

ANIMALS

GRADE 2

LARRC

Language and Reading Research Consortium

ASU • FSU • KU • LU • MGH IHP • OSU • UNL

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UNIT VOCABULARY

Life Cycle

Changes that happen from the beginning to the end of a living thing



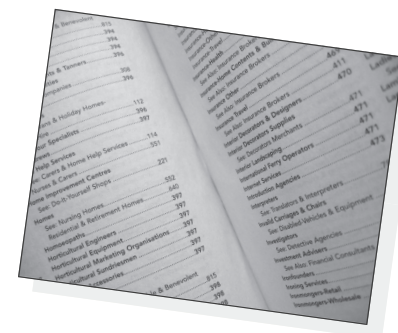
Finally

The last thing



Index

An alphabetized list of names, places, and subjects that tells you where to find them in a book



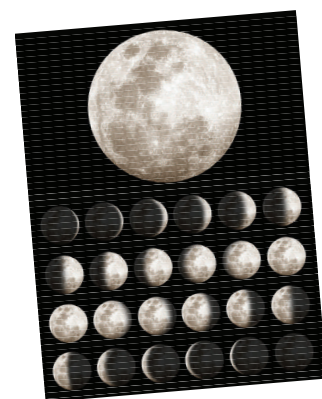
Environment

The conditions or things that are around you



Series

A number of objects or events arranged in order one after the other



Species

A group of related living things that can have babies together



Migration

A group moving together from one place to another



Complex Sentence

A sentence with two clauses joined together by a connecting word

I read a book **while** I laid in bed.



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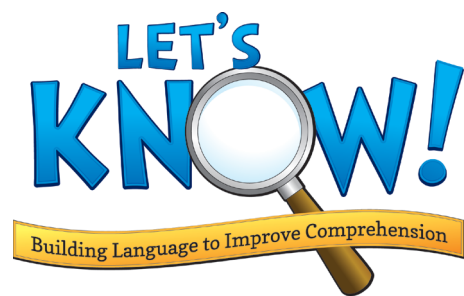
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Unit Resources

- Teacher's Bookshelf
- Word Web
- Unit Vocabulary
- Vocabulary Picture Cards
- WRAP sets



UNIT OVERVIEW

ANIMALS

Children will explore how animals grow and change over their lifetimes, focusing on the life cycles of snakes, frogs, and whales.

CYCLES AND SEQUENCES

Students will identify life cycle stages, using navigation words and graphic organizers to order and share information.

CLOSE PROJECT

Students will create a life cycle poster and write a summary that includes complex sentences and navigation words.

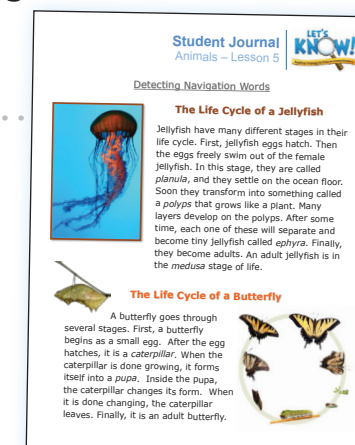
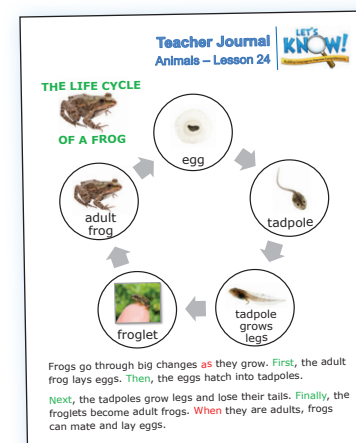
UNIT TEXTS

During the unit, students will read and discuss three books related to the unit theme.

