



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 2

MISSISSIPPI DEPARTMENT OF EDUCATION

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Introduction

Mission Statement

The Mississippi Department of Education (MDE) is dedicated to student success, including the improvement of student achievement in English Language Arts (ELA) and mathematics in order to produce citizens who are capable of making complex decisions, solving complex problems, and communicating fluently in a global society. The Mississippi College- and Career-Readiness Standards (MS CCRS) provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy. The goal of the MDE is to provide educators with the training and resources to understand and implement the MS CCRS effectively.

Purpose

In efforts to facilitate implementation and promote understanding of the MS CCRS for ELA and mathematics, the W. K. Kellogg Foundation generously awarded the MDE a grant to secure a cadre of effective educators to develop the MS CCRS Exemplar Units for teachers. Specifically, a group of highly-effective Mississippi educators developed exemplar instructional units and lessons aligned to the MS CCRS for ELA and mathematics. The MS CCRS Exemplar Units address difficult-to-teach standards as determined by teachers and are designed to serve as exemplar models for instructional units, lessons, and resources. The MS CCRS Exemplar Units have been vetted through nationally renowned vendors to ensure exemplar quality.

Design Overview

The MS CCRS Exemplar Units for ELA and mathematics address grade-level specific standards for Pre-Kindergarten-8th grade, as well as for Algebra, English I, and English II. The overall unit plan is described in the first section of the ELA and math units. This section includes the unit title, a suggested time frame, the grade level MS CCRS addressed and assessed, a unit overview with essential questions and a summary of lesson tasks, and the culminating/performance task description and rubric.

Though the math and ELA overall unit plan designs are very similar, some design aspects differ in order to accommodate the respective requirements of each content area. For mathematics, the first section also provides a segment designated for the Standards for Mathematical Practices (SMPs) addressed in the unit. For ELA, the first section also includes a text set with links to texts (if in the public domain) and a fresh/cold-read task.

The second section of each unit includes lesson plans. Within the lesson plans, provided are lesson-specific MS CCRS, suggested time frames, learning targets, guiding questions, required resources and materials, vocabulary terms and instructional strategies, teacher directions, instructional supports for students, enrichment activities, student handouts, assessments (formative, summative, pre-, and self-), and additional resources to aid in the implementation of the lessons.

Implementation

The intention of the MS CCRS Exemplar Units for ELA and mathematics is to provide educators with resources to understand and implement the MS CCRS effectively. The implementation of the MS CCRS Exemplar Units for ELA and mathematics is voluntary. Additionally, the MDE will provide ongoing support for implementation of the MS CCRS Exemplar Units with initial regional trainings followed by site-specific support through our regional service delivery model. For regional and site-specific training, please contact the MDE Office of Professional Development.

Grade Level	Unit Title	Duration
2	A Guide to Weather through Informational Text and Research	20 days
Mississippi College- and Career-Readiness Standards for English Language Arts		Unit Overview and Essential Questions
<p style="text-align: center;"><u>Reading Standards</u></p> <p>Focus:</p> <p>RL.2.1 Ask and answer questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>		<p>During this unit, students will use informational and literary texts to learn about weather and how it can affect the world around us. This unit will address how to utilize text features to navigate through informational texts and build content knowledge about any topic. Additionally, students will learn how to apply weather-related information in real life situations. Finally, the students will create a weather safety plan, which will require students to synthesize information from the text(s), demonstrate their knowledge of making connections between steps in a technical procedure, and write informatively.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do the text features in an informational text help readers locate and understand the facts? ● How can changes in weather affect our daily lives? ● How can we be safe during dangerous weather?

Additional:

RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Reading Foundational Skills Standards**Additional:**

RF.2.4 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.

Writing Standards**Focus:**

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Additional:

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards**Additional:**

SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards

Additional:

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.4 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.
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Text Set

Anchor Text

- *Twister on Tuesday* (#23 Magic Tree House) by Mary Pope Osborne
- *Twisters and Other Terrible Storms* (the nonfiction companion text) by Mary Pope Osborne

Complementary Texts

Literary Texts

- *The Cloud Book* by Tomie DePaola
- *Two Bobbies* by Kirby Larson
- *Magic School Bus: Inside a Hurricane* by Joanna Cole
- *The Storm Book* by Charlotte Zolotow

Informational Texts

- *Good Bye Summer, Hello Autumn* by Kenard Pak
- *Natural Geographic Readers: Weather*
- *National Geographic Readers: Storms!*
- *Forecasting Weather: A Kids Can Book*
- *National Geographic Investigates: Extreme Weather*

Non-print Texts

- “[One-Room Schoolhouse](#)” from DKfindout.com

Fresh/Cold-Read Task 1

Text(s): “[Clara and Phillip the Turtle](#)” from *Readworks*

Note: A free registration to *Readworks* is required to access this text. The Lexile Level 760, which is appropriate for Grade 2. Consider printing off the article and numbering the paragraphs.

Questions:

1. What is the meaning of *veterinarian* as it is used in this text? Explain the context clues that helped you understand the meaning of this word.
2. What is the order of main events of the story? Place a number beside each sentence to represent the correct sequential order.
 - ___ Clara’s mom finds a turtle in the grass.
 - ___ The vet, Clara, and Clara’s mom take care of Phillip.
 - ___ Clara’s mom cuts the grass with a lawn mower.
 - ___ They take the turtle to the veterinarian for a broken leg.
 - ___ Clara lets Phillip go.
 - ___ Phillip gets better.

Standards Assessed: RL.2.2, RL.2.5, W.2.2, L.2.4

Evidence of Mastery:

1. Students will show mastery of Question 1 if they do the following:
 - Use clues from the text to determine the meaning of *veterinarian*: a doctor for animals.
 - Explain how they used a vocabulary strategy (such as definitions, examples, synonyms, antonyms, etc.) and/or have students write out the context clue words or phrases they used to determine the meaning of *veterinarian*.
2. The numbers should be placed in the blanks in this order:
 - 2
 - 4
 - 1
 - 3
 - 6
 - 5

Note: An alternative approach would be to provide sentence strips for students to cut and glue in order. If you have access to technology for all students, placing the events in text boxes and having students drag and drop in the correct order is another option.

3. What important details does the author include to introduce us to the story?

Note: An alternative to writing the answers is to have students highlight/underline answers in one color.

4. What important details does the author include to introduce the problem of the story?

Note: An alternative to writing the answers is to have students highlight/underline answers in a different color. Another option would be for students to circle or place a star beside the area where the problem is introduced.

5. How does the author end the story?

3. Students will show mastery of Question 3 if they mention some of the following details:

- It's a hot summer day.
- Clara is outside.
- The grass is long and needs to be cut.
- Clara's mom is cutting grass.

4. Students will show mastery of Question 4 if some of the following details are mentioned:

- The lawnmower stops working.
- Clara's mom looks upset.
- Details or dialogue about Phillip's leg being broken.

5. Students will show mastery of Question 5 if they describe how the problem is solved (e.g. The turtle heals, and Clara releases him.)

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

- Provide pictures alongside words to support comprehension of answer choices or assessment items.
- Provide sentence starters for non-multiple-choice questions (e.g., One important detail is that ____).
- Have students highlight or show the answer in the text itself.

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

- Have students state their opinion and at least one reason about whether they think the beginning is strong or not.
- Have students revise the beginning, middle, or ending to make it stronger/more detailed while maintaining the existing plot.

Fresh/Cold-Read Task 2

Text(s): “Wild Weather” from *Readworks*

Note: A free registration to *Readworks* is required to access this text. The Lexile Level 610, which is appropriate for Grade 2. Consider printing off the article and numbering the paragraphs. Use the questions below instead of the questions provided by *Readworks*.

Questions:

1. What is the meaning of *fog* as it is used in this text? Explain the context clues that helped you understand the meaning of this word.
2. Why is it hard to see during a blizzard?
 - a. Tornado winds are strong.
 - b. Thunder and lightning happen.
 - c. The clouds are near the ground.
 - d. The strong wind blows the snow.
3. What types of clouds signal a dangerous storm? Provide information from the text to support your answer.
4. Under what question can you find out what Roy G. Biv means?
 - a. What is a blizzard?
 - b. How does rain make a rainbow?
 - c. Which comes first, thunder or lightning?
 - d. Why do clouds sometimes look as if they are on the ground instead of in the sky?
5. Which of the following sentences from the text contains the main topic of this text?
 - a. There is a science behind every kind of weather.

Standards Assessed: RI.2.2, RI.2.3, RI.2.5, W.2.2, L.2.4

Evidence of Mastery:

1. Students will show mastery of Question 1 if they do the following:
 - Use clues from the text to determine the meaning of *fog*: clouds that form towards the ground.
 - Explain how they used a vocabulary strategy (such as definitions, examples, synonyms, antonyms, etc.) and/or have students write out the context clue words or phrases they used to determine the meaning of *fog*.
2. D
3. Students will show mastery of Question 3 if they do the following:
 - Identify *cumulonimbus* as the answer.
 - Provide some version of this evidence from the text: “Cumulonimbus clouds are large thunderclouds. Thunderstorms and tornadoes can form in these clouds.”
4. B
5. A
6. D
7. Students should identify the main topic first. This topic should be similar to the correct answer in Question 5. Then, students should continue in paragraph form to provide explanations of the specific focuses of main paragraphs in the text. The specific focuses should relate

- b. A blizzard is a winter storm with strong winds.
 - c. March is filled with many different types of weather.
 - d. Clouds form when warm air rises and then cools.
6. What are the specific focuses of the main paragraphs within the text?
- a. Tornadoes, hurricanes, and rainstorms
 - b. Fog, tornadoes, hail, rainbows, and rainstorms
 - c. Weather in March, rain, and different types of clouds
 - d. Fog, blizzards, thunder and lightning, rainbows, and different types of clouds
7. Write a summary of the main topic and focuses of the main paragraphs in the text.

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

- Provide pictures alongside words to support comprehension of answer choices or assessment items.

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

- Ask students to create/describe an illustration that would enhance a reader's understanding of the text.

to the correct answer in Question 6.

Lesson Summary

Lesson 1: What is Weather?

The students will gain knowledge of weather while using videos, a KWL chart, and new vocabulary terms. They will demonstrate their understanding by writing in their *Reading Response Journals*.

Lesson 2: Twister on Tuesday

The teacher will use read alouds to model how to use text features.

Lesson 3: Storms!

The teacher will model identifying text features. Students will work together on a text feature scavenger hunt.

Lesson 4: Climate

The teacher will use modeling to help students with a concept-building activity and summarizing a cold read.

Lesson 5: Weather Tools

The students will research weather tools in cooperative groups and will create these tools in class.

Lesson 6: Water Cycle

The teacher will use modeling and an anchor chart to assist with a vocabulary activity. The students will participate in independent practice with main idea and details of a text.

Lesson 7: One Room School House

The teacher will model how to use illustrations and video resources when researching weather. The class will participate in a class discussion.

Lesson 8: Reading Lesson

The students will complete a vocabulary activity, close reading activity and finish with summarizing the chapter focusing on main idea.

Lesson 9: Water Cycle Part 2

The students will use text features throughout the lesson and complete a vocabulary activity.

Lesson 10: Precipitation

The teacher will use modeling and guided practice with comparing and contrasting using a Venn Diagram.

Lesson 11: Clouds and Atmosphere

The student will participate in independent practice with comparing and contrasting two texts on the same topic.

Lesson 12: Grasshopper Attack!

The student will focus on story structure from a close reading activity where they use group collaboration.

Lesson 13: The Science Behind Twisters

The class will complete a KWL chart regarding tornados and summarize Jack and Annie's adventures with a comic strip.

Lesson 14: Get Below!

The students will complete paragraph shrinking for independent practice.

Lesson 15: Project Introduction

The teacher will assist with a concept building activity for research skills needed for the performance task. The students will participate with guided practice and anchor chart for research.

Lesson 16: Weather Safety Plan

(5 days- Performance/culminating task) The students will independently research a weather safety plan and report their findings through informational writing. The students will create some form of a visual aid to assist with their report.

Performance/Culminating Task

Weather Safety Plan

Students will research natural disasters due to weather, focusing on weather safety for that particular type of weather. They will then organize facts into various categories and write a weather safety plan that introduces a topic, uses key details (including facts and definitions) to develop points, provides a concluding statement or section, includes key vocabulary from the text, and creates/adds an illustration (e.g., photographs, diagrams, charts, or graphs) that supports the main topic. Writers will also include multiple text features that provides additional information to make their article more interesting and informative. Finally, students will publish their plans and share with the class or display in the school or public library.

Goal: Students will choose a natural disaster due to weather. The goal is for each student to write an informational passage of a weather safety plan on their natural disaster. The students will post their finished weather safety plan around the school for other students.

Role: Students will take on the role of a weather researcher.

Audience: The audience will be their second-grade class and other students in the school.

Scenario: Students will act as weather researchers creating weather safety plans for their community.

Product: Students will create an informational passage about their natural disaster and a visual for others to see.

Standard(s) Assessed: RI.2.2, RI.2.3, RI.2.5, W.2.2

Rubric for Performance/Culminating Task

Rating	4	3	2	1
Development of Ideas	Responds skillfully to all parts of the prompt; demonstrates a strong understanding of topic/text(s); develops the topic skillfully with facts, definitions, and details.	Responds to all parts of the prompt; demonstrates an understanding of topic/text(s); develops the topic with facts and definitions.	Responds to most parts of the prompt; demonstrates limited understanding of topic/text(s); develops the topic with limited facts and definitions.	Responds to some or no parts of the prompt; does not demonstrate understanding of topic/text; uses few to no facts or definitions.
Organization	Organizes ideas and information into paragraph structure using a clear topic sentence, facts/definitions grouped by related information, and a concluding sentence; uses effective linking words and phrases to connect ideas.	Organizes ideas and information into paragraph structure using a clear topic sentence, facts/definitions, and a concluding sentence; uses effective linking words to connect ideas.	Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion); attempts to use some simplistic linking words to connect ideas.	Organizes with no evidence of paragraph structure; uses no linking words.
Conventions: Sentence Structure, Grammar, Mechanics, & Spelling	Uses verb tenses and plural nouns correctly, including irregular forms; produces sentences; capitalizes correctly and consistently with no errors: first word in a sentence, “I,” proper nouns, and titles; uses commas, apostrophes, and end punctuation correctly all the time; applies above grade-level spelling rules and patterns correctly, including irregular high-frequency words; no errors. Note: Be sure to remove any skills found in 2 nd -grade-level standards that students have not had the opportunity to work towards mastery.	Uses verb tenses and plural nouns correctly, including some irregular forms (e.g., is/was; child/children); produces correct simple and compound sentences; capitalizes correctly and consistently with a minor error: first word in a sentence, “I,” proper nouns, and titles; uses commas, apostrophes, and end punctuation correctly most of the time; applies grade-level spelling rules and patterns correctly (reference core sound/spelling resources); few to no errors.	Uses some regular verb tenses and common plural nouns correctly; produces mostly correct and complete sentences; capitalizes correctly and consistently with some errors: first word in a sentence, “I,” proper nouns, and titles; uses commas, apostrophes, and end punctuation correctly some of the time; applies some grade-level spelling rules and patterns correctly; some errors and phonetic spelling interfere with readability; capitalizes incorrectly with many errors; uses commas, apostrophes, and end punctuation incorrectly or not at all; misapplies grade-level spelling rules through phonetic spelling; excessive errors interfere with readability.	Uses verb tenses and plural nouns incorrectly; produces mostly incorrect sentences; capitalizes incorrectly with many errors; uses commas, apostrophes, and end punctuation incorrectly or not at all; misapplies grade-level spelling rules through phonetic spelling; excessive errors interfere with readability.

Lesson 1: Introduction: What is Weather?

Focus Standard(s): RI.2.1, RI.2.2

Additional Standard(s): W.2.2, W.2.8

Estimated Time: 1 hour and 10 minutes

Text(s): *Twister on Tuesday (Magic Tree House #23)* and *Twisters and Other Terrible Storms!* by Mary Pope Osborne

Note: For additional information, see [The Magic Tree House Lesson Summary](#).

Resources and Materials:

- Handout 1.1: Vocabulary Word Map
- Handout 1.2: Student Progress Tracking Chart
- Handout 1.3: Exit Ticket
- Handout 1.4: Student Participation Checklist
- The Magic Tree House: [The Magic Tree House Lesson Summary](#).
- Anchor Chart: [Anchor chart](#)
- Differentiated Phonics Instruction: [Florida Center for Reading Research](#)
- LearnZillion lesson: [Identify the Main Topic of a Text](#)
- National Geographic Kids Weather Video: [Wonders about Weather](#)
- National Geographic: [Climate and Weather](#)
- Weather vs. Climate for Kids: [Weather vs. Climate](#)
- Article: [Building English Language Learners' Academic Vocabulary](#)
- [Vocabulary Resources](#)
- Chart Paper
- Reader's Response Journal (RRJ)

Note: Before the lesson begins, think about guest speakers, community resources, or online resources that may be used during this lesson.

