



MISSISSIPPI

# EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

**Grade 2**

Grant funded by:



## Lesson 15: Project Introduction (Weather Safety Plan)

**Focus Standard(s):** RI.2.5, RI.2.2

**Additional Standard(s):** RI.2.1, W.2.7, L.2.4a

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

**Text(s):** *Twisters and Other Terrible Storms!* by Mary Pope Osborne

**Resources and Materials:**

- Reader's Response Journal (RRJ)
- Paper
- Chart paper
- Note Cards
- Colors/Markers
- Handout 6.2: Weather Tracking Graph
- [Paragraph Shrinking](#)
- [Graphic Organizer](#)
- Video: [Weather Safety for Kids](#)
- Video: [Serve Weather](#)


**Lesson Target(s):**

- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

**Guiding Question(s):**

- How can we stay safe during dangerous weather?
- What precautions can we make?

## Vocabulary

<b>Vocabulary</b>	
<p><b>Academic Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Review academic vocabulary for the unit.</li> </ul>	<p><b>Instructional Strategies for Academic Vocabulary:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce words with student-friendly definition and pictures</li> <li><input type="checkbox"/> Read and discuss the meaning of word in multiple contexts</li> <li><input type="checkbox"/> Write/discuss using the words</li> </ul>
<p><b>In-Context Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Based on the specific needs of your students, choose words/phrases that have clear context clues in the text.</li> </ul>	<p><b>Strategies for Teaching How to Determine Meaning from Context Clues:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use an anchor chart to model how to use context clues to determine the meaning of words</li> </ul>
<p><b>Direct Instruction Text Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Review all words placed on the word wall.</li> </ul>	<p><b>Instructional Strategies for Direct Instruction Text Vocabulary:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce words with student-friendly definition and pictures</li> <li><input type="checkbox"/> Model how to use the words in writing/discussion</li> <li><input type="checkbox"/> Read and discuss the meaning of word in multiple contexts</li> <li><input type="checkbox"/> Students create pictures/symbols to represent words</li> <li><input type="checkbox"/> Students write/discuss using the words</li> <li><input type="checkbox"/> Students act out the words or attach movements to the words</li> </ul>
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>
<p>✓</p>	<p>Assessment (Pre-assessment, Formative, Self, or Summative)</p>

## 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:**

Introduce the daily learning target by showing video clips [Weather Safety for Kids](#) and [Serve Weather](#). Students review main idea and key details. Refer to the anchor chart created earlier in the unit for the students to review.

Ask text dependent questions from the video showed.

Text dependent question stems:

1. According to the photos and illustrations in the video, what do you think the creator wanted you to learn?
2. According to the video, what is a good weather plan made of?
3. According to the video, when should you take cover during a \_\_\_\_\_ storm?

### **Activity 1: Preview**

Introduce learning target: determining the main idea and key details in a text by writing a complete sentence. Students review yesterday's learning target by discussing with partner.

### **Activity 2: Vocabulary**

Ask students to preview the vocabulary words before reading the text. Display the words on chart paper. Students use the strategy Think-Pair-Share to discuss the meaning of the words. Students bring their thoughts to a whole group discussion facilitated by the teacher. Record student definitions next to the vocabulary word. Use a vocabulary word map strategy to promote vocabulary development. Explain Vocabulary Word Map. Students complete Vocabulary Word Map while reading the text using a word of their choice. Students will later share their word and information with a partner.

**Activity 2: Read the Text**

The class reads the text. *Twisters and Other Terrible Storms* pages 52-53, 64-65, Chapter 8 till the end of the text.

**Note:** 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. Students illustrate what they learned today and share with a partner. Use the Think-Pair-Share activity when finished with the illustrations. They will share out with their partner.

**Activity 4: Respond to the Text**

Students summarize the information from the text focusing on main idea and key details. Review [paragraph shrinking](#). In small groups, students will chunk a nonfiction reading passage and determine the main idea of each paragraph by writing complete sentences using a [graphic organizer](#). Students combine the chunking pieces and create a main idea sentence for the entire multi-paragraph passage using the graphic organizer. Students use highlighters as they read to note important words and phrases. Students share main idea sentences with the class and the teacher will facilitate the discussion. If students did not write the correct main idea, ask a student to explain why the answer is incorrect. If the student did write the correct main idea, ask the student to justify using evidence from the text.

**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 will write their answers in the RRJ.

### Reflection

- ✓ Exit Ticket: Provide students with a card that has 5 stars. Have them fill in the number of stars that shows how much they learned today. Explain to them that the more stars they fill in, the more they learned. The less stars they fill in, the less they learned. Explain that it is important for you to see how much or how little they feel that they learned, and it is important for them to monitor that too. Explain that there is no right or wrong answer.

### 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.

For training or questions regarding this unit,  
please contact:

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