- From Egg to Snake by Suzanne Slade
- Tadpoles to Frogs by Bobbie Kalman
- The Life Cycle of a Whale by Bobbie Kalman

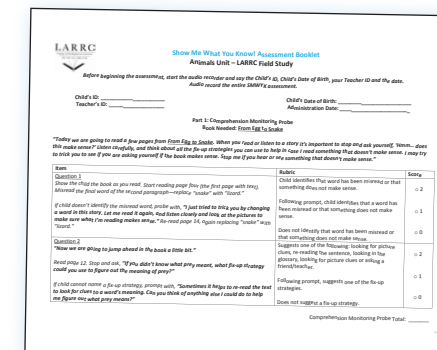
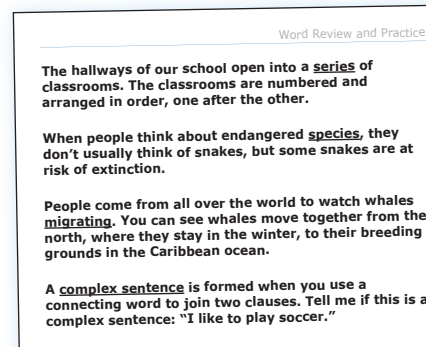
The Teacher's Bookshelf suggests additional theme-related texts for independent reading.

UNIT MATERIALS



Supplemental Materials*

Student Journal



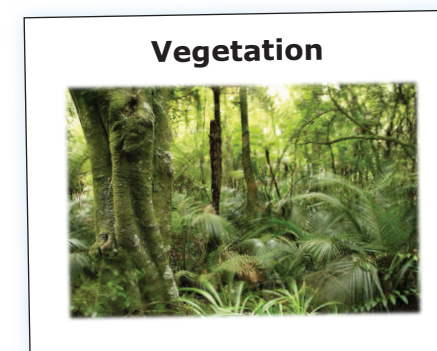
Show Me What You Know Assessment

Teacher Journal*

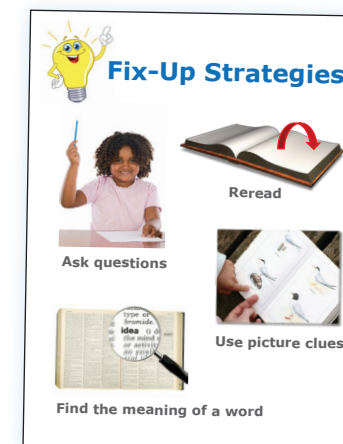


Comprehension Monitoring Icons

WRAP sets



Vocabulary Picture Cards



Fix-Up Strategies Poster

UNIT SCHEDULE

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Lesson 2 Read to Me
Lesson 3 Words to Know
Lesson 4 SMWYK Practice

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Lesson 20 Read to Know

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SMWYK Assessments

Week 7 Lesson 22 Stretch and Review
Lesson 23 Stretch and Review
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*Most materials are provided in print and for digital use.



Study Resources

- Student Tracking Sheet
- Contact Information
- Survey Information
- Observation Schedule
- District Calendar



Teaching Techniques

- Rich Discussion
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- Using Navigation Words



Teaching Techniques

Read to Me – Rich Discussion

TEACHING TECHNIQUE INTRODUCTION

The Read to Me lessons are designed to promote children’s engagement and experiences with a variety of rich texts aligned to the *Let’s Know!* unit themes. During these lessons, you will share texts that contain rich language and content with students in an engaging way. Reading aloud texts with children provides the opportunity to have rich discussions about the texts after reading. The goal of these discussions is to provide students opportunities to use *higher-level inferential language*.

During the Read to Me lessons, the reading of each text will be followed by a teacher-facilitated discussion (of approximately 5-10 minutes in length) involving all of the students. The discussion should center around one or more major questions, topics, or issues concerning the text.

STEPS TO USING RICH DISCUSSION

The goal is to have a discussion that is facilitated but not dominated by the teacher, in which one topic is discussed extensively over multiple turns and multiple students are able to participate.

The teacher should pose a question on a higher-level topic, such as the following:

Narrative texts...

- The goals or motivations of a character and what happened as a result of their actions
- What might happen if the story continued
- Experiences that students have had that relate to the book

Expository texts...

- What would happen if animals did not change or adapt to different environments
- How fossils are formed
- Why it is important to conserve environmental resources

Guidelines for discussion:

- Show that you are listening to what others have to say.
- Respond to what others say in a way that demonstrates understanding.
- Be sure everyone knows what the discussion is about (and if there are any special rules for this discussion).