Lesson Target(s):

- Students will ask and answer questions such as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
- Students will understand that:
 - Informational text has a main topic.
 - The main topic is what the text is mostly about.
 - A key detail is a statement that provides more information about the main topic.
 - Readers use text and graphic features as sources to identify the main topic and think about key details.
 - Growing readers take notes using images and words. This helps them to think about what they have learned to generate a retelling on the topic.
- Students will be able to:
 - Identify the main topic or main idea.
 - Identify statements that support the main topic or main idea.
 - Retell the information in the text by giving the main topic or main idea and the key or supporting details in a text.
 - Participate in a discussion about the main topic in an effort to recall one or more details from the text.
- Students will be able to explain what weather is, how it affects us, and at least two other important details about weather.

Guiding Question(s):


- How do I determine key details in any text?
- How do I determine the main topic of a text?
- How does weather affect us?
- What did you learn about weather today?

Vocabulary**Academic Vocabulary:**

- Key details
- Structure
- Text features

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

<p>In-Context Vocabulary:</p> <ul style="list-style-type: none"> Based on the specific needs of your students, choose words/phrases that have clear context clues in the text. <p>Note: Words included as in-context are meant to aid in comprehension of the text through the instruction of context clue strategies. When assessing for student mastery of in-context vocabulary, assess students’ ability to use strategies. See L.2.4.</p>	<p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use an anchor chart to model how to use context clues to determine the meaning of words
<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> Students are directed to preview the text and choose any words they may have trouble with before reading the text. <p>Note: Words included for direct instruction are meant to aid in comprehension of the text. Decisions about vocabulary assessments and word walls are to be made based on individual needs of students.</p>	<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>
<p>✓</p>	<p>Assessment (Pre-assessment, Formative, Self, or Summative)</p>
Instructional Plan	
<p>Understanding Lesson Purpose and Student Outcomes:</p> <p>Students will learn to identify the main topic of a passage as they discover information about weather. They will also identify the differences between fiction and informational texts.</p>	

Anticipatory Set/Introduction to the Lesson:

Working together in groups or pairs, come up with as many things about weather that they already know. Write out a list or brainstorm in a graphic organizer. Explain to students that they will be learning about weather for the next few weeks, specifically about the different kinds of weather and how it affects the world around us. Choose one of the videos found in materials/resources. Have students watch the video(s) to peak interest about weather.

Activity 1: KWL

Ask the students what they know about weather. Create a KWL chart to record their responses. Record the answers about what they already know under the K section. Then, allow students to Think-Pair-Share about what they want to learn about weather. A few students will share with the class and record their responses under the W section. Use the ideas they came up with from their brainstorming session to fill in the chart.

- ✓ Make notations regarding the students' knowledge of weather and which students might need extra assistance.

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

- If students struggle to write complete sentences, students draw a picture and label. Ask them to dictate their sentence. Using a yellow highlighter, create a line for each word to provide a guide for each word.

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

- Write more complex sentences with words.
- Allow students to come up with individual vocabulary words.

Activity 2: Vocabulary

Tell students that the activities and texts in this unit will help them learn information about weather and text features. Introduce the Academic Vocabulary for the lesson using the steps provided in the vocabulary section of this lesson. Use **Handout 1.1: Vocabulary Word Map** to promote vocabulary development of the words chosen for direct vocabulary instruction. Be sure to model the use of the graphic organizer thoroughly with one of the words.

Note: Have students copy the graphic organizer into a vocabulary notebook. Changes can be made to the word map to include synonyms, antonyms, or sentences.

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

- If students struggle with vocabulary, utilize the strategy found in the article, [“Building English Language Learners’ Academic Vocabulary”](#)

Activity 3: Read the Text

Distribute or project copies of *Twister on Tuesday* and *Twisters and Other Terrible Storms*. Have students take a picture walk through the texts, discussing different elements they see in each. Create an anchor chart with students comparing fiction and informational text. Make copies of the covers of each text to add to the anchor charts as a visual.

Have students refer to *Twisters and Other Terrible Storms*. Allow them to make predictions using the Think-Pair-Share method. Have students engage and discuss the text with a partner or group without interruptions and react to illustrations. Read pages 10-19 aloud to students.

- ✓ Walk around the room if students are reading independently to ensure comprehension. Ask specific questions about the text and text features throughout.

Activity 4: Understand the Text

Tell students it is important to understand the main topic of a text. The main topic is what the text is about. Conduct a Think-Aloud using the questions below:

1. What was the text mostly about?
2. How did the illustrations help you?
3. What did you learn about weather?
4. Who are meteorologists?

Activity 5: Respond to the Text

After conducting the Think-Aloud, provide note cards or sticky notes for the students. Tell them they must help determine the main topic of the day’s text. Provide them with the sentence frame: *This text was about _____ or The main topic of this text was _____.*

- ✓ Check each card. Record information on **Handout 1.4 Student Participation Checklist**.

Activity 6: Writing Opportunity

Have students write a short entry in the RRJ about what they learned regarding weather, what they want to learn, and how they feel this unit will help them in real life.

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

- If students struggle with writing, have an anchor chart for them to reference.

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

- Students can write in more detail or complete their own KWL chart.
- Have students create a “Did You Know” blog for weather.

Activity 7: Closing

Review the information with students. Ask students if they learned any new information they can put in the L section of the KWL chart. If so, fill in the information. Use this information to review the lesson.

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

Reflection and Closing:

Have students reflect on how they accomplished each target.

- ✓ Exit Ticket: Using **Handout 1.3: Exit Ticket** have students make reflections based on the lesson and target skills. As a class, discuss the essential questions for this lesson.

Optional Small Group Activities:

Note: These are optional and will be listed under lessons 1, 6, 11, and 16.

Activities to address differentiation during learning stations:

- **Computer Station:** Students use the computer to research other websites about weather.
- **Writing Station:** Students use a teacher’s choice graphic organizer to summarize what they learned about weather. Students

can work with partners/groups or individually.

- **Phonics Station:** Visit [Florida Center for Reading Research](#) to create differentiated phonics instruction based on student needs.
- **Independent Reading Station:** Students will read a book or article about weather within their zone of proximal development (ZPD). Possible free websites for text: [www.Readworks.com](#), [www.newsela.com](#), or [www.tumblebooks.com](#). Possible paid subscriptions for text: [www.readingatoz.com](#) or [www.myon.com](#).
- **Teacher-led Station:** Teacher will pull students per 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. Until weather tool lesson, students can research weather and climate averages for different areas provided by the teacher.
- **Weather 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

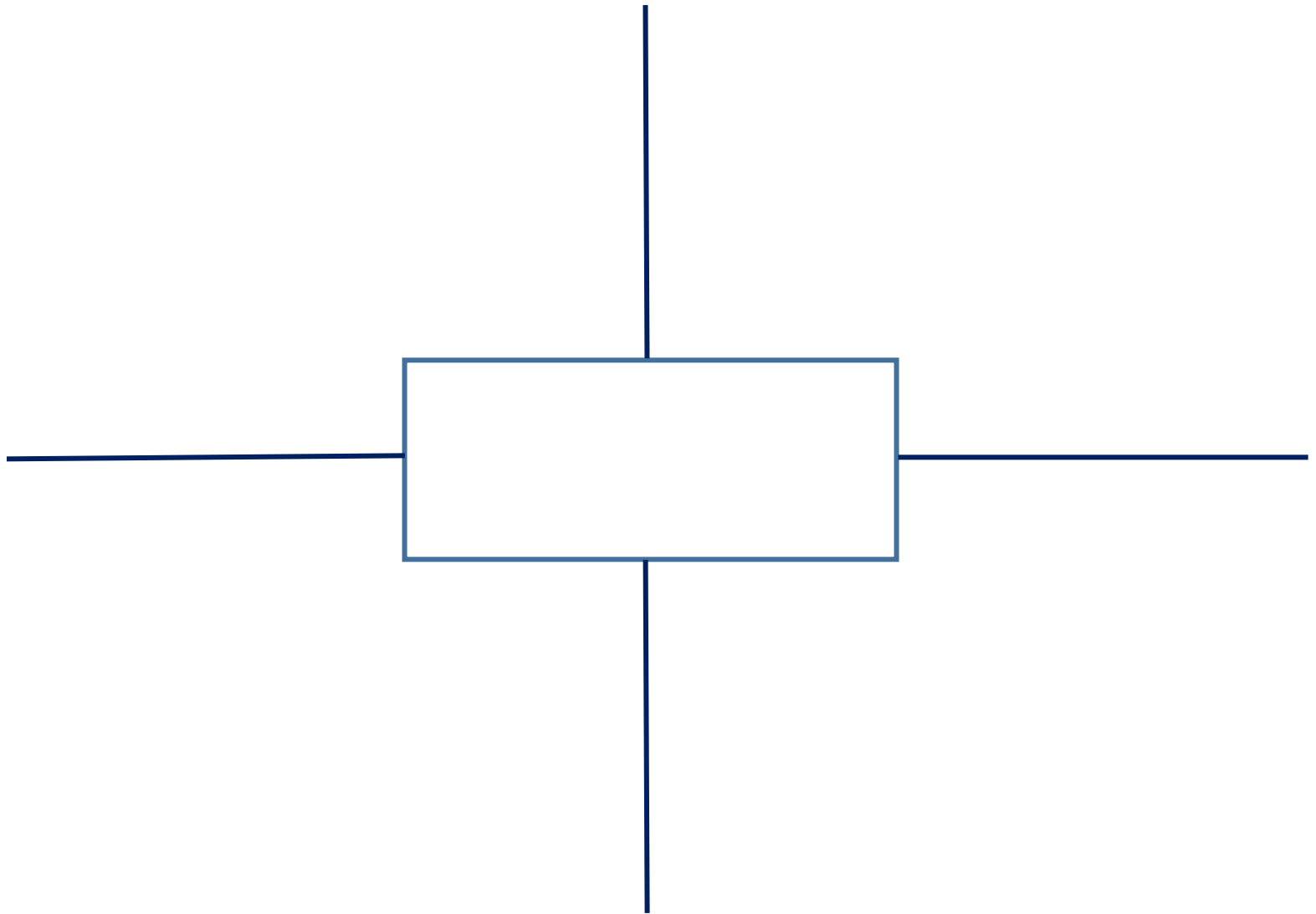
Students respond to text dependent questions using their reading response journal based on the lesson's discussion.

Handout 1.1: Vocabulary Word Map

Name: _____ Date: _____

Definition
(using your own words)

Picture



Examples

Non-examples

Handout 1.2: Student Checklist

Directions:

1. Write your students' names in the first column.
2. In the second column, place the following symbols to represent students' understanding of the lesson target:
 - A check mark to represent at-grade-level understanding.
 - A zero (0) to represent no understanding.
 - A plus sign (+) to represent above-grade-level understanding.

Lesson Targets:

1. Students will show understanding of the main topics and key details by using the words correctly in the context of their conversations.
2. Students will be able to explain the steps readers take to determine/identify main topics.

Student Name	Target 1	Target 2
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.
11.	11.	11.
12.	12.	12.
13.	13.	13.
14.	14.	14.
15.	15.	15.
16.	16.	16.
17.	17.	17.
18.	18.	18.

Handout 1.3: Exit Slip

Exit Slip


Name: _____ Date: _____

Objective:

Response:

Stop-Save-Start

As I think about my performance, here is one thing I will ...

<p>Stop:</p> 	
<p>Save:</p> 	
<p>Start:</p> 	

Exit Slip

Name: _____ Date: _____

Response:

Observations

Name: _____ Date: _____

I saw today...



This made me think...



Now, I wonder...



Name: _____

Assignment:

Example:

Example:

Example:

Name: _____

Reading Selection:

Text-to-Self Connection:

Text-to-Text Connection:

Text-to-World Connection:

Name: _____

Date: _____

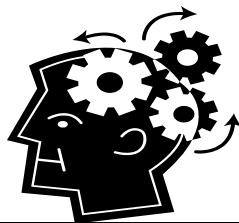
Reading Selection:

Connections I Made

To Myself:

To Another Text:

To the World:



Name: _____

Date: _____

Get the Gist

Gist of First Section:

Gist of Second Section:

Gist of Third Section:

Gist of the Fourth Section:

*On the back,
summarize today's
learning.*



Name: _____

Date: _____

Reflection

I am really good at...

I need more practice with ...



Name: _____

Date: _____

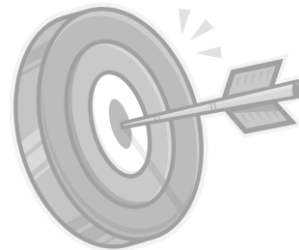
Goal-Setting

One goal I have for myself is ...

Steps I plan to take to reach my goal are...

Progress Checkpoints...

- 1.
- 2.
- 3.



Exit Slips

Name: _____

Date: _____

Key Word:

Definition:

Illustration:

Word in Context:



Name: _____

Date: _____

Predictions

I think...

What happened...

Now I think...



Exit Slips

Exit Slip		
Name: _____		
Date: _____		
Objective: _____		

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did Not Get It	Need More Practice	Got It!
Why? _____		

Demonstrate:		

Exit Slip		
Name: _____		
Date: _____		
Warm-up:		
Outcome:		
Questions I Still Have:		
Closure:		

Exit Slips

Name: _____

Date: _____

Be a Word Wall Mind reader***Clue One:****This word is a word on the word wall.****Clue Two:******Clue Three:******Clue Four:******Clue Five:****This word would fit in the following sentence:*

Name: _____

Date: _____

Scientific Method***Ask a Question:******Do Background Research:******Construct a Hypothesis:******Conduct an Experiment:******Analyze Data and Draw a Conclusion:******Communicate Your Results:***

Exit Slip

Elaborate on the vocabulary words that we learned today. Choose one Elaboration Strategy to explain the word's meaning.

Word:	Elaborate:
Word:	Elaborate:
Word:	Elaborate:

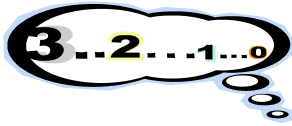
Name: _____

Elaboration Strategies

- Give an example of the word
- Give a non-example of the word
- Create clues about attributes of the word – students guess
- Create a question about the word – students guess
- Create a simile or metaphor using the word
- Use the word in a different way from the original text
- Give synonyms for the word
- Give antonyms for the word
- Create a short story together using the words
- Draw a quick picture or symbol of the word
- Explain how the word relates to your life
- Give additional information about the word (more facts)
- Paraphrase what the word means
- Create a different sentence for the word
- Explain how this word relates to the world currently

<p style="text-align: center;">Exit Slip</p> <p>Summary of Chapter, Section, or Book:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Picture of Learning:</p>
--	-----------------------------

Exit Slips



COUNTDOWN BY

3 things I know about...

2 questions I still have...

1 thing I will do...

Name: _____ Date: _____



Power Question

Congratulations! You have the honor of creating a power question from today's lesson. Create a higher order question for the class to answer tomorrow about today's lesson.

Exit Slips

Name: _____ Date: _____



Learning Frame

Today I learned about _____ with my class.

The tricky part is _____,

but it helps when I _____.

It's important that I know this because

_____.

Exit Slips



Name: _____ Date: _____

The Important Thing

The important thing about _____

is that

_____.

Supporting Detail #1:

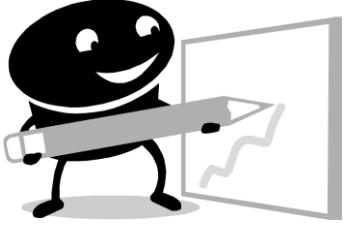
Supporting Detail #2:

Supporting Detail #3:

But the most important thing is

_____.

Exit Slips



Name: _____ Date: _____

Quick Draw of _____

Self-Evaluation			Daily Outcome
I Got It!	I Sort-Of Got It!	I Didn't Get It YET!	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Demonstrate or Explain			
Name: _____ Date: _____			

Name: _____ Date: _____

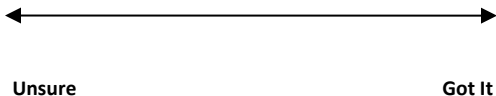
Simile Summary

A _____ is like a _____

because...

Windowpane – Note-Taking

Name: _____ Date: _____

Important Words and Definitions	
Important Dates	Important Events
Summary of Learning	Rating of my learning:  Questions I Have

Interview Time

Verbal Closure

<p>Person A: _____</p> <p>Person B: _____</p>	<p>Topic: _____</p> <p>Date: _____</p>
<p>Person A's Responses:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What was the most important idea in today's lesson? <input type="checkbox"/> What was an important detail in today's lesson? <input type="checkbox"/> What questions do we need to ask so that we can better understand the information? <input type="checkbox"/> What personal connections were made in today's lesson? <p>Most profound statement made during this interview:</p>	<p>Person B's Responses:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What was the most important idea in today's lesson? <input type="checkbox"/> What was an important detail in today's lesson? <input type="checkbox"/> What questions do we need to ask so that we can better understand the information? <input type="checkbox"/> What personal connections were made in today's lesson? <p>Most profound statement made during this interview:</p>

Multiple Intelligence Exit Card

PURPOSE: To wrap up learning and seal it in the child's own comfort zone, or multiple intelligence.

Have students choose one of the following ways to process or encode the day's learning based on ONE of their top strengths.

