts and deepens their vocabulary knowledge.
- Teacher gives students a list of target words.

- Students are to write the sentence in which the words appear (students can be given strips of paper).
- One way to add interest is to see how many a class can collect!
- Devote a few minutes each week to reading the sentences – then post them.
- Points can be awarded for:
  - i. 1 point – Student saw or heard the word in speech, print or the media.
  - ii. 2 points – Student used the word in speech (peer wrote the sentence).
  - iii. 3 points – Student used the word in writing.
- Activity takes a minimum of instructional time, yet encourages notice and use of vocabulary words.

**For students who are EL, have disabilities, or perform/read well below the grade level:**

- Be specific and pair a struggling student with another student who will assist them for the game.

**Extensions and/or a more advanced text for students who perform/read well above grade level:**

- Create a pile of higher level vocabulary words for these students to challenge them.

**Activity 2: Read the Text**

Read aloud or students read independent Chapter 3 from *Twisters and Other Terrible Storms* and one other nonfiction text on clouds. Distribute [Note taking templates](#) while reading the text.

**Note 1:** Depending on your class, choose to read aloud or students read independently.

**Note 2:** Think about your students. If they need differentiation regarding reading aloud, read this [Edutopic](#) article for suggestions.

**Activity 3: Understand the Text**

Students discuss the text in small groups based on the guiding questions, and then answer questions addressed to the whole class.

Ask these questions:

High level questions

1. What text feature would you add to the text we read today? Why?
2. How would the text be different if it did not have any illustrations?
3. Why did the author choose to use these text features?

#### Mid-level questions

1. Which text feature was the most helpful to you and why?
2. How did some of the illustrations relate to the text? (name a specific illustration)
3. Could you organize this information into a chart or graph to make a text feature?

#### Low level questions

1. Where else would you use bold letters?
2. What text feature could you use to figure out the meaning of an unknown word?
3. Based on the text features, what do you think this book will be about?

#### **Activity 4: Respond to the Text**

Students complete **Handout 11.1: Compare and Contrast Information Text** with the information they learned from the two-informational text. Students can work in partners or in small groups to fill out the graphic organizer.

#### **Activity 5: Writing Opportunity**

Students write a short informational passage about one type of cloud. Include at least 2 text features and an illustration of the cloud. Before writing begins, have students talk out what they are thinking of writing with a partner. Students can brainstorm ideas with each other and/or write their ideas on paper including the text features they will use. Review the informational writing anchor chart and the informational writing check list used previously.

#### **For students who are EL, have disabilities, or perform/read well below the grade level:**

- Provide additional information for the students to use while writing.

#### **Extensions and/or a more advanced text for students who perform/read well above grade level:**

- Write the passage and make an illustration (drawing, photo, graphic) to help comprehension.
- Research additional information on clouds. Go further than the typical 4 types of clouds.

#### **Activity 6: Closing**

Cloud information will be turned in before students leave. Once checked, these can be displayed in the classroom or outside. Review

the lesson goals and I can statement before the exit ticket.

- ✓ Use **Handout 1.4: Student Participation Checklist** throughout the lesson to monitor progress.

### Reflection

- ✓ Exit Ticket: Students complete **Handout 1.3: Exit Ticket** as a self-reflection based on the lesson and target skill. As a class, discuss the essential questions for this lesson.

Activities to address differentiation during learning stations: (These are optional and will be listed under lessons 1, 6, 11, and 16.)

- **Computer station:** Students will use the computer to research other websites about the clouds.
- **Writing station:** Students will use a Teacher's choice graphic organizer to summarize what they learned about clouds.
- **Phonics station:** Teacher will visit [Florida Center for Reading Research](#) to create differentiated phonics instruction.
- **Independent reading station:** Students will read a book of choice that matches their ZPD and independent reading level.
- **Teacher led station:** Teacher will pull students according to ability or skill level and address specific targets. See details under small group instruction in the *read the text section* of each lesson.
- **Science Center:** Students will work on a weather station. Link to instructions are listed in lesson.
- **Cloud Art Center:** The teacher can incorporate weather art and have the students write about their art based on the writing standards and weather information.