(Narrative/Expository)



Teaching Techniques

Read to Me – Comprehension Monitoring

TEACHING TECHNIQUE INTRODUCTION

Comprehension monitoring is the process by which skilled readers identify when they don't or can't understand something (e.g., a novel word, an idea presented by the author) and then attempt to 'fix-up' that understanding.

OUTLINE OF TEACHING SEQUENCE

I Do:

- 1) Model comprehension monitoring. Remind students to pay attention to the story structure (who the characters are, the initiating event, what the characters' goals are, and so on) or to the text structure of an expository text, as these will help them make sense of what they read.
- 2) Begin to read a text. Stop periodically to model, asking yourself, "Is everything making sense? What doesn't make sense about what I just read?"
- 3) Model specific fix-up strategies that students can employ when the text doesn't make sense. Fix-up strategies could include the following:
 - Using pictures and context clues
 - Asking questions (younger children can ask the teacher)
 - Rereading a sentence that did not make sense
 - Rereading the sentence before and after the sentence that didn't make sense
 - Finding the meaning of a word or studying a word for clues to its meaning
 - Using graphic organizers to organize what *is* known

We Do:

- 4) Students should be encouraged to use signs or signals when they don't understand what is being read. The fix-up strategies can be displayed on a poster, with reminders to students of different ways to address the gaps in understanding. Practice using these tools with students as you read together.

You Do:

- 5) As the students become more skilled in applying the strategy independently, they can work with peers to use the strategy or apply it on their own.

Close:

Remind students to stop periodically and ask themselves, "Does this make sense?" Encourage them to practice using fix-up strategies when parts of a text do not make sense.



Teaching Techniques

Read to Me – Predicting

TEACHING TECHNIQUE INTRODUCTION

The Read to Me lessons are designed to promote children's engagement and experiences with rich texts aligned to the unit focus. One instructional technique to be embedded within Read to Me lessons is that of predicting. Formally, predicting involves the act of foretelling something that will happen in the future, and it usually involves activation of one's background knowledge. Predicting, as applied by students when reading or listening to a text, helps to activate their background knowledge on a given topic and to link that knowledge to new information in the book. In turn, these connections help students create a more precise *mental model* of a text. Having a mental model improves comprehension of the text.

At the same time, the act of predicting helps to create a purpose for reading and can help students become more engaged (as they seek to confirm whether their own predictions are correct). Reading for a purpose and being engaged when reading also improves children's reading comprehension.

PREDICTING INVOLVES...

- Using background knowledge to establish expectations about a text one is listening to or reading.
- Monitoring the accuracy of one's predictions to confirm or adjust them while reading, and thus continue making deeper connections with the text.

HELPING STUDENTS TO PREDICT...

- Students can learn to employ predictions as they read by explicit instruction in use of this strategy by their teacher. See below for a discussion of the steps in explicit strategy instruction.
- Students can produce predictions *before reading, during reading, and after reading*.
 - Before-reading predictions do not tend to improve students' comprehension, but rather help students to activate background knowledge and become motivated.
 - During-reading predictions are embedded during reading (or listening) activities and are designed to help students engage more deeply with text, forge connections between background knowledge and a text, and provide students the opportunity to confirm their predictions by continued reading or listening.
 - After-reading predictions generally have no right answers; for instance, students might be asked to infer what will happen after a story ends. Although students cannot confirm these predictions, they can help students to engage more deeply with the text.

FIVE COMPONENTS OF EXPLICIT TEACHING OF COMPREHENSION STRATEGIES

Taken from Duke and Pearson (YEAR), the following examples demonstrate how predicting can follow the steps of explicit strategy instruction for a **narrative text**.

1. *An explicit description of the strategy and when and how it should be used.*

“Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions.”

2. *Teacher and/or student modeling of the strategy in action.*

“I am going to make predictions while I read this book. I will start with just the cover here. Hmm... I see a picture of an owl. It looks like he—I think it is a he—is wearing pajamas, and he is carrying a candle. I *predict* that this is going to be a make-believe story because owls don’t really wear pajamas and carry candles. I predict it is going to be about this owl, and it is going to take place at nighttime. . .”