Verbal Linguistic	Write three things you learned OR Write a summary of the lesson or reading
Logical Mathematical	Create an outline of today's learning OR Design a timeline sequencing the events of today's learning
Visual Spatial	Illustrate or create a diagram about today's learning OR Create a mind map of today's learning
Musical Rhythmic	Create a rap containing the most important facts from today's learning OR Write a poem explaining the key points from today's learning
Bodily Kinesthetic	Create a cheer or rap with movements that go along with the words to what you learned from today's lesson. OR Role-play the key event in today's lesson
Interpersonal	With a partner, conduct an interview of today's learning OR With a partner, hold a debate about today's learning
Intrapersonal	Create a goal for you to personally implement based on today's learning OR Write a Dear Diary entry about how you feel about today's lesson.
Naturalist	Explain how today's learning might have an impact on the earth, animals, and/or human beings OR Make an analogy between today's learning and the world

Handout 1.4: Student Participation ChecklistBook Title: *Twisters on Tuesday and Twisters and Other Terrible Storms!*

	Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Control voice/body	Uses time wisely	Shows cooperation
1.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
2.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
4.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
5.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
6.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
7.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
8.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
9.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
10.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
11.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
12.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
13.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
14.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
15.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
16.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
17.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
18.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
19.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
20.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
21.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
22.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
23.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
24.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
25.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321

Lesson 2: Twister on Tuesday

Focus Standard(s): RL.2.1, RI.2.1, W.2.2

Additional Standard(s): W.2.8, RF.2.4a, L.2.4a

Estimated Time: 1 hour and 10 minutes

Text(s): *Magic Tree House #23 Twister on Tuesday* and *Twisters and Other Terrible Storms!* by Mary Pope Osborne

Resources and Materials:


- Handout 1.3: Exit Slip
- Handout 1.4 Student Participation Checklist
- Handout 2.1: Venn Diagram
- Video: [Weather Instrument Song](#)
- Video: [Weather Smart Forecasting and Weather Instruments](#)
- Big Ideas of Reading: [Vocabulary Resources](#)
- Reader's Response Journal (RRJ)

Lesson Target(s):

- Students will make predictions regarding the text during class discussions.
- Students will ask and answer questions about key details in text.

Guiding Question(s):

- What do you predict will happen to Jack and Annie?
- What is the purpose of weather tools?

Vocabulary	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Major event • Note taking • Plot • Setting • Structure 	<p>Instructional Strategies for Academic Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students write/discuss using the words
<p>In-Context Vocabulary:</p> <ul style="list-style-type: none"> • Pioneers • Prairie 	<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"/> Comparison <input type="checkbox"/> Examples
<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • Students are directed to preview the text and choose any words they may have trouble with before reading the text. 	<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
	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:

Display the following “I Can” Statements:

- I can ask and answer questions from a story.
- I can ask and answer questions from informational text.

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:

Explain to students that today we will be continuing to learn about weather and how it affects us. Introduce the students to the idea of weather tools. Watch the video [Weather Smart Forecasting and Weather Instruments](#) that explains the tools and how they are used. Discuss with the students how these tools help meteorologist predict the weather. We will be creating some of these tools later in our unit.

Activity 1: Vocabulary

Ask students to preview any words they may have trouble with before reading the text. Display the words on chart paper. Use the strategy Think-Pair- Share to discuss the meaning of the words. Bring their thoughts to a whole group discussion facilitated by the teacher. Use the Word Detective game with students. Students will use the list displayed on board for this activity. Provide and ensure the In-Context Vocabulary words are on the list.

- Students are to write each target word and its sentence on a sticky note, then place it on their desk each time they encounter a key word.
- At the end of each lesson, devote a few minutes to reading each sticky note.
- You can even make a game out of it by assigning each word a point.

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

- If students struggle with vocabulary, let them work in groups or have specific examples listed for them.

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

- Students provide examples/non-examples and parts of speech for vocabulary.

Activity 2: Prediction

Display the book *Twister on Tuesday* and *Twisters and Other Terrible Storms* by Mary Pope Osborne. Ask students what they notice that is the same about the books. (Similar titles, same topic, both have an author, title, etc.) Ask students to describe some differences between the two. (Types of illustrations, character vs. actual person, fiction vs. facts). Tell students they are going to learn more about the weather through an informational text in this lesson. Write *informational text* on the board. Point out the word *information* in *informational text*, and ask students what *information* is. Create an anchor chart helping the students understand the difference between the two text; fiction and nonfiction).

Note: Information can be facts (such as the final score of a sporting event), descriptions (such as of person's facial expression), and/or a person's knowledge of an event or topic. An informational text is a type of book that contains facts, details, and/or one person's knowledge of an event or topic.

Tell students that fiction can sometimes contain facts or information. Ask students if this is an example of fiction that contains facts or some information? Why or why not?

Have student focus on the text features of the fiction and nonfiction text and point out how they are similar and different and why.

Note: This is a review of RL.1.5 to ensure students have mastered this standard. Knowing students' level of understanding of RL.1.5 will help you support their mastery of RI.2.2 and RI.2.5.

- ✓ Monitor students understanding of the differences between the two types of text and what features they have. Distribute **Handout 1.2: Student Progress Tracking Chart** but with different target goals, such as "Students explain the differences between the two types of texts. Students explain the similarities and differences between the text features used in each text."

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

- If students struggle to understand the concept of informational text and fiction, create an anchor chart showing the difference for the students to use if needed. Print photos of the book covers to place on the anchor chart for a visual.

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

- Allow students to consider books they have been reading independently or have read previously in the class and identify the appropriate genre/text type/if it's informational/narrative.
- Encourage text to text connections.

Activity 3: Read the Text

Distribute copies or project the book, *Twister on Tuesday* by Mary Pope Osborne. Have students take a picture walk through the text. Ask students if the book is fiction or informational. Ask them how they know. Refer to the anticipatory set for assistance. (Answer: The cover uses a photograph; illustrations are actual photographs; text features are present; and some words are written in bold.) Read aloud text as students follow along. Engage with text without interruption and react to the illustrations by asking specific questions. Read chapter 1 page 3-8.

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

High-performing Students Read entire text independently. Ask students to read silently or using a “phonics phone” at their own pace. As students read at their own pace, tap in front of one student at a time as an indicator for them to project their voice. This monitoring will guide fluency instruction. After all students have completed the section, tell the students you will be asking them questions about the details in the story. A detail gives readers more information about the main idea or topic. Ask the following:

1. How do we know this text is fiction?
2. What do the details teach us in this text?
3. What are some of the features that are different in this text?
4. What text feature do you see?

On-level Students Read chapter 1 independently using the procedure outlined in the *High Performing Students* section above. Ask the following:

1. How do we know this text is informational?
2. What text features helped you understand the text?

Low-performing Students

Before reading, ask students to discuss what they learned in the introduction and through the vocabulary lesson. Read Chapter 1 aloud or with students. Have students answer these questions:

1. How do we know this text is informational?
2. Identify any text features you saw in the chapter read today?
3. Can you describe how the text features helped you understand the passage?

Activity 4: Understand the Text

Divide the class into pairs. Have each pair review the text by explaining to each other things that happened in chapter 1. Use the text features in the text when you are explaining to your partner.

1. What were the major events?
2. What did you learn from the text features?
3. Using the text, why did Jack and Annie think they were meeting a Native American?

Activity 5: Respond to the Text

Discuss their findings from Chapter 1. Say: “Now that we have read from a fiction and nonfiction/informational text, let’s talk about their similarities and differences.” Provide each partner group with the Venn Diagram **Handout 2.1: Venn Diagram**. Have each pair create his/her own Venn diagram comparing/contrasting fiction and nonfiction/informational text. Complete the Venn Diagram for each type of text. Complete an “I do” practice for the Venn Diagram and the two text.

Activity 6: Writing Opportunity

In the text, yesterday and today, you learned many things about weather. Brainstorm all the new things you learned about weather. Use the KWL chart if needed to assist with your brainstorming. Write a short informational passage regarding what you have learned about weather.

Introduce the idea of writing a short informational passage. Create an anchor chart with the elements of an informational writing passage. Discuss each element with the class.

Note: Remind students to refer to anchor charts, list, books, and videos used so far.

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

- If students struggle with writing, provide additional information or notes on the topic.

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

- Students can write additional facts discovered throughout the lessons in the passage.

Activity 7: Closing

Review the lesson with the students and discuss the Venn diagram. Point out how fictional and nonfictional/informational aspects can help us. Remind the students about the weather tools they will be using later. Use the Reader's Response Journal to draw and label the text features for nonfiction and fiction text found today.

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

Reflection:

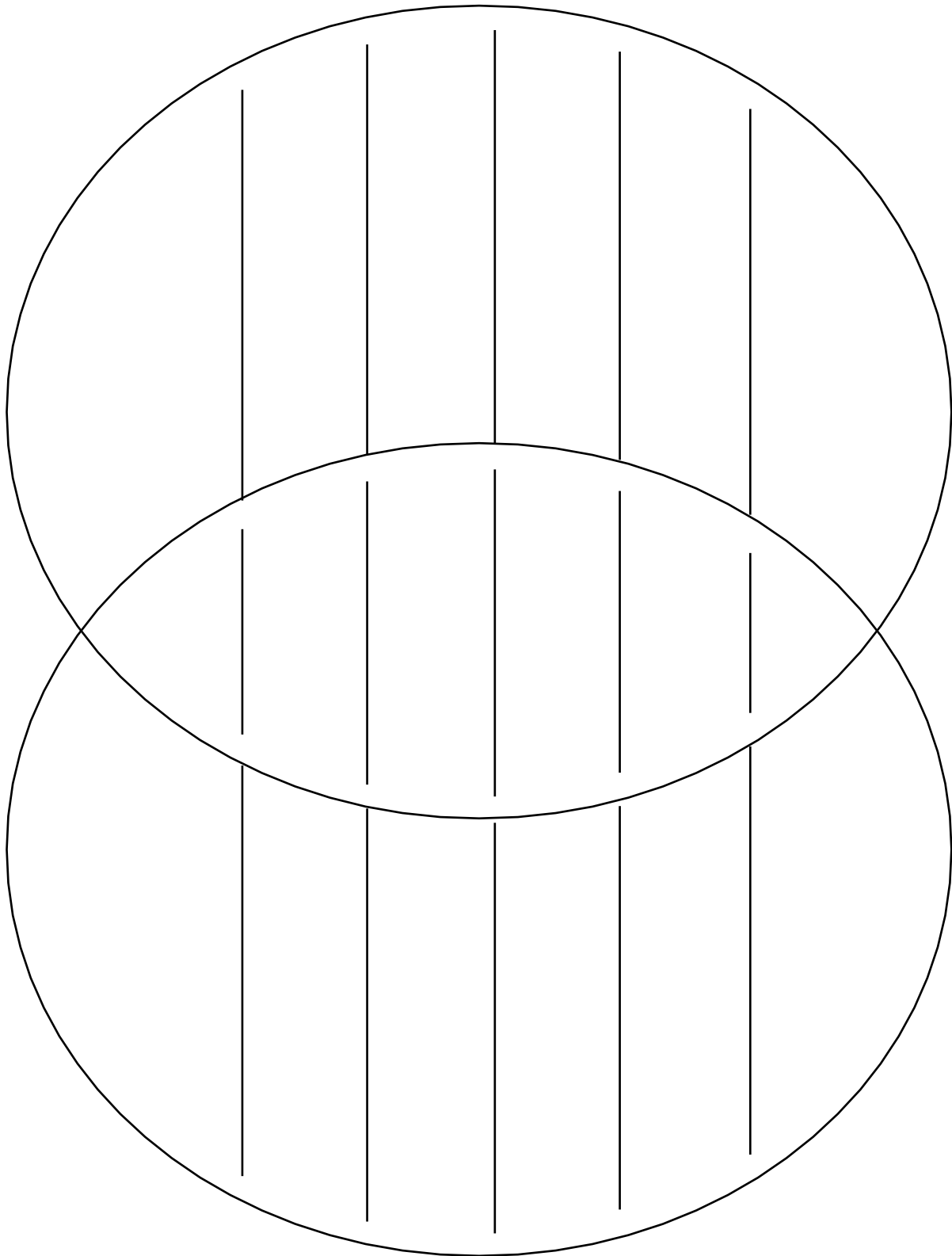
- ✓ Exit Ticket: Using **Handout 1.3: Exit Ticket** Reflect based on the lesson and target skill. As a class, discuss the essential questions for this lesson.

Homework

Find an informational/nonfiction text at home (newspaper, magazine article, book) with pictures and captions and bring it to school tomorrow. Discuss with an adult at home what the feature helps us understand and why.

Handout 2.1 Venn Diagram

Name: _____ Date: _____



Lesson 3: Storms!

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

Additional Standard(s): RF.2.4b, W.2.2, SL.2.1, SL.2.6

Estimated Time: 1 hour and 10 minutes

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

Resources and Materials:


- Handout 1.4: Student Participation Checklist
- Handout 2.1: Venn Diagram
- Handout 3.1: Text Feature Scavenger Hunt
- Chart paper
- Reader's Response Journal (RRJ)
- Video: [Nonfiction Text Features](#)
- Video: [Non-fiction Text Feature](#)
- Slide Show: [Understanding Text Features](#)
- Big Ideas of Reading: [Vocabulary Resources](#)
- Slide Show: [Text Feature Slide Show](#)
- [Family Guide for Student Success](#)

Lesson Target(s):

- Explain how various text features help readers learn new information from a text from text.
- Identify the information provided in the different types of text features used in the text.
- Use text features to answer questions about the main topic.

Guiding Question(s):

- How do text features help us understand the text better?
- What other text features could have helped you more?

Vocabulary	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Compare • Connections • Contrast • Differences • Similarities 	<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"> • Based on the specific needs of your students, choose words/phrases that have clear context clues in the text. 	<p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use an anchor chart to model how to use context clues to determine the meaning of words
<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>
<p>✓</p>	<p>Assessment (Pre-assessment, Formative, Self, or Summative)</p>

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:

Introduce today’s lesson with discussing text features for nonfiction informational text. Show one of the nonfiction video links under resource section to better introduce text features to the class. Explain to students the target skill for the day: listing and explaining the helpfulness of text features in an informational text. Ask students what a text feature is and to list some text features they heard in the video clip. Tell students this lesson will give them information about different text features and their purposes. Display an anchor chart (like the one at the bottom of the page) or a similar anchor chart of your choice.

Write the meaning of a text feature next to the title. (Text Feature- all the parts of a text that provide information but are not the main text.)

Ask students to think back to the video and name some text features mentioned. As students list features, add them to the chart: illustration, caption, map, heading, subheading, timeline, glossary, table of contents, labels, etc. Ask students to tell what each text feature is or where it is found in a text.

Note: For detailed information about text features, please visit this [Reading Rockets resource](#).



Activity 1: Vocabulary

Ask students to preview the academic vocabulary words before reading the text. Display the words on chart paper. Use the strategy Think-Pair-Share to discuss the meaning of the words. Bring thoughts to the 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 and complete vocabulary word map graphic organizer. Use the Word Expert vocabulary game with the academic vocabulary words.

1. Each student in the class takes the responsibility for thoroughly learning a few words – then teaching them to peers.
2. Excellent for teaching tier 3 words.
3. Each student takes 2-5 words from a new unit or chapter.
4. Each “word expert” constructs a card for each vocabulary word using a teacher-approved rough draft of the word’s definition, part of speech and an illustration.
5. After a “word expert” is finished with his or her cards, the student presents her cards to a classmate and they exchange cards.

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

- Students have a partner to share and discuss the meaning of the vocabulary words.

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

- Students can write additional vocabulary words or find other vocabulary words in additional text.

Activity 2: Read the Text

Read aloud from the text *Twister and Other Terrible Storms!* pages 41-51 of Chapter 4. Draw attention to the text features as you are reading. Ask the text dependent questions during reading. Use the Think-Pair-Share strategy for students to engage with the text.

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

Text dependent questions:

1. Look at the picture on page 47, what can the illustration help you find out?
2. According to page 44, how hot do meteorologist say lightning can be?

Activity 3: Understand the Text

Hold a discussion regarding Chapter 4. Randomly call on students utilizing a random name generator to answer questions.

Note: Use this link for additional [Random Name Generator](#) ideas.

1. Is major information gained in Chapter 4?
2. What is the major information gained in chapter 4?
3. How do the students respond to the information?
4. What text feature do you see on page 29? (An illustration)
5. How did the text feature on page 29 help you understand the information?
6. What text feature is shown on page 30-31? Why did the author use this feature?

Activity 4: Respond to the Text

Using a sticky note, ask each pair to compare and contrast the most important points in the two texts about weather. Ask the class to gather back together, and have the partner groups share the differences they found. Tell the students there is not just a difference in what they learned in each book; there may also be a difference in the type of genre. Using **Handout 2.1: Venn Diagram** and/or a pocket chart, put the words *fiction*, *both*, *informational nonfiction* at the top of the pocket chart. Pass out each word/phrase to partner groups, and have groups determine which category their word/phrase best fits.

Note: Remind students of the background knowledge they built yesterday regarding fiction and nonfiction informational.

Activity 5: Check for Understanding

Tell the students informational texts teach using many different tools, not just in the words written in the book. Split groups in previously determined heterogeneous groups and ask them to complete the **Handout 3.1: Text Feature Scavenger Hunt**. Model the first feature they are looking for: Headings. Ask students why authors/illustrators include text features in informational writing.

Note: This activity does not show full mastery of the standard. It develops prerequisite knowledge that is necessary for students to complete the next activities, which will show mastery.

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

- Groups needing guidance may be pulled to work under teacher’s supervision.
- EL students can benefit from illustrations or extra details to complete the activity.

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

- Students can select a text feature of their choice and create it on the back of their scavenger hunt.