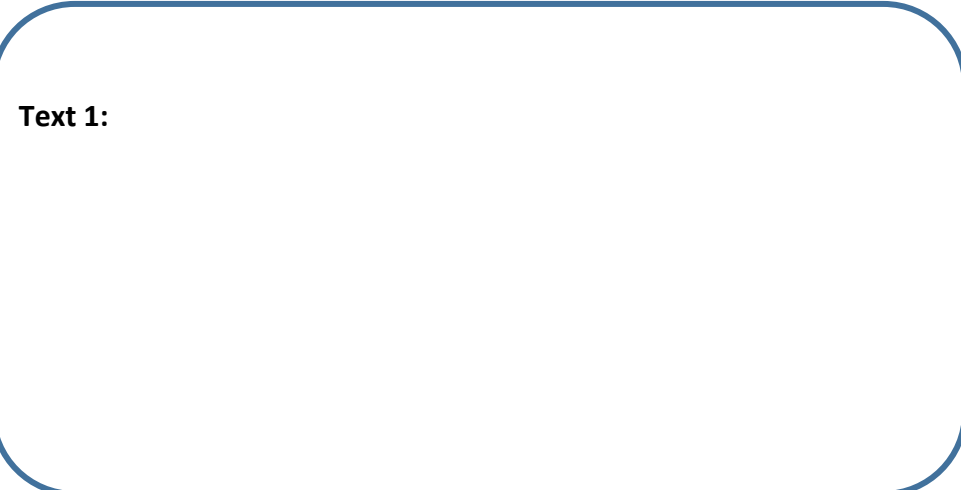
## Homework

**Handout 6.2: Weather Tracking Graph** Continue to track the weather in their area. The students can use the chart given or another one similar. Add cloud tracking this week.

**Handout 11.1: Compare and Contrast Nonfiction Text**

**Nonfiction Text Compare and Contrast**

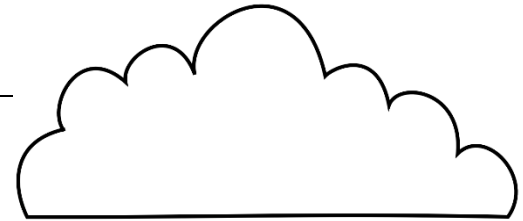
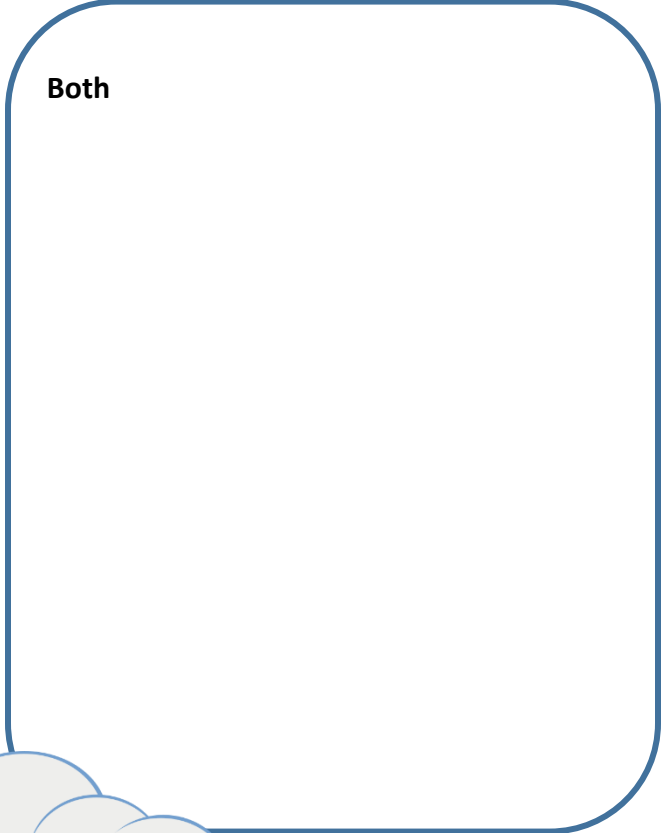
**Text 1:**



**Text 2:**



**Both**





For training or questions regarding this unit,  
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