3. *Collaborative use of the strategy in action.*

“I have made some good predictions so far in the book. From this part on I want you to make predictions with me. Each of us should stop and think about what might happen next. . . Okay, now let’s hear what you think and why. . .”

4. *Guided practice using the strategy with gradual release of responsibility.*

Early on...

“I have called the three of you together to work on making predictions while you read this and other books. After every few pages I will ask each of you to stop and make a prediction. We will talk about your predictions and then read on to see if they come true.”

Later on...

“Each of you has a chart that lists different pages in your book. When you finish reading a page on the list, stop and make a prediction. Write the prediction in the column that says ‘Prediction.’ When you get to the next page on the list, check off whether your prediction ‘Happened,’ ‘Will not happen,’ or ‘Still might happen’. Then make another prediction and write it down.”

(This is based on the Reading Forecaster Technique from Mason and Au (1986) described and cited in Lipson & Wixson [1991].)

5. *Independent use of the strategy.*

“It is time for silent reading. As you read today, remember what we have been working on—making predictions while we read. Be sure to make predictions every two or three pages. Ask yourself why you made the prediction you did—what made you think that. Check as you read to see whether your prediction came true. Jamal is passing out Predictions! bookmarks to remind you.”

The following examples demonstrate how predicting can follow the steps of explicit strategy instruction for an **expository text**.

1. *An explicit description of the strategy and when and how it should be used.*

“Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions.”

2. *Teacher and/or student modeling of the strategy in action.*

“First read the title, look at the table of contents, and look at some of the photographs, charts, and diagrams. Then think about what we already know about the topic and concepts. We call this information our schema, or our prior knowledge; we have to recall this from memory. Finally, I can use my prior knowledge to make an informed prediction about what we might read about in this text... I think the author is going to tell us a lot about the life cycle of a frog. Maybe she will even tell us more information about how a tadpole becomes a frog...”

3. *Collaborative use of the strategy in action.*

“I’ve made some good predictions so far in the book. From this part on I want you to make predictions with me. I am going to read the title of the first chapter and show you the photographs... Recall what you know from memory—use your prior knowledge. What interesting information do you already know about frogs? Turn to your neighbor and compare what you already know. Okay, now let’s hear what you think and why.”

4. *Guided practice using the strategy with gradual release of responsibility.*

Early on...

“Now, based on the information you think you know, what do you predict the author will write about in this section? Turn and tell your neighbor.”

Later on...

“The last thing we have to do is revisit our predictions. Were we on track? Did we learn something new? For example, we read that frogs start their lives as eggs. Before, I said that they start their lives as tadpoles. So I learned something new. I am going to write that on our Prediction Chart under the heading *Now I Know*.”

5. *Independent use of the strategy.*

“It’s time for silent reading. As you read today, remember what we’ve been working on—making predictions while we read. Be sure to make predictions and ask yourself why you made the prediction you did—what made you think that. Check as you read to see whether or not you were on track.”

References

Duke, N. K., & Pearson, P. D. (in press). Effective practices for developing reading comprehension. To appear in A. E. Farstrup & S. J. Samuels (Eds.), *What Research Has to Say about Reading Instruction*. Newark, DE: IRA.



Teaching Techniques

Words to Know – Rich Vocabulary Instruction

TEACHING TECHNIQUE INTRODUCTION

The Words to Know lessons are designed to promote children’s knowledge and use of vocabulary aligned to the unit focus. The teaching technique Rich Instruction characterizes the elements of effective vocabulary instruction summarized by Beck and McKeown (1991, 2007). Specifically, the rich vocabulary instruction approach of *Let’s Know!* focuses on increasing the quality and complexity of children’s oral language by targeting complex vocabulary and using a discussion-based approach during a group read-aloud. Both younger and older students can learn and use complex vocabulary efficiently from read-aloud activities and discussion. Furthermore, the use of read-aloud activities to teach vocabulary allows teachers to expose children to a variety of good books and broad language experiences.

OUTLINE OF TEACHING SEQUENCE

- 1) **Identify the word (i.e., say and show the word to students).**
 - Pre-K and K students say the word.
 - Grade 1–2 students spell the word orally.
 - Grade 3 students write the word.