Activity 6: Writing Opportunity

Provide this prompt for students: Choose a text feature you learned about today and write a short fiction passage with information from that text features point of view. Pretend you are that text feature and describe to your readers how you help them when reading informational text.

Note: Model how to respond to this writing task by creating a short fictional story with information from the point of view of a character of Heading. See the following example for inspiration. “Hi! I’m Heading. I try to help you when you are reading and looking for specific information. I make my letters bold or big so you can spot them easily. A lot of people use me when they are looking at informational text.”

Activity 7: Closing

Review text features with the class using the scavenger hunt. Respond to a text dependent question using their reading response journal.

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

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

- Students may discuss with partner before responding in their journal.

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

- Students can visit National Geographic Kids to research independently.

Activity 8: Exit Ticket

- ✓ Complete an exit ticket as a self-reflection based on the lesson and target skill. As a class, discuss the essential questions for this lesson.

Homework

At home, locate an informational text at home (newspaper, magazine article, and book) with text features and a fictional text. Complete the activity on the bottom half of page 12 in the [Family Guide for Student Success](#) 2nd grade booklet. Bring both texts to school with a note from your parent stating how well you completed the activity.

Handout 3.1: Text Feature Scavenger Hunt

Name(s) _____ Date _____

Text Feature Scavenger Hunt

Title of your book

Author

Which text features can you find?

Put a checkmark when you find it, and give details about each one.

X	Text Feature	Page #	Explanation	This text feature helped me to:
<input type="checkbox"/>	Illustration		What illustration did you find? _____ _____ _____	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
<input type="checkbox"/>	Caption		This is what the caption said: _____ _____ _____	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary

□	Table of Contents		This is the title of a chapter in this Table of Contents: <hr/> <hr/> <hr/>	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
□	Heading		The heading on this page says: <hr/> <hr/> <hr/>	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
□	Sub-heading		A subheading on this page says: <hr/> <hr/> <hr/>	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
□	Map		This map is about: <hr/> <hr/> <hr/>	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
□	Timeline		This is what one of the dates on the timeline says: <hr/> <hr/>	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word

			_____	<input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
<input type="checkbox"/>	Glossary		This is a word from the glossary and what it means: _____ _____ _____	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
<input type="checkbox"/>	Bold, <i>italics</i> or colored print		This is bolded (italicized, or colored) word from the text and it means: _____ _____ _____	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
<input type="checkbox"/>	Different Fonts (Size, Style, & Color)		This signals the reader that information is important or interesting: _____ _____ _____	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
<input type="checkbox"/>	Bullets		This is to tell the reader short facts or pieces of information that are important or interesting: _____ _____ _____	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary

Lesson 4: Climate

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

Additional Standard(s): RI.2.1, RF.2.4a, W.2.2, W.2.8

Estimated Time: 1 hour and 10 minutes

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

Note: Go through Chapter 2 before the lesson and use sticky notes to place over a variety of 3-4 text features, as well as cover some of the information while leaving the text feature visible.

Resources and Materials:

- Handout 1.3: Exit Ticket
- Handout 1.4: Student Participation Checklist
- Handout 4:1: Frayer Model
- Handout 4.2: Summary Note Taking
- Reader's Response Journal (RRJ)
- Reading Passage "[Climates](#)"
- National Geographic Article: "[Wild Weather](#)"
- Checklist: [Read Think Write](#)
- Geography of the 50 States: [State Geography](#)
- Reading Passage: [Study of Earth](#)
- Video: [Basis of Geography](#)
- Video: [Climate Zones of the World](#)
- Problem Solving Activity: [Climate Activity](#)
- [Family Guide for Student Success](#)

Lesson Target(s):

- The students will take informational text regarding climate and geography to determine the use of text features.

- The students will ask and answer questions about key details in text.

Guiding Question(s):

- What major event occurs in Chapter 2?
- How does location affect weather?
- How are text features helpful and why?

Vocabulary

Academic Vocabulary:

- Describe
- Draw Conclusion
- Key details
- Major event
- Plot
- Setting
- 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:

- Column
- Engine
- Grove
- Rippling
- Schooner

Strategies for Teaching How to Determine Meaning from Context Clues:


- Definition
- Comparison
- 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

	<input type="checkbox"/> 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	
<p>Anticipatory Set/Introduction to the Lesson: Students work with partners to look at a map or globe and complete an activity regarding what clothing someone would wear in a certain area. Direct students to predict what kind of climate they believe that a particular part of the world has and why. Review the anchor chart for text features made previously.</p> <p>Understanding Lesson Purpose and Student Outcomes: Explain to students the target skill for the day: finding the main idea and key details. Ask students to define the main idea. Tell students this lesson will give them practice on finding the main idea and key details. Display the following “I Can” Statements:</p> <ul style="list-style-type: none"> • I can use text features to find information. • I can identify the main idea and key details in a text. <p>Have students tell you if they recognize any words in the “I Can” statements. Discuss what students already know.</p> <p>Activity 1: Vocabulary Review content vocabulary from lesson. Use Handout 4:1 Frayer Model to assist with words that are harder to understand. Use In Content vocabulary words to play Brain Power Words.</p> <ol style="list-style-type: none"> 1. Ask small groups of students to preview sections of a text and identify difficult words. 2. For long chapters, assign different sections to different groups. 3. Students place a Post-it next to the words in the text they identify as potentially difficult. 4. After identifying the words, the group goes back and uses context clues to hypothesize what the words might mean. <ol style="list-style-type: none"> i. Clues of substitution: A known word would make sense in the context and is probably a good definition. 	

- ii. Clues of definition: The word is defined in the text (many textbooks do this).
 - iii. Clues of opposition: Words “not, unlike” etc. are excellent clues to what a word is not and thus help define the words.
5. After Brain Power Words list is identified and definitions sought, the students check their work with the teacher.

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

- Provide students with an example of a Frayer Model and/or Model one for students.
- Using a different Fryer Model; definition, picture, sentence with word, and examples.

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

- Students can use a more complex Frayer Model; definition, synonyms and antonymous, sentences, and characteristics or facts.

Activity 2: Hide the Text Features

Note: Go through Chapter 2 before the lesson and use sticky notes to place over a variety of 3-4 text features, as well as cover some of the information while leaving the text feature visible. Be sure to remove sticky notes before moving to activity 3.

Direct students to pages where text features are covered, and text is revealed. Discuss with the class how the covered information helped or hindered them from understanding the information.

Activity 3: Read the Text

Read Chapter 2 of *Twister on Tuesday* (pages 9-15), and reread in small groups if needed. Choose a text that contains information regarding climate and geography to read with the class. Read aloud “*Climates*” and National Geographic’s “*Wild Weather*” to the class. Have students point out the text features found in these articles.

Discuss with the class the differences types of texts (other than books) in which text features are found often. Some of the texts students may mention are articles, newspapers, and/or internet resources. Use **Handout 4.2: Summary Note Taking**.

Note 1: “Climate” has a Lexile Level of 930. Read aloud to the class to aid in comprehension.

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

Activity 4: Understanding the Text

Discuss with the class what information was given through text and what information was given through text features. Give an example of information that was given through text and information given through text feature. Students Think-Pair-Share their responses. Bring in specific information regarding climate and geography from the articles read. Discuss why some of the different geographical regions have different climates.

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

- Once discussed with class, create an anchor chart with information regarding climate and geography.

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

- Students can research climate and/or geography on their own to add to KWL chart for class.

Activity 5: Respond to the Text

Students write a summary of “Wild Weather” and “Climate” read today. Use the \$2-\$3 summary. (Each word is worth 10 cents, add your words to make \$2-\$3 for your summary.) Use notes from the graphic organizer.

Ask these guiding questions to assist students with activity 5:

1. What are the main topics or ideas?
2. What are the important details that support the main idea?
3. Is there any information that is not needed?

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

- Provide an example for students performing below grade level.

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

- Work together as a group to complete a summary letting each person add a word to the summary and passing the summary around to finish the summary.

Activity 6: Critical Thinking

Use the [Climate Activity](#) to share research with the class. Use these materials, but substitute the two cities for your city and another

well-known city to the students. Once you have gathered and charted all the information with the class; break the class into groups and have them analyze the data.

Note: You could coordinate this assignment with a math lesson for the following standards: MD.2.10 and MD.2.9.

Activity 7: Writing Opportunity

Have students refer to the same globe/map used in the anticipatory set of this lesson. Direct students to choose where on the globe they would like to travel, and write a short opinion piece about the location. Have them use information about climate and geography from both text to explain their reasons they want to travel to that place.

Review with students peer editing. When the students finish their opinion piece, have them swap papers with a partner. The partner will give suggestions or edits that should be made to the paper.

Note: Model the process of peer editing for students. Use the link from [Read Think Write](#) regarding peer editing for additional information.

Activity 8: Closing

Review and discuss the lesson from today. Discuss the essential questions. Write in Reader's Response Journal to answer the essential questions and discuss their predictions that were made at the beginning of the lesson.

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

Activity 9: Exit Ticket

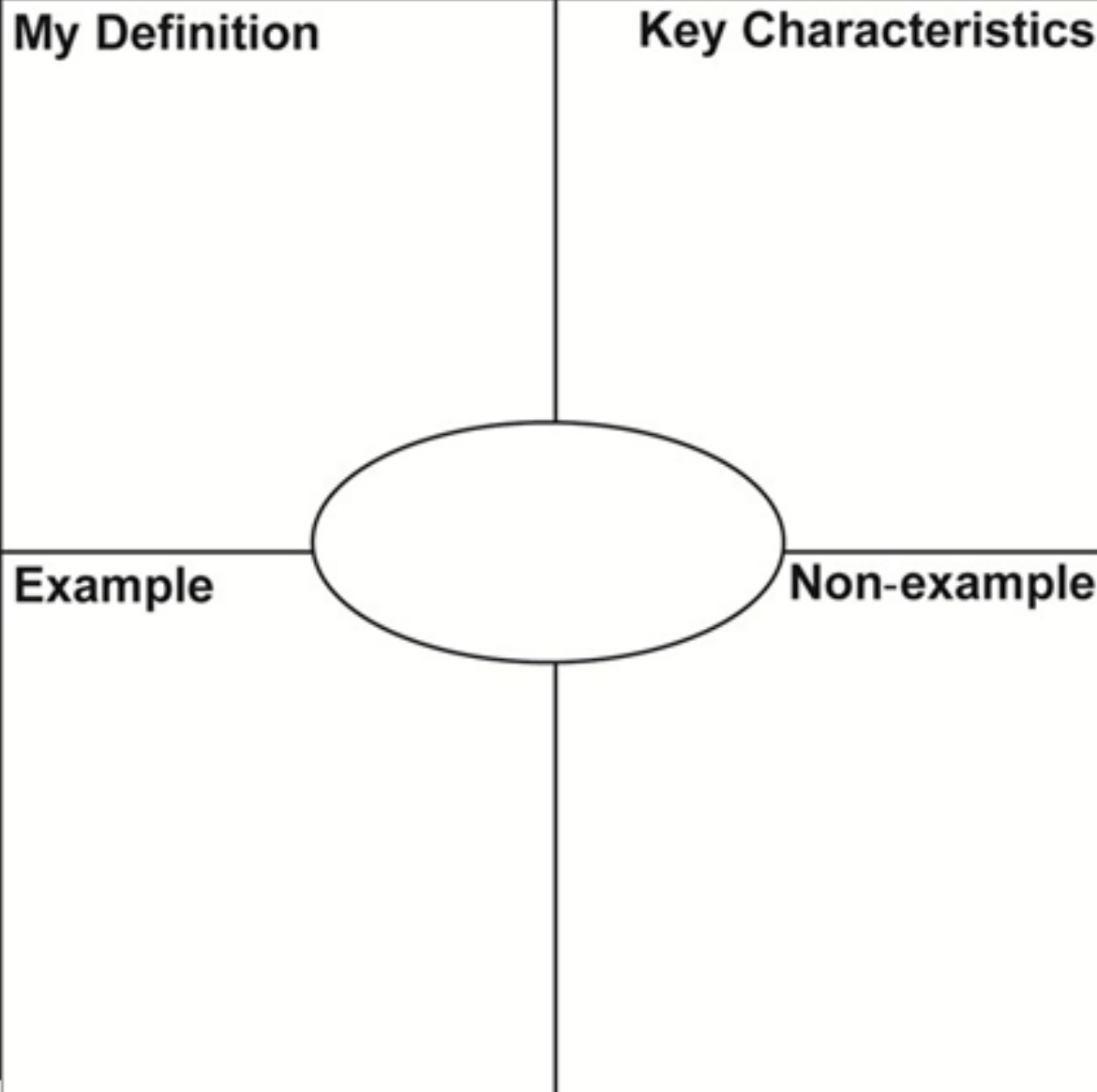
- ✓ Students complete **Handout 1.3: Exit Ticket** as a self-reflection based on the lesson and target skill. As a class, discuss the essential questions for this lesson.

Homework

Locate an informational text at home (newspaper, magazine article, book) with text features and a fictional text. Complete the activity on the bottom half of page 11 in the [Family Guide for Student Success](#) 2nd grade booklet. Bring both texts to school with a note from your parent stating how well you completed the activity.

Handout 4:1: Frayer Model

My Definition	Key Characteristics
Example	Non-example



Handout 4.2: Summary Note Taking

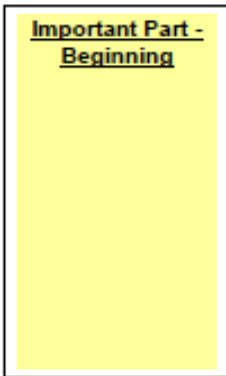
Summary Chart

Name _____ Date _____

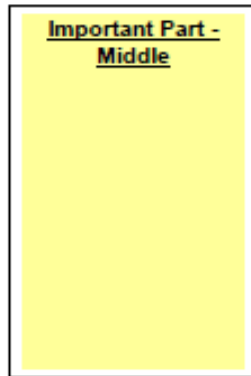
Passage: _____

Write important parts from the passage in the boxes. Then write a summary.

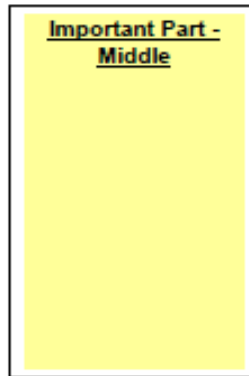
Important Part - Beginning



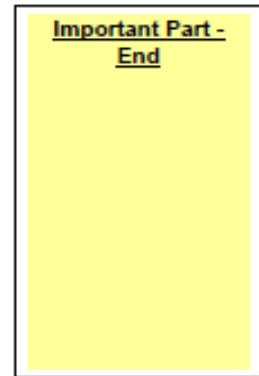
Important Part - Middle



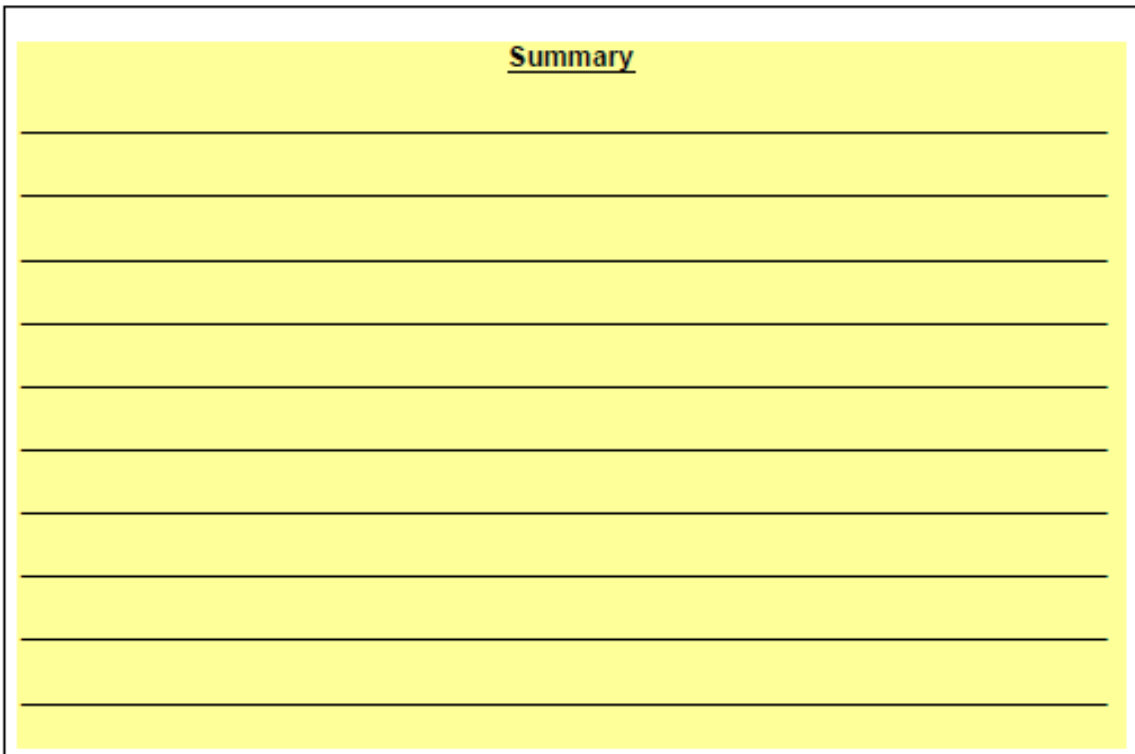
Important Part - Middle



Important Part - End



Summary



Lesson 5: Weather Tools

Focus Standard(s): RI.2.3

Additional Standard(s): RI.2.1, RI.2.2, W.2.2, W.2.8, SL.2.1

Estimated Time: 1 hour and 40 minutes

Text(s): *Magic Tree House #23 Twister on Tuesday* and *Twisters and Other Terrible Storms* by Mary Pope Osborne

Resources and Materials:

- Handout 1.2: Student Progress Tracking Chart
- Handout 1.3: Exit Tickets
- Handout 1.4: Student Participation Checklist
- Handout 4.2 Summary Note Taking
- Handout 5.1: Weather Tools
- Handout 5.2: Weather Tool Procedures
 - Note:** Consider printing or adding your own pictures to represent the procedure if the text does not already include them.
- Handout 5.3: Weather Station Rubric
- Six large cards that have one of the following steps written on each:
 1. First, collect your ingredients.
 2. Spread peanut butter evenly onto one slice of bread using a knife.
 3. Spread jelly or jam evenly onto the other slice of bread.
 4. Press the two slices of bread together.
 5. Cut the sandwich.
 6. Enjoy your easy and yummy looking sandwich!
- Materials for the Weather Tool Groups
 - Note:** Have the materials ready and in a box or separate area for the students before class.
- Reader's Response Journal (RRJ)
- Video: [Weather Tools](#)

Lesson Target(s):

- Students show understanding that
 - a technical procedure explains the steps in a specialized process.
 - the key features of content-specific texts (e.g., science texts) are based on text structures (e.g., events, steps, procedures).
 - a simple transition/linking words (e.g., first, because, then, on the other hand, as a result) shows connections in informational texts.
- Students will follow a written procedure and use text features to create weather tools.
- Students will explain how they used the steps and text features to create the weather tools.
- Students will describe how a series of steps in a technical procedure are connected.

