



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 2

Grant funded by:



Lesson 14: Get Below!

Focus Standard(s): RL.2.5, W.2.2

Additional Standard(s): RL.2.1, L.2.4a

Estimated Time: 1 hour and 10 minutes

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

Resources and Materials:

- Handout 1.2: Student Progress Tracking Chart
- Handout 1.3: Exit Ticket
- Handout 1.4: Student Participation Checklist
- Handout 6.2: Weather Tracking Graph
- Handout 14.1: PAVE
- Reader's Response Journal (RRJ)
- Story Elements Anchor Chart
- Paper
- [_Story Structure Paper Bag Skits](#)


Lesson Target(s):

- The students will complete the text with story structure.

Guiding Question(s):

- What were the elements of the text?
- What did you predict?

Vocabulary

<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Connection • Key details • Main topic • Summarize • Text feature • Text structure 	<p>Instructional Strategies for Academic Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Write/discuss using the words
<p>In-Context Vocabulary:</p> <ul style="list-style-type: none"> • Destruction • Fiercely • Hinge • Horizon 	<p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Definition <input type="checkbox"/> Cause and effect <input type="checkbox"/> Examples
<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • Review all words placed on the word wall. 	<p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the words
Symbol	Type of Text and Interpretation of Symbol
	<p>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.</p>



Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

Provide a verbal and/or written description of the overall structure of a story, including how the beginning introduces the characters, setting, problem, and plot and how the ending reveals the outcome of the character's problem and/or the character's response to a challenge.

Anticipatory Set/Introduction to the Lesson:

Students review the story element anchor chart they worked on this week. The class summarizes together what has happened so far and they will predict what they think will happen at the end. The class will record their prediction on chart paper.

Activity 1: Vocabulary

Introduce the In-Context vocabulary words with the PAVE strategy **Handout 14.1: PAVE**. Model the first word for the students by projecting the PAVE template and completing it. The students will complete the second word independently.

Note: Depending on time, draw words, or assign one word to a student to complete.

Activity 2: Read the Text

Students predict the major events based on previously read texts. Refer to the chart of predictions made at the beginning of the lesson. The students report their predictions on paper or their journals. The class will finish reading the text. Finish reading Chapters 9 and 10 of *Twister on Tuesday*.

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

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 3: Understand the Text

Students discuss the text in small groups focusing on story elements and main idea in small groups. Introduce the [Story Structure Paper Bag Skits](#) to develop the story structure for *Twister on Tuesday*. Have students explain what they have learned about story structure.

- ✓ Distribute **Handout 1.2: Student Progress Tracking Chart** to monitor students understanding and progress as it concerns students' ability to describe how the beginning introduces the story and how the ending concludes the action and problem. From the data collected, make determinations about what types of support to provide to students.

Activity 4: Respond to the Text

The students refer to their predictions. The class states if they were correct or not. Have a short discussion about how the book ends. The students work on summarization of the text. Give students a graphic organizer to help summarize. The students focus on main idea and key details from the text that follow along with the story elements. The students work on this individually.

Writing Opportunity:

The students summarize the story "Twister on Tuesday". They can use a graphic organizer to assist them.

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.

Activity 6: Closing

Review essential questions before the exit ticket. Call on several students to share their responses. Everyone writes their answers in the RRJ.

- ✓ 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.

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 14.1: PAVE

PAVE MAP

1	Context Sentence:	7 Word Image
2	Target Word:	
3	Predicted Meaning:	
4	Sentence Using Word's Predicted Meaning:	
5	Word's Dictionary Definition:	
6	Revised Sentence Using Verified Definition:	

From: http://www.lausd.net/Corona_EL/Vocabulary/Entries/2008/10/16_PAVE_Map.html

MS Exemplar Unit • English Language Arts

Grade 2 • Edition 1

For training or questions regarding this unit,
please contact:

exemplarunit@mdek12.org