- 2) **Provide a child-friendly definition and use the word in a sentence.**
 - Pre-K–3 students discuss why/how the picture represents the word.
 - Pre-K–3 students provide the definition in their own words.
 - Grade 1–2 students provide example sentences for the word orally.
 - Grade 3 students write an example sentence using the word.

- 3) **Discuss related words (e.g., synonyms, antonyms, and/or other words connected to the target word).**
 - Pre-K and K students focus on other words they think about and explain why.
 - Grade 1–3 students address one or more of the types of related words and discuss the difference between the new word and related words.

- 4) **Discuss the use of the word meaning in other contexts and/or other meanings of the same word in different contexts.**
 - Pre-K–K students discuss the use of the word meanings in other contexts.
 - Grade 1–3 students use the different word meanings in varied sentences.



Teaching Techniques

Integration – Inferencing

TEACHING TECHNIQUE INTRODUCTION

To make an inference, the reader or listener uses information in the text or illustrations and his or her own background knowledge to fill in information (e.g., about what a character might be feeling) or go beyond/elaborate on what is presented (e.g., what might happen next), resulting in a deeper understanding of the text.

OUTLINE OF TEACHING SEQUENCE

Before the lesson:

- 1) Preview the text and illustrations to determine where to stop and ask questions that will prompt inferential thinking.
 - a. See below for categories and sample questions.
 - b. Note that inferential questions typically begin with *Why* and *How*; if *What* is used, it is not for labeling, but rather to link the text to prior knowledge.
- 2) On sticky notes, write questions related to the text or illustration for each stopping point; place them on the page for easy reference when reading aloud.

I Do:

Begin by asking inferential questions and modeling making inferences.

- 3) Introduce the lesson and read the first portion of the text.
- 4) Ask your first question(s) and think aloud to model making an inference. Ensure that students can see how you are using both text clues and prior knowledge to infer something about the text.

We Do:

Gradually release responsibility for question generating and answering to students.

- 5) Ask another inferential question as you continue to read the text.
- 6) Allow students think time and/or time to talk to a partner.
- 7) Discuss answers as a class.
- 8) Repeat steps 5-8 for the remainder of the text or until time has run out.

You Do:

Transition into scaffolding students to generate *Why*, *How*, and *What do you think...* questions for themselves; provide support and encourage them to request support as needed.*

*Suggestion: Provide young children with icons to help them generate and answer questions. For example, Paris and Paris (2007) used a heart icon to signal inferences about characters' feelings and a head icon for inferences about characters' thoughts.

(Narrative/Expository)

Close:

Review the steps of making inferences and why it is so important to link our background knowledge to unfamiliar parts of the text to improve our understanding. Suggest how children can apply this technique in other contexts.

CATEGORIES AND EXAMPLES OF INFERENTIAL QUESTIONS

Categories (van Kleeck, Woude, & Hammett, 2006) that promote inferential thinking may be used to plan questions.

- Attitudes, points of view, feelings, mental states, and motives of characters
 - Character's feelings
 - *How do you think that made the little dog feel? Why do you think so?*
 - [pointing to an illustration] *How is that man feeling? Why?*
 - Character's motives
 - *Why do think Jack climbed the beanstalk?*
 - Character's thoughts
 - *What do you think the wolf is thinking now? Why do you think that?*
- Similarities and differences between elements within the text/illustrations (e.g., objects, events, concepts, people) or between the text/illustrations and students' world knowledge
 - [pointing to an illustration] *What can you tell me about the setting of our story now? How do you know our setting has changed?*
 - *What happened to the boy's neighbor? How is that similar/different to what happens in your neighborhood?*
 - *Look at the coloring of this lizard's skin. Do you think it lives in the jungle or the desert? Why?*
 - [pointing to a photo] *What might this area look like after many years if erosion continues?*
- Causes of events that have occurred
 - *Why do you think that happened?*
- Predictions (may also involve inferences related to characters' motives, thoughts, and feelings)
 - *What do you think will happen next? ...Why do you think so?*

REMINDER: Refer to both text and illustrations when you create prediction questions, and scaffold students to do the same.