Guiding Question(s):

- What is the use of weather tools?
- How did the text features help you to understand the steps?
- How did the transition/linking words help you to follow the steps?
- How did you create the weather tools? What would you do differently next time?

Vocabulary**Academic Vocabulary:**

- Connections
- Historical events
- Nonfiction
- Scientific ideas
- Technical steps


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:

- Based on the specific needs of your students, choose words/phrases that have clear context clues in the text.


Strategies for Teaching How to Determine Meaning from Context Clues:

	<input type="checkbox"/> Use an anchor chart to model how to use context clues to determine the meaning of words
Direct Instruction Text Vocabulary: <ul style="list-style-type: none"> • Weather • Meteorologist • Temperature • Climate • Barometer • Rain Gauge • Anemometer • Wind Vane 	Instructional Strategies for Direct Instruction Text Vocabulary: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Students create pictures/symbols to represent 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: Use the information learned through lessons 1-5 and create weather tools. Introduce the “I can” statements to the students. Display the following “I Can” Statements: <ul style="list-style-type: none"> • I can read grade level text. • I can create weather tools and use them to measure weather. 	
Anticipatory Set/Introduction to the Lesson: <ul style="list-style-type: none"> • Introduce weather tools and ask students what they know about them. Use a KWL chart. Fill out the K and W sections before watching the video Weather Tools. Use Handout 5.1: Weather Tools work sheet during the video to be held accountable for the 	

information.

Activity 1: Vocabulary

Introduce Direct Instruction words to the class. Use the “Word, Explanation, Image” strategy. Write the word on the board or chart paper, and write a student-friendly definition next to it. Finally, add an image to the word. Finish this strategy with the rest of the Direct Instruction words, and have students use this strategy in their reading response journal for the other direct instruction words.

<p>Meteorologist</p>	<p>an expert in or student of meteorology; a weather forecaster</p>	
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Activity 2: Preview Text

Project pages 20-21 of *Twisters and Other Terrible Storms* for the students and review the different weather tools. Discuss with the class what the weather tools have in common. Relate these tools to the tools shown on the video.

Activity 3: Read the Text

Read in whole group the section of weather tools from *Twisters and Other Terrible Storms!* Focus on specific paragraphs within the text while reading. Use **Handout 4.2: Summary Note Taking** to identify the main topics of paragraphs.

Note 1: You can choose an informational text regarding weather tools to give students more information if needed.

Note 2: 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:

- Provide additional information regarding the weather tools with the handout provided.

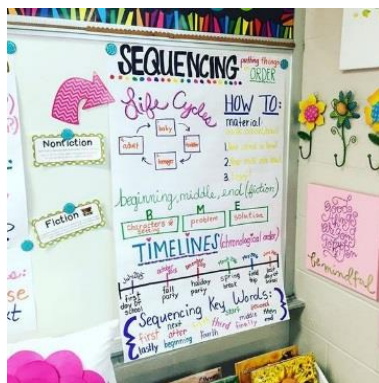
Extensions and/or a more advanced text for students who perform/read well above grade level:

- Research further the weather tools or research additional weather tools.

Activity 4: Understanding RI.2.3 and the Text

Students discuss weather tools and use **Handout 5.1: Weather Tools** used during the “Weather Tools” video to aid in a class discussion.

Explain to students that “following steps in a procedure are very important for creating new materials. However, following steps in a technical procedure text can be difficult. Therefore, it is important for readers to use text features (including the list of materials) and the connecting words in the steps to help guide them. When authors write procedural texts, they provide often provide pictures to represent each step and numbers to guide each step.” Provide a model text to give an example. Continue explaining to students that “authors of procedural texts, they write in sequence. Here is what I mean by *sequence*.” Provide an already-created or create an anchor chart like this example:



Note: Add key words such as *while*, *now*, and other words used in the steps that help students contribute to student comprehension of the sequence of the steps.

Explain the different ways authors write in sequence: connecting words (e.g., first, then, while, next, after, etc.), starting with verbs (e.g., use, locate, cut, make, stick, etc.), and pictures and other text features. Provide or display a copy of the Weather Tools procedure texts that they will use. Ask them to choose from the anchor chart which type of text they think this text is (answer: “How To” text). Also, spend some time providing examples of procedural documents and modeling how you use the connecting words, the verbs, and pictures and other text features to understand the steps.

Tell students that there is one more important thing to understand about procedural texts. Ask for five volunteers to line up in the class. Provide each student with a large card that has steps to making a peanut butter and jelly sandwich written on them (mentioned in materials and resources). Review the steps with students. Complete the following actions while asking these questions:

- Have the student holding step one sit down while the others remain standing and ask, “What would happen if you took out the first step?”
- Have the seated person come back to the front and ask students, “What is step three?”
- Have the student holding step three sit down while the others remain standing and ask, “What would happen if you didn’t complete step three?”
- Have the seated person come back to the front but switch places with step 2 and ask students, “What would happen if you did step three second instead of third?”

Explain that each step is important and the sequence of steps is important. Explain that knowing the connections between the steps is important to understand the steps.

Have students turn and talk to describe what they just learned to help them read a technical procedure steps in a text.

- ✓ Monitor students’ understanding of how connecting words and text features in a technical procedure text can help them to comprehend the steps better. Distribute **Handout 1.2: Student Progress Tracking Chart** to record your information.

Activity 5: Responding to the Text

The teacher will break up the class into groups of 3 to 4 students to create weather tools. Review directions **Handout 5.2: Weather Tools Procedures**. Have students discuss how the text features and the connecting words in the directions will help them to understand the steps of the procedural text. Remind students that the sequence of the steps is important.

Note: Consider printing or adding your own pictures to represent the procedure if the text does not already include them.

Groups create their assigned weather tool. The groups are Barometer, Rain Gauge, Anemometer, and Wind Vane.

Activity 6: Writing Opportunity:

Students write a journal entry about the process they used when making their weather tool. Ensure students describe the process they used when making their weather tool from their experience and relate it back to the directions or procedure given. Use **Handout**

5.2: Weather Tools Procedures. Model the first sentence of how to look at the directions and relate that to their own experience from making their weather tool.

Activity 7: Closing

The groups will share out their weather tools to the class. Fill in the L section of the KWL chart.

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

Reflection: (Have students reflect on how they accomplished target.)

- ✓ Exit Ticket: Using **Handout 1.3: Exit Ticket** Reflect based on the lesson and target skill. As a class, discuss the essential questions for this lesson.

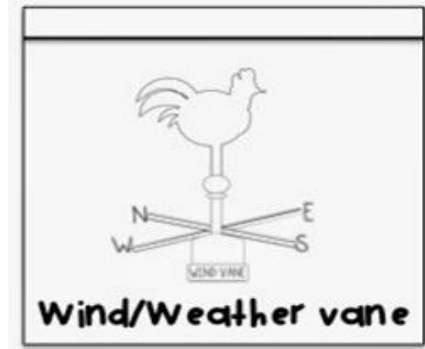
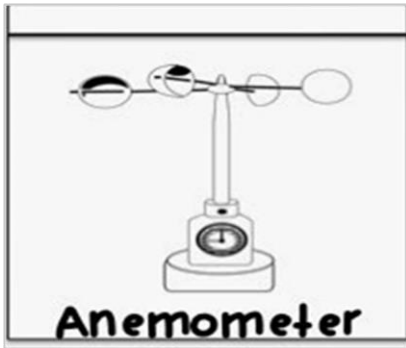
Homework

Research a weather tool of their choice. Bring the research with them to school to share out. Answer these questions.

Answer these questions:

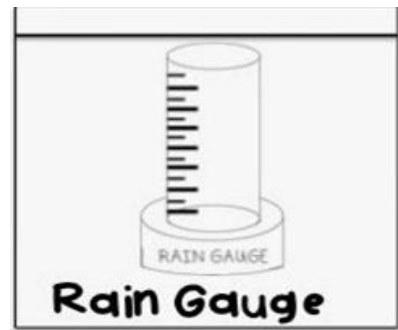
1. How would you use this tool in your everyday life?
2. Would you change this tool to better serve you?

Handout 5.1: Weather Tools



Blank writing area with seven horizontal lines.

Blank writing area with seven horizontal lines.



Blank writing area with seven horizontal lines.

Blank writing area with seven horizontal lines.

Handout 5.2: Weather Tools Procedures

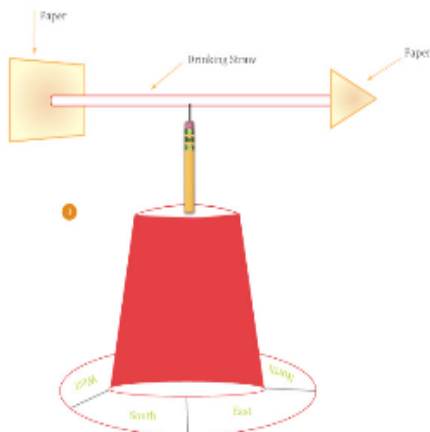
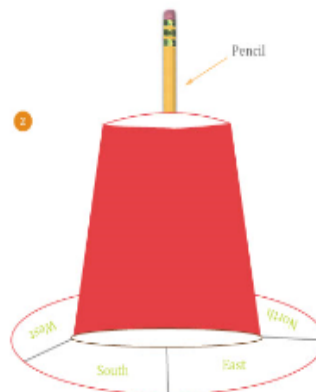
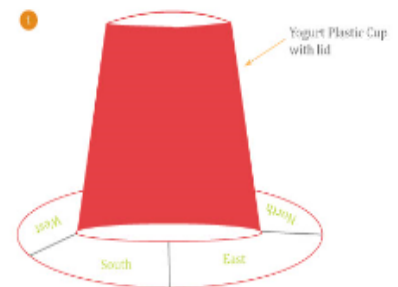
1. Wind Vane

Supplies:

- Round plastic drinking cup with lid, or round food storage container with lid
- Pebbles or sand
- Sharpened pencil
- Drinking straw (a straight one, no bendies!)
- Straight pin
- Poster board or card stock paper
- Black permanent marker
- Compass

How to:

1. Start by putting the lid on the plastic container, and turn the container upside down. Trace around the lid, and then make another circle around the outer edge, at least 2 inches wider than the first one.
2. Use a ruler to divide the lid in half along its diameter, and then divide each of those halves in half. Have your child write the words for the four parts of the compass along the outer edge of each of the four sides. Moving from the top, clockwise, she should write "North, East, South, and West."
3. Now open the container. Stick a blob of modeling clay or putty on the bottom of the container, and then fill the remainder to the top with pebbles or sand. Snap the container lid on and tape it, if necessary, to keep it secure.
4. Glue the container, upside down, onto the cardboard compass base you just made.
5. Take the sharpened pencil, and poke it through the center of the plastic container so that the eraser is on top, and the point is held by the putty and sand.
6. Now, cut a broad triangle and a square, both about 3 inches across from your construction paper. Cut a slit in each end of the straw. Slide the triangle onto one end and the square onto the other. Use a bit of glue if they seem to slip. Push the pin through the center of the straw and attach it to the top of the pencil eraser. If you flick the straw, or blow on either



end, it should move freely.

7. Take your wind vane outside to a place where the wind is not highly obstructed. Help your child find north, south, east, and west on a real compass, and line up the wind vane accordingly. Wait for the next breeze; the arrow will point to where it's coming from.

2. Rain Gauge

Supplies:

- A plastic (soft drink) bottle
- Some stones or pebbles
- Tape
- Marker (felt pen)
- A ruler

How To:

1. First, cut the top off the bottle.
2. Place some stones in the bottom of the bottle. Then, turn the top upside down and tape it to the bottle.
3. Next, use a ruler and marker pen to make a scale on the bottle.
4. Pour water into the bottle until it reaches the bottom strip on the scale.
Congratulations, you have finished your rain gauge.

Put your rain gauge outside where it can collect water when it starts raining. After a rain-shower has finished, check to see how far up the scale the water has risen.

3. Barometer

Supplies:

- A glass jar
- A balloon
- A few rubber bands
- Straws
- Tape
- Thick paper
- A ruler
- Scissors

How To:

1. Tightly cover the top of the jar with plastic wrap, using a rubber band to hold the plastic wrap in place.
2. Next, make sure the cover is tight, making the can airtight.
3. Place the straw horizontally or sideways on the plastic wrap so that two-thirds of the straw is on the can.
4. Tape the straw to the middle of the plastic wrap so that it will not fall off.
5. After taping the straw, tape an index card to the can behind the straw. The straw will act as a pointer on the card.
6. Carefully record the location of the straw on the index card with a pencil. If desired, marks can be drawn on the index card to make observing the changes easier.
7. After 15 minutes, record the new location of the straw on the index card. Continue checking and recording the straw location as often as you want.

EXPLANATION:

High pressure will make the plastic cave in and the straw go up. Low pressure will make the plastic puff up and the straw go down. If possible, check your measurements with a real barometer.

4. Anemometer

Supplies:

- 5 small paper cups
- Hole punch
- Scissors
- Duct tape
- 3 thin wooden dowels
- Empty water bottle
- Stopwatch

How To:

1. Use the hole punch to make a hole in the side of each of the 4 paper cups.
2. Use the hole punch to make 4 holes spaced evenly around the rim of the last cup. This will be the center of the anemometer.
3. Now, slide 2 of the wooden dowels through the holes in the center cup. They should cross in an "X."
4. Insert the ends of the dowels into the holes of the other cups and tape them into place. Make sure the cups are all facing the same direction.
5. Take the last wooden dowel and make a hole in the bottom of the center cup.
6. After making a hole, push the dowel up until it meets the X and tape everything together. This will be your rotation axis.
7. Finally, put the center dowel into an empty water bottle and begin testing!

To calibrate your anemometer:

1. On a windless day, have an adult drive you down the street at 10 miles per hour.
2. Hold the anemometer out the window and count the number of rotations in 30 seconds.
3. However, many times your anemometer spins in 30 seconds will correspond roughly to wind blowing at 10 miles per hour.

Handout 5.3: Weather Station Rubric

WEATHER STATION RUBRIC**NAME:** _____**CHAPTER:** _____

		3	2	1
Research for Weather Guide Topic Sheet	Research	Student stays focused on reading in group. Records detailed notes from chapter.	Student stays mostly focused on reading in group. Records some notes from chapter.	Student struggles to focus on reading in group. Does not record notes from chapter.
	Weather Guide Topic Sheet	Student works with group to fill out neat, detailed Topic Sheet.	Student works with group to fill out Topic Sheet.	Student does not work with group to fill out Topic Sheet.
	Cooperation	Student cooperates with group for duration of the project.	Student cooperates with group during some of the project.	Student does not cooperate with group during the project.
Weather Instruments	Research	Student stays focused on reading detailed directions provided. Discusses with group.	Student stays mostly focused on reading detailed directions provided. Attempts to discuss with group.	Student does not stay focused on reading directions provided. Does not discuss with group.
	Construction	Student works with group to carefully construct accurate instruments.	Student attempts to work with group to construct instruments.	Student does not attempt to work with group to construct instruments.
	Time on Task	Student focuses on work for duration of the project.	Student focuses on work during some of the project.	Student does not focus on work during most of the project.
Weather Log	Recording Skills	Student keeps detailed records on a daily basis.	Student keeps detailed records several days a week.	Student keeps records on a weekly basis.

TOTAL: ____/21= ____**COMMENTS:**

Lesson 6: Water Cycle

Focus Standard(s): RI.2.2

Additional Standard(s): RI.2.5, W.2.2, W.2.8

Estimated Time: 1 hour and 10 minutes


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

Resources and Materials:

- Handout 1.2: Student Progress Tracking Chart
- Handout 6.1: Diagram
- Handout 6.2: Weather Chart
- [Florida Center for Reading Research](#)
- [Informational Writing Checklist](#)
- Video: [Water Cycle Video](#)
- [Water Cycle Song](#)
- Readworks Article: [Water Cycle](#)
- [Main Idea Graphic Organizer](#)
- Reader's Response Journal (RRJ)
- Oops vocabulary game
- Chart paper

Lesson Target(s):

- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- Understand the water cycle and how it assists with weather.

Guiding Question(s): <ul style="list-style-type: none"> • What is the main idea of the text? • What does the water cycle do? • How does the water cycle affect us? 	
Vocabulary	
Academic Vocabulary: <ul style="list-style-type: none"> • Key details • Main topic • Summarize 	Instructional Strategies for Academic Vocabulary: <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
In-Context Vocabulary: <ul style="list-style-type: none"> • Based on the specific needs of your students, choose words/phrases that have clear context clues in the text. 	Strategies for Teaching How to Determine Meaning from Context Clues: <ul style="list-style-type: none"> <input type="checkbox"/> Use an anchor chart to model how to use context clues to determine the meaning of words
Direct Instruction Text Vocabulary: <ul style="list-style-type: none"> • Condensation • Evaporation • Water cycle • Water vapor 	Instructional Strategies for Direct Instruction Text Vocabulary: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Students create pictures/symbols to represent 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: finding the main idea and key details. Ask students to define the main idea. Tell students this lesson will give them practice on finding the main idea and key details.

Display the following “I Can” Statements:

- I can use text features to find information.
- I can identify the main idea and key details in a text.

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:

Introduces learning target: identify the main idea from multi paragraph text. There will be a class discussion and an example shown. Use an anchor chart to introduce this information to the students. With the anchor chart the teacher will use think a-louds to help the students gain a better understanding of identifying main idea and key details.

Activity 1: Preview

Show the video [Water Cycle Video](#) about the water cycle found under materials and resources. This will help students gain background knowledge about the water cycle and will help them to be better prepared for the text.

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

- Provide a chart that is already labeled of the water cycle.

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

- Find a blank chart of the water cycle and let students research the water cycle more in-depth. They can complete the chart at a higher level of understanding.

Activity 2: Vocabulary

Display the Academic and Direct Vocabulary words on chart paper. Use think-pair-share to discuss the meaning of the words. Facilitate a whole group discussion. Record student definitions next to each vocabulary words. To promote vocabulary development

and reinforce the words, students will divide into small groups and play “OOOPS!” Use the Direct Instruction vocabulary words or other words the students will need direction instruction.

Note: “OOOPS” is a game for two or more players. You will need word cards as well as several cards with “OOOPS” written on them. Shuffle all the cards. In each turn a student will draw a card and read the word to the group. They will identify the characteristic you are looking for such as definition, using it in a sentence, or its synonyms and antonyms. Other students in the group check the student using the information on the back of the card. If they are correct, they keep the card. If they are incorrect, they must put it back. Play continues but when an “OOOPS” card is drawn that player must return all their cards. The goal of the game is to have the most cards in the end.

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: Read the Text

Read in whole group [Water Cycle](#) from *Readworks* to the students. Project the text for the students can see the illustrations and read along.

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

Text dependent questions:

1. According to the text, why is the water cycle important?
2. According to paragraph 2, what is evaporation?
3. According to the text, where does precipitation come from?

Activity 4: Understand the Text

Students discuss the information given, fill out the graphic [Main Idea Graphic Organizer](#) (page 6) for the main idea while using the text.

Note: If the Water Cycle passage provided is not appropriate for your students, replace it with a passage that would better suit your class.

Activity 5: Respond to the Text

Have students use a diagram of the water cycle **Handout 6.1: Diagram** and review any informational text features on the diagram. Discuss with the class the information given in the passage and the diagram. As a class, come up with the main idea of the passage and diagram.

Note: Model this with the class by asking guiding questions.

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.
- Add extra information to the Handout 6.3: Diagram for students to use while writing.

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

- Write from a different point of view or to a different audience for this assignment.

Activity 6: Writing Opportunity

Students write a short informative response about the water cycle. They will describe the water cycle, how it works, and why it's important to our weather system. Be sure they include the main idea and key details as evidence from the passage and diagram used today. Use informational text illustrations to convey ideas and the Handouts provided to assist with gathering information.

Remind students of the anchor chart regarding informational writing. Give students an [informational writing checklist](#) to check their own work.

Activity 7: Closing

Review with the class the lesson and discuss the text dependent questions. Students respond to the text dependent question in the Readers' Response Journal.

- ✓ Distribute **Handout 1.2: Student Progress Tracking Chart** to monitor progress.

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.

Optional Small Group Activities:

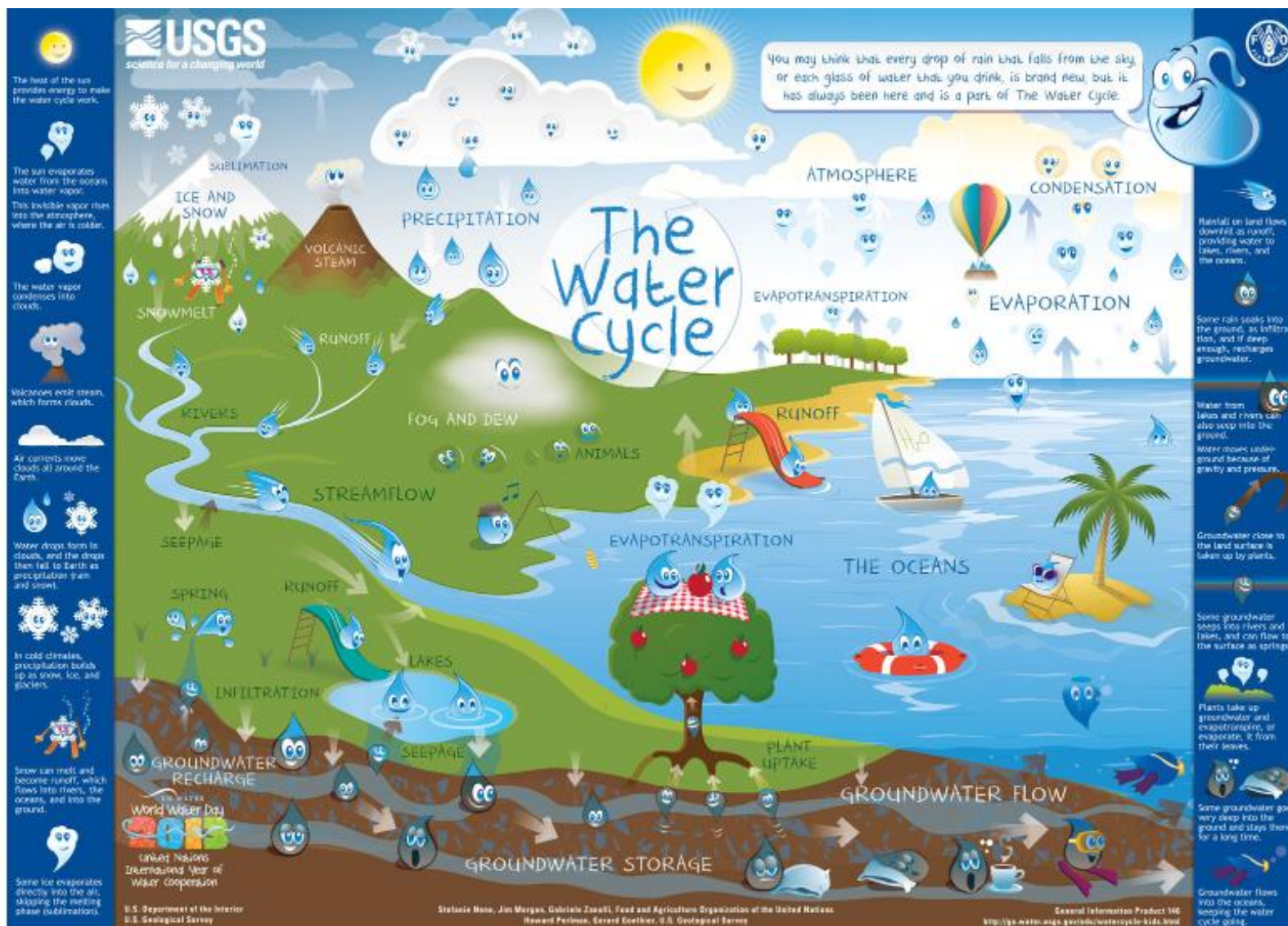
Activities to address differentiation during learning stations: (These are optional and will be listed under lessons 1, 6, 11, and 16.)

- **Computer station:** Use the computer to research other websites about the water cycle or perception.
- **Writing station:** Use a Teacher's choice graphic organizer to summarize what they learned about the water cycle or perception.
- **Phonics station:** Visit [Florida Center for Reading Research](#) to create differentiated phonics instruction.
- **Independent reading station:** Read a book of choice that matches their ZPD and independent reading level.
- **Teacher led station:** Pull students per 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:** Work on a weather station. Link to instructions are listed in lesson.
- **Water Cycle Art Center:** 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 Track the weather in their area. Use the handout or another one similar.

Handout 6.1: Diagram



Handout 6.2: Weather Chart

Watch the weather for a week. Complete the chart each day. Write the weather word and symbol for the weather each day.

sunny



cloudy



rainy



windy



snowy



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Lesson 7: One Room School House

Focus Standard(s): RI.2.9, W.2.2

Additional Standard(s): RF.2.4, SL.2.1

Estimated Time: 1 hour and 10 minutes

Text(s): *Twister and Other Terrible Storms* by Mary Pope Osborne and “[One-Room Schoolhouse](#)” from DKfindout.com

Resources and Materials:


- Handout 1.2: Student Progress Tracking Cha
- Handout 1.3: Exit Ticket
- Handout 2.1: Venn Diagram
- Handout 6.2: Weather Tracking Graph
- Handout 7.1: Anchor Chart
- Reader’s Response Journal (RRJ)
- [One Room School House](#)

Lesson Target(s):

- Compare and contrast the most important points presented by two texts on the same topic.
- Compare and contrast the important points in two texts on the same topic in a written response.

Guiding Question(s):

- How do two different authors’ present information on the same topic in similar and different ways?

Vocabulary	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Key details • Main topic • Summarize 	<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"> • Basement • Burlap • Cellar • Sod 	<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
	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: Summarizing the main idea of a multi-paragraph. Ask students to define what summarizing would be. Tell students this lesson will give them practice summarizing with finding the main idea and key details.

Display the following “I Can” Statements:

- I can identify the most important points presented by the two texts on the same topic.
- I can compare these important points in a written response.

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 photographs and/or videos (links listed in materials/resources) of an old one room school house. Have a short whole group discussion about one room school house. Groups will come up with list of adjectives to describe the one room school houses. List the words on large paper or the board and discuss the differences in the groups.

Activity 1: Preview

Before reading the text, have students preview the illustrations in the story. Look for any objects in the text that may need an explanation before reading.

Activity 2: Vocabulary Instruction

Introduce the In-Context vocabulary words to the students. Review directions for “SPLAT”. “SPLAT” can be played by two or more players. One person is the caller and the others have fly swatters. The caller describes a word either prefix, suffix, context clues, synonyms, or antonyms. The other players then try to be the first person to locate the word and “SPLAT” it with their swatter. Then the players trade roles. Management tip: Be very explicit with directions involving both the fly swatters and noise level. This game can easily get out of hand for obvious reasons, but can also be easily manageable.

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: Comparing and Contrasting the Texts

Discuss with students that two different authors can write about the same topic. When they do this, there may be similar and different main points that they make, depending on what they want to focus on and the reasons why they are writing the text. Ask students if they were to write a text about tornados, what main points would they make. Compare the main points that they mention.

Explain to students that they will help you compare and contrast the main points in two different texts. Present **Handout 7.1: Anchor Chart** so that students understand how to compare and contrast the main points in two different texts.

Students read Chapter 3, One-Room Schoolhouse, independently. Guide students through a discussion about what the main topic of the chapter could be. Direct them to look at the chapter title, the text features, and key details. After students come to a conclusion and write down the main topic, direct students to focus on the important points that the author writes about the main topic while you read. While reading, draw attention to the text features used in Chapter 3 and ask students how they can use those to understand the important points in the text. Create a whole-class bulleted list or have students create individual or collaborated bulleted list of the important points of the author about the main topic.

- ✓ Distribute **Handout 1.2: Student Progress Tracking Chart** throughout the lesson to monitor progress

Provide a whole-group read of One Room School-House from DK Find Out! (link in materials/resources). Guide students through a discussion about what the main topic of the text could be. Direct them to look at the title, the text features, and key details. After students come to a conclusion and write down the main topic, direct students to focus on the important points that the author writes about the main topic while you read. While reading, draw attention to the text features used in the text and ask students how they can use those to understand the important points in the text. Create a whole-class bulleted list or have students create individual or collaborated bulleted list of the important points of the author about the main topic.

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

- ✓ Distribute **Handout 1.2: Student Progress Tracking Chart** throughout the lesson to monitor progress.

Activity 4: Understanding the Texts

Discuss vocabulary words or other information given. Partners can use Think-Pair-Share to discuss these text dependent questions:

1. According to the passage, what do they call the teacher from the one room school house?
2. According to the passage, why did school shut down during the summer?
3. Click on the stove link and ask: Why would there be a stove in the one room school house?
4. What was some similar important points between the two texts?
5. What was some different important points between the two texts?

Activity 5: Respond to the Text

Compare and contrast with the class the most important points presented by the two texts. Distribute **Handout 2.1: Venn Diagram**. Students will use the information taken from the text and the videos to fill out the Venn diagram. Write a short informational response comparing the most important points presented by the two texts.

Note: If students have not received instruction on a compare/contrast task before, provide one or more mentor texts or a model of a compare/contrast written response. Be sure to conduct a think aloud for why certain parts of the written response that are common in compare/contrast responses. Have discussions with students about how to write an effective compare/contrast response.

- ✓ Distribute **Handout 1.2: Student Progress Tracking Chart** throughout the lesson to monitor progress.

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.
- Add notes for students to use with the Venn diagram for 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.
- Make a digital photo journal of One Room School Houses.

Activity 6: Reflection and Closing

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 Track the weather in their area. Use the chart given or another one similar.

Handout 7.1: Anchor Chart

How to Compare and Contrast the Main Points of Two Texts

1. Determine the main topic of both texts.
2. Make a list of the main points of each text.
3. Check to see what is similar between the two texts.
 - ✓ Ask yourself: Do any of the ideas seem similar?
 - ✓ Ask yourself: Do both authors use similar headings or key words?
4. Check to see what is different between the two texts.
 - ✓ Ask yourself: Do any of the ideas seem different?
 - ✓ Ask yourself: Do both authors use different headings or key words?

Signal Words for Comparing/Contrasting Two Texts

Both texts explain...

One text explains...

The other text states something different...

<Title of Text> and <Title of Text> are both mainly about...

One main point that is similar is....

A main point that is different is...

Lesson 8: Reading Lesson

Focus Standard(s): RL.2.5

Additional Standard(s): RL.2.1, W.2.2

Estimated Time: 1 hour and 10 minutes

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

Resources and Materials:


- Dixie Cups
- Deck of Cards
- Handout 1.2: Student Progress Tracking Chart
- Handout 1.3: Exit Ticket
- Handout 1.4: Student Participation Checklist
- Handout 6.2: Weather Chart
- Handout 8.1: Story Structure
- Handout 8.2: Comic Strip Template
- Video 1: [Story Elements](#)
- Video 2: [Story Elements](#)

Lesson Target(s):

- Explain how stories are structured, including describing how the beginning introduces the characters and the problem and the ending shows how the characters solve the problem.
- Identify the problem and where the problem is introduced in the story.
- Identify the solution and where the solution happens in the story.

Guiding Question(s):

- What is the structure of the story?
- What has the weather been like around you?

Vocabulary	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Describe • Major events • Setting • 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"> • Burlap • Glare • Grateful • Modestly • Scowl 	<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:

Explain to students the target skill for the day: finding text structure in a literary text. Ask students to discuss story structure. Tell students this lesson will give them practice identifying story structure.

Display the following “I Can” Statements:

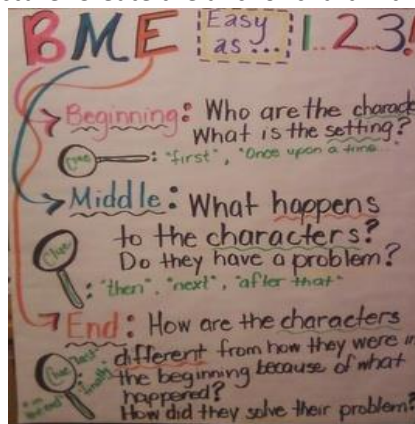
- I can tell the important details about how a story begins and ends.

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:

- Introduces learning target: Story structure and key details. Brainstorm the elements of story structure with class before creating the anchor chart. Watch Video 1: [Story Elements](#) or Video 2: [Story Elements](#) to review with the students the structure of a story. Create an anchor chart with the class on story structure. Create the anchor chart with students to give students buy in.