Teaching Techniques

Integration – Finding the Main Idea

TEACHING TECHNIQUE INTRODUCTION

Identifying the *main idea* requires a listener or reader to select what is most important from the text and to disregard the less important information. Then the reader must integrate the most important ideas to determine the overall main idea of the text.

OUTLINE OF TEACHING SEQUENCE

The following examples demonstrate an instructional sequence for teaching students how to find the main idea of an expository text.

I Do:

1) **Explain the technique Finding the Main Idea to students.**

“After reading the title and looking through the pictures of this book, we know that we are going to read about animal homes. Authors write many things about animals’ homes. The most important information that the author wants us to know is written in each section of the text. These are the main ideas. For now, you should stop after each paragraph that you read and say what the main idea of that paragraph was.”

2) **Model finding the main idea in action.**

“I am going to read a paragraph from the book and show you how I find the *main idea*, or what the author thinks is most important about animal homes in that paragraph. [Read the paragraph.] Hmm... The word *food* kept coming up when I read this paragraph. It said that people keep food in their homes and that some animals keep food in their homes. I think the main idea about animal homes in this paragraph is that some animals keep food in their homes, just like people. When a word keeps coming up in a paragraph, it can be a clue to the main idea.”

[Write the main idea on a chart and repeat this step with another paragraph.]

We Do:

3) **Practice finding the main idea with students.**

“I’ve found the main idea in the paragraphs we’ve read so far. Now I want you to work with me to find the main idea. As I read, you need to listen for words that are clues to the main idea and be ready to tell the class what you think the main idea is and why.” [Continue reading and write students’ ideas on the chart.]

4) **Provide guided practice on finding the main idea with gradual release of responsibility.**

Early on...

“I’ve called the three of you together to find the main idea while you read this book. After every paragraph each of you must stop, tell me the main idea of the paragraph, and explain how you decided it was the main idea.”

Later on...

“Each of you has a chart that lists different pages in your book. When you finish reading a paragraph, stop and write the main idea for each paragraph.”

You Do:

5) **Have students practice finding the main idea independently.**

“It’s time for silent reading. As you read today, remember what we’ve been working on—finding the main idea in paragraphs. Be sure to find the most important information that will be the main idea in each paragraph. Ask yourself what helped you decide that was the main idea.”

Close:

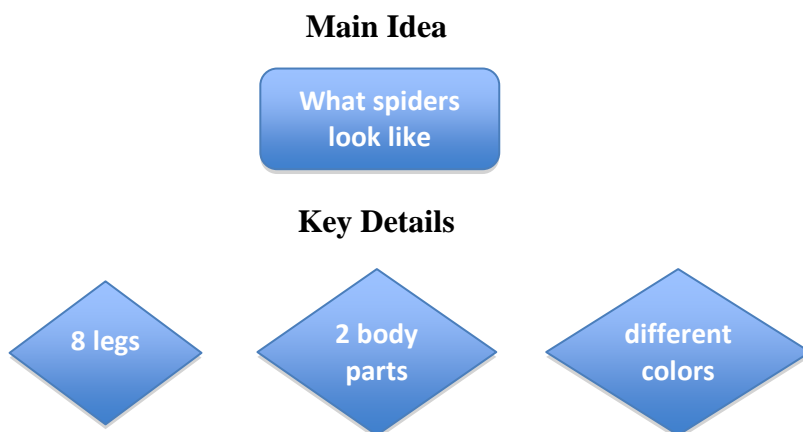
- 6) Remind students of the importance of finding the main idea and emphasize how repeated words (and phrases) in texts can help them find the main idea.

Once students can identify the main idea at the paragraph level with repeated words as the clue, move to teaching other clues to the main idea (e.g., boldface print, headings, and the first sentence of a paragraph). Later, expand the same process to larger units of text to decide the main idea (e.g., a subsection of a book). Reapply what you taught regarding clues to finding the main idea to larger units of text.

IDENTIFYING SUPPORTING DETAILS

Once students have a solid understanding of main idea, teach them how to identify *key supporting details* (important things to know about the main idea). Take the main idea of a paragraph/section that includes 2-3 important details, and ask questions in order to model how to identify the details. Create a concept map with one *Main Idea* (e.g., What spiders look like) on top and the *Key Details* (e.g., eight legs, two body parts, different colors) below; you could use another shape to signal the difference between the main idea and details.