Here is an example of one type of type of anchor chart:



Explain that typically (not always) authors begin a story by including certain details about the setting and the main characters. Provide examples of settings and main characters in stories that all students know or have read previously. Explain that by authors doing this, it helps readers to understand the problem later in the story. Tell students to say, “Authors begin by introducing the setting and the characters.” Explain that as the story continues, authors include details after the beginning to let you know that

there is a problem. Tell students to say, “Oh no! Authors create a problem!” Explain that then authors include actions and details that involve the characters solving the problem. Tell students to say, “Yay! Author’s solve the problem!” Explain to students that this makes up common story structures in many texts: the beginning, the middle, and the end.

Activity 1: Understanding the Story Structure

Have students help you identify details so far that the author included to introduce the story and the problem. Use **Handout 8.1: Story Structure** to help the students fill out the elements of the story structure so far in *Twister on Tuesday*.

Activity 2: Vocabulary Instruction

Before reading the text, have students preview the In-Context vocabulary words and break into small groups to play “STACKS!”

Note: “STACKS” can be played by two or more players and requires Dixie cups with vocabulary words written on them. Students draw a cup and identify the word. You can have the student’s play where they must define the word, give a synonym or antonym, or use the word correctly in a sentence. The other players use the deck of word cards to check the first student. If they are correct, they get to “stack” their cup. If they are incorrect, they put the cup back in the center pile. Play continues through all players with the goal of building the highest stack of cups.

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: Read the Text

Have students read Chapters 4 and 5 of *Twister on Tuesday*. Then, have students discuss the text in whole and small groups.

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

The teacher will ask text dependent questions and discuss them with the class:

1. According to the text, what were the walls made of in the school house?
2. On page 24, where did Annie tell Miss. Neely they were going to?
3. Read the statement:

Jeb just glared at him and didn't say anything.

What does the word, glared mean in this sentence?

4. According to page 30, why did Will think a storm was coming?

Activity 4: Understand the Text

Students create a comic strip of Jack and Annie focusing on story structure and main idea from *Twister on Tuesday*. **Handout 8.2: Comic Strip Template** Students can work independently, in pairs, or groups to complete the comic strip.

Note: Review the Academic Vocabulary words with the students if needed before this activity.

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

Activity 5: Respond to the Text

Students explain what details were included in the beginning of the comic strip to help the reader understand the setting and the main characters. Students then explain what details were included in the middle of the comic strip to help the reader understand the problem. Finally, students explain what details were included in the end of the comic strip to help the reader understand how the problem was solved.

- ✓ Distribute **Handout 1.2: Student Progress Tracking Chart** to monitor students understanding and progress as it concerns student's ability to explain 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.

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.
- Give examples of comic strips for students to view.

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

Share out their comic strip and writing. Students respond to the essential questions using their reading response journal.

- ✓ 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.

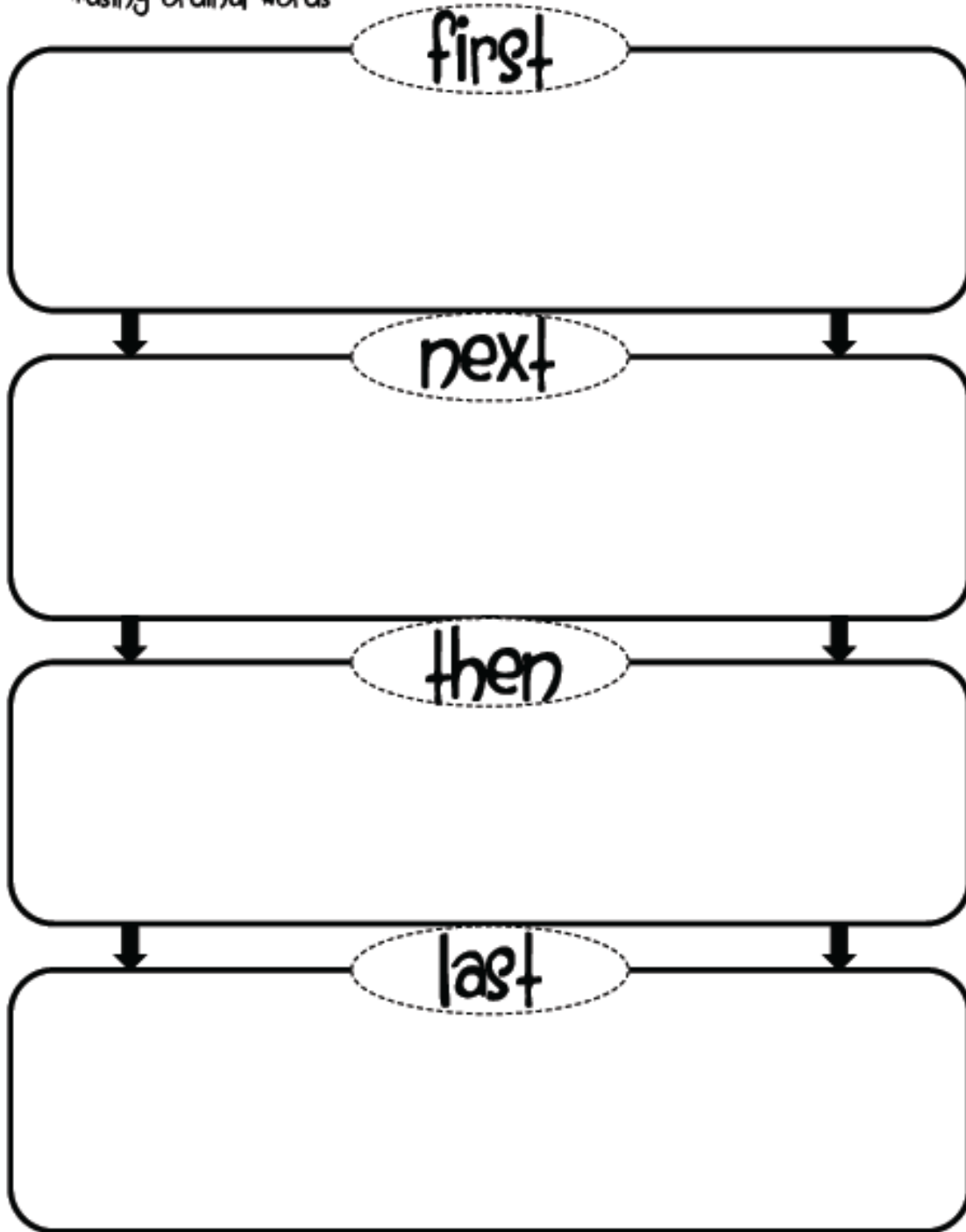
Homework

Handout 6.2: Weather Chart Track the weather in their area. Use the chart given or another one similar.

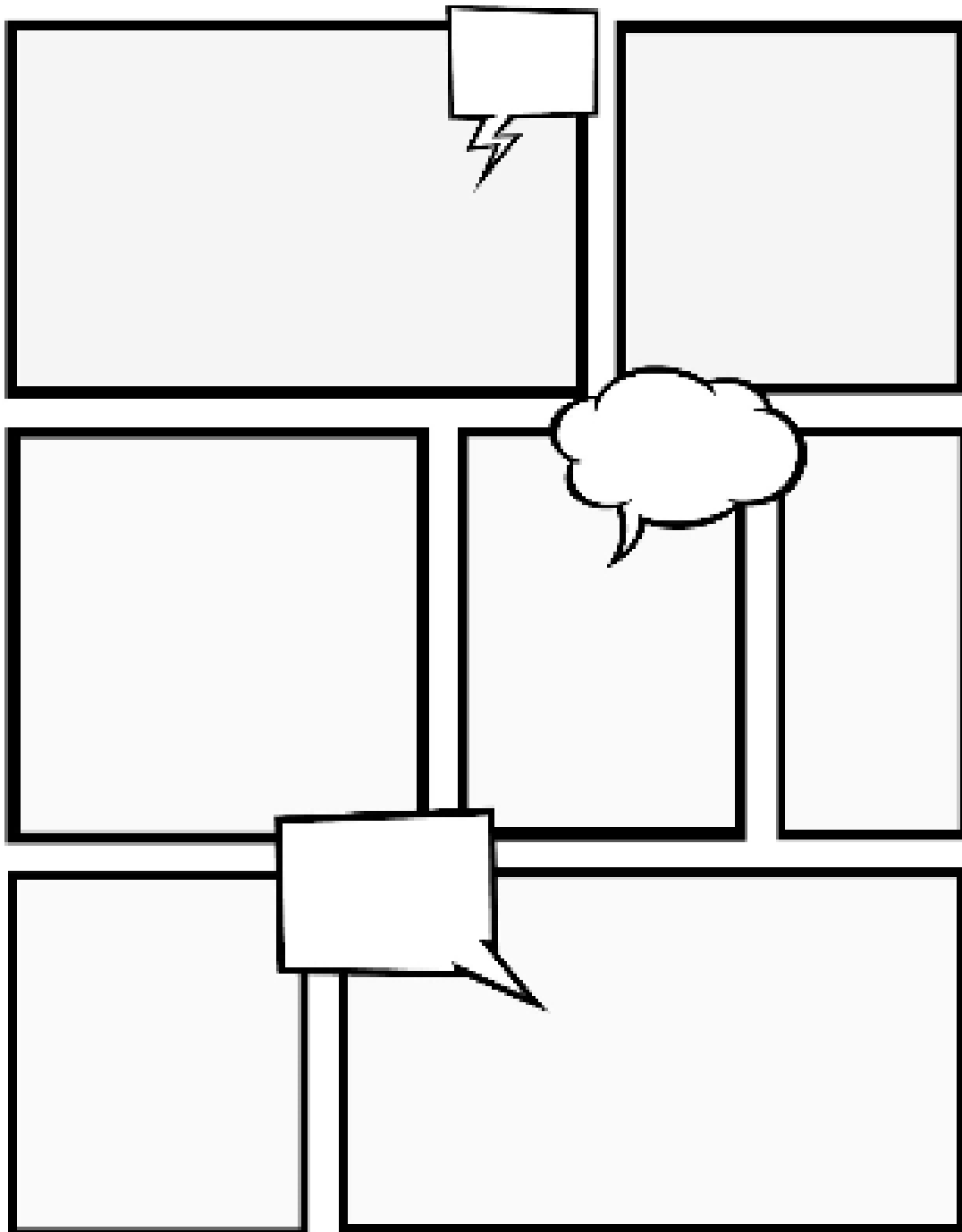
Handout 8.1: Story Structure

fiction stories
*using ordinal words

name _____



Handout 8.2: Comic Strip



Lesson 9: Water Cycle Part 2

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

Additional Standard(s): RI.2.1, RF.2.4, W.2.8

Estimated Time: 1 hour and 10 minutes

Text(s): *The Water Cycle at Work* by Rebecca Olien

Resources and Materials:


- Dice
- Sticky Notes
- Paper
- Reader's Response Journal (RRJ)
- Chart paper
- Handout 1.3: Exit Ticket
- Handout 1.4: Student Participation Checklist
- Handout 6.2: Weather Tracking Graph
- [Reading Rockets Expository Text](#)
- Thinking Map: [Foldable PDF](#)

Lesson Target(s):

- Describe the connection between steps in technical procedure in a text.
- Know and use various text features to locate key facts or information in a text efficiently.

Guiding Question(s):

- What steps are taken in the water cycle?
- How did the text features help you understand the text?

Vocabulary	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Text features • 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"> • Condensation • Evaporation • Humidity • Mist • Precipitation • Water cycle • Water vapor 	<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
	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.

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:

- Introduce learning target: Text features in your own story. Review text features with class using [Reading Rockets Expository Text](#).

Activity 1: Vocabulary Instruction

Before reading the text, have students preview the In-Context vocabulary words and play “Vocabulary Rock and Roll!”

“VOCABULARY ROCK AND ROLL” can be played with partners or in a small group. Students roll a die and then complete the activity for the corresponding number they roll. If students roll:

- 1 – Define the word using your own words.
- 2 – Make a list of 5 synonyms.
- 3 – Use the word in a sentence.
- 4 – Make a list of 5 antonyms.
- 5 – Provide at least 3 sensory details about the word.
- 6 – Have you heard this word before? (Yes or No) If yes, in what?

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: Preview

Using the Water Cycle at Work, look through the pages with the students. Direct students to certain pages where the text is covered, but text features are revealed. Some of the pages will have the text feature covered, but the text will be revealed. Students Think Pair Share with partners regarding the information covered and the information exposed. Ask if it was helpful or confusing to have the text features covered. Some students will share out their partner's answers. Make sure they justify their response.

Note: Place sticky notes over various text features and over general information before class begins.

Activity 3: Read the Text

Note: Prior to lesson, cover the following in the text:

Page 6- cover definitions

Page 7- cover picture

Page 14- cover text

Page 10- cover bolded words

Project page 14 with the text covered. Ask the students:

- What did the caption say?
- Did the caption tell me anything about weather?
- Uncover the text and have them read. Then ask:
- After reading the words, what did you learn?

Project page 10 with the bolded words covered. Ask the students:

- Read the text. After they read, say "What could have helped you prepare for the text?"

Project page 6. Read the caption and text together as a class. Ask the students:

- What is missing from this page?

Uncover the definitions and have the students talk with a partner about how the definitions helped them.

Project page 7. Ask the students what could help them better understand the water cycle?

Uncover the page and have them tell their partner how the illustrations and diagrams helped them.

Activity 4: Understand the Text

Revisit the anchor chart that was made at the beginning of the unit. Review the information with the class. In pairs, students find a text feature and describe what it teaches. Make an anchor chart to show the text feature and what they learned. Break students into groups. Each group will pick a text feature to make their own anchor chart.

Note: Think about listing certain text features they can choose from or having them sign up for text features.

Activity 5: Respond to the Text

Students brainstorm facts about themselves using Thinking Map: [Foldable PDF](#). Each student should have at least four facts regarding themselves. They will use a folding sheet of paper into a book and using text features, they will write their facts in the book. They will include at least three text features in their book. See instructions for foldable book in materials/resources.

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.
- Have students write a poem or play to explain what they learned about text features.

Activity 6: Closing

The students share their facts with the class. The class reviews the lesson before 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.

Homework

Handout 6.2: Weather Tracking Graph Track the weather in their area. Use the chart given or another one similar.

Lesson 10: Precipitation

Focus Standard(s): RI.2.9, W.2.2

Additional Standard(s): RI.2.1, RF.2.4, W.2.8

Estimated Time: 1 hour and 10 minutes

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

Resources and Materials:

Note: If possible, invite a local meteorologist to speak to your class about weather.


- Note Cards
- Chart paper
- Handout 1.4: Student Participation Checklist
- Handout 2.1: Venn Diagram
- Handout 6.2: Weather Chart
- [Interactive Venn diagram](#)
- [16 WAPT Weather Report](#)
- [Precipitation Book](#)
- Video: Informational text [Compare and Contrast Nonfiction Text](#)

Lesson Target(s):

- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- Compare and contrast the most important points presented by two texts on the same topic.

Guiding Question(s):

- How were these two-text similar?
- How were these two-text different?
- How was the text connected?

Vocabulary	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Compare • Connections • Contrast • Differences • Similarities 	<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"> • Atmosphere • Condensation • Dew Point • Hail • Precipitation • Sleet 	<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>
<p>✓</p>	<p>Assessment (Pre-assessment, Formative, Self, or Summative)</p>

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

Explain how the two text are alike and different. Understand what the authors say about the topics in both text and what can be learned in each text.

Anticipatory Set/Introduction to the Lesson:

Teacher introduces learning target: comparing and contrasting two stories on the same topic. Host a short class discussion with teacher created anchor chart. Show Video: Informational text [Compare and Contrast Nonfiction Text](#) after the anchor chart.

Activity 1: Vocabulary

Introduce In-Context vocabulary words with Marzano's 6 steps. Today use steps 1-5.

- *Step one:* The teacher explains a new word, going beyond reciting its definition (tap into prior knowledge of students, use imagery).
- *Step two:* Students restate or explain the new word in their own words (verbally and/or in writing).
- *Step three:* Ask students to create a non-linguistic representation of the word (a picture, or symbolic representation).
- *Step four:* Students engage in activities to deepen their knowledge of the new word (compare words, classify terms, write their own analogies and metaphors).
- *Step five:* Students discuss the new word (pair-share, elbow partners).

Activity 2: Preview

Preview both text with the students. Review the Academic Vocabulary with students. Students point out the similarities and differences before reading by looking through the illustrations and headings.

Note: Create an anchor chart or some form of visual for students as a reminder of the Academic Vocabulary.

Activity 3: Read the Text

Read aloud *Twisters and Other Terrible Storms* page 41-50, *Rain and Storms*, and [Precipitation Book](#). Students use **Handout 2.1: Venn Diagram** and their notes for students to fill out during and after reading.

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 4: Understand the Text

In small groups, students compare and contrast the two texts using an [Interactive Venn Diagram](#). Students can check their work by comparing their notes to other people's notes in the group.

Activity 5: Respond to the Text

Students brainstorm all the information they have about precipitation from their notes. Each group will choose one form of precipitation and write a short informational passage. They will compile the main idea and key details learned from the videos and passages read. Include an illustration with the informational passage.

Note: This can be presented as a paragraph, slide show, or poster depending on class' needs.

Example information:

- What is precipitation?
- What is an example of some that you have experienced?
- What is a form you learned about?
- How can precipitation be dangerous?
- How can we keep safe?

Activity 6: Writing Opportunity:

Note: Show the local weather report [16 WAPT Weather Report](#) before presenting this assignment.

Students pretend you are a meteorologist and write a weather report based on one of the storms you read about today. Practice reading your weather report with a partner. If materials are available, student record themselves or create a pod cast.

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.
- Write a journal or postcards from an explorer's or scientist's point of view (accurate historically, or in the future...).

Activity 8: Closing

The student will share their project with the class.

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

Reflection

- ✓ Exit Ticket: Provide students with a note 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 Chart Track the weather in their area. Use the chart given or another one similar.

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): <ul style="list-style-type: none"> • What are clouds made from? 	
Vocabulary	
Academic Vocabulary: <ul style="list-style-type: none"> • Compare • Connections • Contrast • Patterns • Text features • Text structure 	Instructional Strategies for Academic Vocabulary: <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
In-Context Vocabulary: <ul style="list-style-type: none"> • Atmosphere • Cirrus • Cumulus • Stratosphere • Stratus 	Strategies for Teaching How to Determine Meaning from Context Clues: <ul style="list-style-type: none"> <input type="checkbox"/> Definition <input type="checkbox"/> Cause and effect <input type="checkbox"/> Examples
Direct Instruction Text Vocabulary: <ul style="list-style-type: none"> • Review all words placed on the word wall. 	Instructional Strategies for Direct Instruction Text Vocabulary: <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
	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	
<p>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:</p> <ul style="list-style-type: none"> • 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. <p>Have students tell you if they recognize any words in the “I Can” statements. Discuss what students already know.</p> <p>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.</p> <p>Activity 1: Vocabulary Introduce In-Context words before reading the text. During reading use Find the word vocabulary strategy.</p> <ul style="list-style-type: none"> • 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

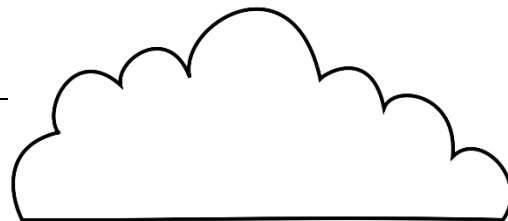
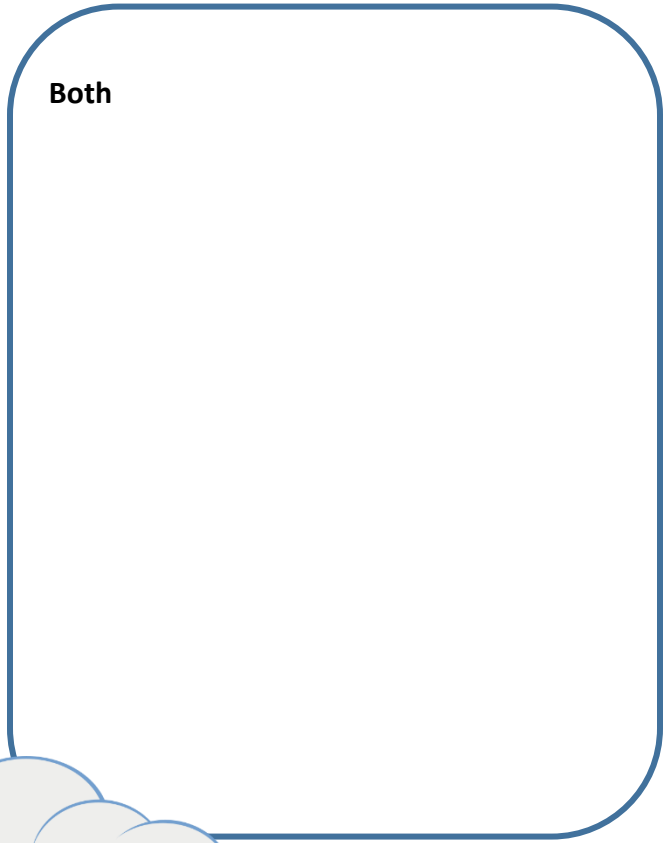
Text 1:



Text 2:



Both



Lesson 12: Grasshopper Attack and Twister!

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

Additional Standard(s): RL.2.1, W.2.2, L.2.4a

Estimated Time: 1 hour and 10 minutes

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

Resources and Materials:

- Reader's Response Journal (RRJ)
- Chart paper
- 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 12.1: Alpha Box
- Handout 12.2: Story Structure
- [Interactive Story Map](#)


Lesson Target(s):

- The student will describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Guiding Question(s):

- How has the story changed from the beginning?
- What has happened to the main characters since the beginning of the book?
- How will events so far affect the characters?

Vocabulary	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Beginning • Character • End • Major events • Middle • Recount • Setting • 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"> • Atmosphere • Cirrus • Cumulus • Funnel • Hail • Stratosphere • Stratus 	<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
	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	
<p>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.</p> <p>Anticipatory Set/Introduction to the Lesson: Students will help teacher create an anchor chart about story structure. Note: See Handout 12.2: Anchor Chart Story Structure</p> <p>Example</p> <p>Activity 1: Vocabulary Preview the topic words. Have students guess words that may be associated with weather. Students fill out Handout 12.1: Alpha box with words from this unit. The students can work in small groups. When all the groups are finished. Work together to fill in one large alpha box with all the words combined.</p> <p>Introduce the In-Context vocabulary words with personal dictionaries. Select an organizing principal: subject, alphabetical, general, or technical. They can include translations or antonyms and synonyms. Note: Students can use a note book or a foldable for their personal dictionaries.</p> <p>Activity 2: Read the Text Students will follow along as the teacher reads aloud chapters 6 and 7. Discuss the chapters with the class. Bring up front the information learned during the reading. Students can take notes during reading.</p>	

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

High level questions:

- What was the moral of the poem from page 38?
- How do you think Jack and Annie knew about the storm cellar?

On level questions:

- What did they call the hail storm?
- According to page 45, Jack and Annie thought the sky looked weird. What was coming?

Low level questions:

- What was Miss Neely referring to when she said, slate pen?
- Where were Jack and Annie running back to on page 51?

Activity 4: Respond to the Text

Teacher will walk students through the interactive story structure activity using this website [Interactive Story Map](#) and a discussion about how the beginning introduces the story and how the ending concludes the action and problem. Students will complete a graphic organizer when they finish and discuss what they have learned about story structures in typical stories.

- ✓ Use a handout similar to **Handout 1.2: Student Progress Tracking Chart** to monitor students understanding and progress as it concerns student's 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.

Writing Opportunity:

Students write down their conclusions from their discussions about to describe how the beginning introduces the story and how the ending concludes the action and problem.

- ✓ Use **Handout 1.2: Student Progress Tracking Chart** to monitor students understanding and progress as it concerns student's 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.

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

The students will review the interactive story structure with the class. The teacher will review the lesson 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.

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 12.1: Alpha Box

Alpha Boxes

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W X	Y Z

Handout 12.2: Story Structure

Characters	Setting	
Plot: What happens in the Beginning, Middle, and End of the story?		
Beginning	Middle	End

Lesson 13: Science Behind Twisters

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

Additional Standard(s): RI.2.1, RI.2.9, 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)
- Note Cards
- Chart paper
- Sticky Notes
- Handout 1.4: Student Participation Checklist
- Handout 6.2: Weather Tracking Graph
- Handout 13.1: Sample Menu
- Handout 13.2: Blank Bingo Card
- [Fact Tracker](#)
- [Menu options – Read Think Write](#)
- Video: [The Birth of a Tornado](#)
- Video: [How Tornadoes form](#)


Lesson Target(s):

- The students will take information gained from the last lesson and today's lesson to write a short report about Tornadoes.

Guiding Question(s):

- What is a tornado?
- How do tornadoes form?
- What is the science behind tornadoes?

Vocabulary	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Connection • Key details • Main topic • Text feature • Text structure • Summarize 	<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"> • Atmosphere • Cirrus • Cumulus • Funnel • Hail • Stratosphere • Stratus 	<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
	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
<p>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:</p> <ul style="list-style-type: none"> • I can use text features to find information. • I can find the main idea and key details in a text. <p>Have students tell you if they recognize any words in the “I Can” statements. Discuss what students already know.</p> <p>Anticipatory Set/Introduction to the Lesson:</p> <ul style="list-style-type: none"> • Teacher will introduce the daily learning target by showing videos. Students will view one of the videos The Birth of a Tornado or How Tornadoes Form to introduce learning target. The students will gain background about tornadoes from the video clips. <p>Activity 1: Preview Teacher introduces learning target: The teacher will work with class to create an anchor chart about tornadoes. It can be used like a KWL chart. Students will review main idea and key details. The students will write what they already know on one color sticky notes, what they want to learn on another color. When the lesson is finished, they can come back and write what they learned on the tornado paper around the chart.</p> <p>Activity 2: Vocabulary Use the In-Context vocabulary words or a review of words to play Vocabulary Bingo.</p> <ol style="list-style-type: none"> 1. Hand out preprinted Bingo grids. Handout 13.2: Blank Bingo Card

2. Let students fill out the week's vocabulary words in any pattern on their papers.
3. Instead of saying the word, pantomime, show, draw, or give a verbal description (synonym).
4. Winner must not just say the winning word, but use them all in a sentence!
5. Increase motivation and participation by using a team approach that invites the team to create the sentences.

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: Read the Text

Students listen as the teacher reads aloud Chapter 5 and 6 of *Twisters and Other Terrible Storms*; Discuss how hurricanes are like tornados. Project a large Venn Diagram to assist students with understanding. Prompt class discussions regarding comparing and contrasting hurricanes and tornados. Use evidence from the text for the Venn Diagram.

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

Activity 4: Understand the Text

Students discuss the chapters in small groups based on the guiding questions. Students also discuss the key details and main idea by keeping notes.

High level questions:

- What origin was the word, *tonare*, from page 5?
- How did tornado alley get its name?
- Describe how tornados form?

On level questions:

- Where is tornado alley?
- What type of clouds do tornados come from according to text on page 60?
- What else are tornados called according to the text?

Low level questions:

- According to the text, how long do most tornados last?
- ____ out of ____ tornados that happen in the world, happen where?

Question for all:

- How are tornados and hurricanes similar and different?

Activity 5: Respond to the Text

Create a small project to show the knowledge they acquired today. Focus on the main idea and key details. Allow the students to choose how to present this information. Use **Handout 13.1: Sample Menu**.

Use the link below for guidance and examples: [Menu options](#)

Writing Opportunity:

Students write an informative passage about the similarities and differences between tornados and hurricanes. Students can use the Venn Diagram from earlier in the lesson to assist students in writing. Remind students of the informational anchor chart and the informational writing checklist 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.
- Students can complete this extension in a [Fact Tracker](#) book page 9:

Activity 6: Closing

The students share out their projects. The teacher will review the lesson before the exit ticket.

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

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.

Handout 13.1: Sample Menu

Students will use the choice board to pick three in a row to complete in class.

Journal entry about living through a natural disaster.	Act out a weather forecast.	Create analogies for the weather.
Design a weather warning poster.	Student Choice 	Do an experiment demonstrating a pattern of weather.
Make a weather rap!	Create a dance representing the patterns of weather.	Chart the weather trends in a particular area.

Handout 13.2: Blank Bingo Card

B	I	N	G	O

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

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	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> Review academic vocabulary for the unit. 	<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"> Based on the specific needs of your students, choose words/phrases that have clear context clues in the text. 	<p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use an anchor chart to model how to use context clues to determine the meaning of words
<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
	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:

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.

Lesson 16: Weather Safety Plan

Focus Standard(s): RL.2.5, RI.2.2, RI.2.3, RI.2.5, W.2.2

Additional Standard(s): RI.2.1, W.2.7, W.2.8, SL.2.6, L.2.4a

Estimated Time: 5 days

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

Resources and Materials:

- Reader's Response Journal (RRJ)
- Text
- Technology resources
- Media resources
- Computers
- Makers
- Posters
- Chart paper
- Printer paper
- Access to printer
- Handout 1.2: Student Progress Tracking Chart
- Handout 16.1: Research Information Organizer
- [National Weather Service](#)
- [Weather Safety Plan](#)
- [Weather Safety Guide](#)
- [Weather Safety Video](#)
- [Emergency Kit Video](#)
- [NOAA Safety Guide](#)

Lesson Target(s):

- The students will demonstrate their understanding of weather by creating a weather safety plan.

Guiding Question(s):

- How can we predict weather?
- How can we use weather research to keep us safe?
- What is a weather safety plan?
- How can this plan keep us safe?

Vocabulary

Academic Vocabulary:

- Data
- Facts
- Investigation
- Inquiry
- Note taking
- Organize
- Research
- Resource

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:

- Review

Strategies for Teaching How to Determine Meaning from Context Clues:


- Definition
- Cause and effect
- Examples

Direct Instruction Text Vocabulary:

- Review

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Students create pictures/symbols to represent 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	
<p>Understanding Lesson Purpose and Student Outcomes: Direct students to the guiding questions and lesson target and have a discussion that bring the students back to weather research.</p> <p>Anticipatory Set/Introduction to the Lesson: (Day 1) Students view videos about weather safety and weather research. Review main idea and key details with the students. Discuss research with the class. Ask students why we research, how, and what we plan to learn? (Optional: Invite a local meteorologist or weather expert to come speak to your class about the importance of weather safety.)</p> <p>Activity 1: (Day 1) Introduces the project to students. The class will look at options for the project. Break the students into pairs if that is best. Topic choices:</p> <ul style="list-style-type: none"> • Tornado safety • Hurricane safety • Blizzard safety • Heat wave safety • Flood safety <p>Provide students with Handout 16.1: Research Information Organizer to help them collect their information as they find sources. Model for students how to complete this graphic organizer.</p>	

Note 1: See project section for detailed instructions.

The teacher may show the class examples of projects. The students can make posters, brochures (paper or computer), a power point, or a book. Review the rubric with the students before starting. Make sure the students understand the rubric and what is expected of them.

Note 2: Go to the library and ask the librarian to model for students how to find various sources of reliable information. The library has many great resources when it comes to research. Be sure the library has opportunities for classes to come throughout the day or ask your librarian to speak with your class during their scheduled library time.

Activity 2: Begin Research (Day 2)

Students work independently or in pairs to research. The students may use the text used during the unit, books from the library, Internet resources, or other media resources.

Note: Be sure to talk with your class about making sure their sources are accurate and reliable.

- ✓ Distribute **Handout 1.2: Student Progress Tracking Chart** to monitor students understanding and progress. From the data collected, make determinations about what types of support to provide to students.

Activity 3: Continue Working (Day 3)

Students will continue working on research and their project. Once students have collected their information from their sources, model in a think aloud how to take that information on their **Handout 16.1: Research Information Organizer** and organize it in a weather safety plan. Make sure that you have provided technology resources, links, books, or any other technical resources needed for the students. This will assist with time management for students researching.

Be sure to remind students of the informational writing anchor chart and the informational writing checklist used throughout the unit.

- ✓ Distribute **Handout 1.2: Student Progress Tracking Chart** to monitor students understanding and progress. From the data collected, make determinations about what types of support to provide to students. For this step in their plan development, students will need lots of specific feedback on their writing. See this resource for information about [providing feedback as formative assessment](#) and this resource about the [characteristics of effective feedback](#).

Activity 4: Illustrate and Complete (Day 4)

The students will continue to work. Today they will finalize their work with illustrations, text features, and revisions. Discuss with students and provide examples of different reasons to include illustrations, text features, and other visual aids in their plans. Direct

students to the texts they have read and how illustrations, text features, and other visual aids helped them to better comprehend those informational texts. Have students discuss what illustrations and text features would improve someone's comprehension of their weather safety plan. Support students as they add their illustrations and refine the text features.

Review making edits with the class and provide support while they make edits.

Note: Ensure that you or another adult has proof read the project for the presentations. If you are unable to get to all your students, ask an assistant, librarian, or resources teacher to assist you.

- ✓ Distribute **Handout 1.2: Student Progress Tracking Chart** to monitor students understanding and progress. From the data collected, make determinations about what types of support to provide to students.

Activity 6: Present (Day 5)

Students will present their project to the class. Review the Speaking and Listening standard with the class before presenting.

Note 1: Ensure the students have reviewed the rubric for speaking and listening before the projects are presented.

Note 2: Show an example of students presenting that would meet the highest expectations.

Note 3: Work with the librarian to display these weather safety plans in a meaningful way, perhaps even making several copies to hand out to multiple students.

Homework

Performance Task

Students will research natural disasters due to weather, focusing on weather safety for that particular type of weather. Then, they will organize facts into various categories and write a weather safety plan that introduces a topic, uses key details (including facts and definitions) to develop points, provides a concluding statement or section, includes key vocabulary from the text, and creates/adds an illustration (e.g., photographs, diagrams, charts, or graphs) that supports the main topic. Writers will also include multiple text features that provides additional information to make their article more interesting and informative. Finally, students will publish their plans and share with the class or display in the school or public library.

Note: The students will choose or be assigned a weather event.

Weather events:

- Tornado safety
- Hurricane safety
- Blizzard safety
- Heat wave safety
- Flood safety

Note: Students can work in groups or individually researching their chosen weather event.

During the research, they will answer these questions:

1. What type of weather is this?
2. Where (in what region or area) does this weather usually occur?
3. What are the averages for this type of weather?
4. What other information is important about this type of weather?
5. What are the weather safety tips for this weather event?

For training or questions regarding this unit,
please contact:

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