Note: Not all books lend themselves well to teaching supporting details. Many simpler expository texts may have a clear main idea and examples, but not clear supporting details.





Teaching Techniques

Integration – Summarizing

TEACHING TECHNIQUE INTRODUCTION

Summarizing requires a listener or reader to identify the *main idea* and key *supporting details* of a text or part of a text, and then to communicate them to an audience orally or in writing.

OUTLINE OF TEACHING SEQUENCE

I Do:

1) **Describe to students how they can summarize a text.** Explain that they will include the main idea and supporting details of a book, or part of a book, and then explain them to others who have not read that book.

2) **Model summarizing a text or part of a text for students.**

“We already determined the main idea and key supporting details for the first section of our book. We put the main idea in the rectangle (*what spiders look like*) and the supporting details in the diamond shape. I am going to use this information to summarize this section of the book... ‘Spiders look the same in some ways. They look alike because they all have 8 legs and 2 body parts. What is not the same is they can be different colors.’”

We Do:

3) **Orally summarize a text or part of a text with students.**

“Let’s look at one of the other concept maps we made when we were reading the book about spiders. Now I want you to work with me to use the main idea and supporting details on our chart to help me summarize this next part of the book. [Call attention to the chart and provide guidance reminding them to say the main idea *first*.] Next, turn to your partner and summarize...” [Have pairs share their summaries with the group.]

4) **Provide guided practice for summarizing with gradual release of responsibility.**

“I’ve called the three of you together to work on summarizing sections of this book. After every each section, I want you to decide together on the main idea. Then write it down and draw a rectangle around it. Next, do the same for the important details. Afterwards, practice saying your summary to each other using what you wrote down as your guide.” [Support students as they practice summarizing.]

Note: Repeat steps 1 and 2, modeling and practicing writing a summary.

5) **Later on . . .**

“Each of you has a paper that lists the sections in your book. Read the section, and then map out the main idea and supporting details on your paper. This time, instead of telling your summary, write your summary down.”

You Do:

6) **Have students practice summarizing independently.**

“It’s time for silent reading. As you read today, remember what we’ve been working on—finding the main idea and supporting details in sections of a book, and then writing a summary of that section. Your job is to map out the main idea and supporting details for two sections of your book and write a summary for each.”

Close:

7) **Conclude the lesson, demonstrating the value of the strategy taught.** Remind students of the importance of finding the main idea and key supporting details, and then writing them down as a way to prepare to tell or write a summary. Explain that summarizing a text shows that you understand the important parts of what you read.



Teaching Techniques

Read to Know – Engaging Readers

TEACHING TECHNIQUE INTRODUCTION

The Read to Know lessons are designed to promote children’s engagement with reading by allowing students the autonomy to make decisions about what they read and helping them to select texts that are of interest to them. Coupling the reading with a task—either working alone or collaboratively with peers—to communicate information from the text to someone who has not read it (e.g., recount the text or share information, ideas, thoughts, and feelings) is also very engaging. Tasks may include drawing or other visual display with dictation, writing, audio, or video, including digital storytelling.

OUTLINE OF TEACHING SEQUENCE

- 1) Make a variety of texts that are well matched to the goals of the unit (e.g., learning about story elements, reading about animals) available to students. Consider a range of texts in terms of students’ levels, and provide a variety of familiar and unfamiliar books. Some selections should lend themselves to comparison (e.g., several stories by the same author; stories with animal characters; similar genres, such as fantasy, realistic fiction, and historical fiction).
- 2) Provide students autonomy in selecting texts to read while simultaneously enticing them to look at texts that will challenge them.
- 3) Explain the purpose of the lesson (to select a book or books, read alone, complete a task, and share with a partner or small group).
- 4) Present a task that requires students to respond to their reading in a deep way. For example, you could have students draw a story element, share a reaction to a text with a partner, or share ideas in small book clubs based on the texts they selected to read.
- 5) After 10-20 minutes of reading, have students complete the task and share with others.

EXAMPLES OF TASKS FOR DIFFERENT GRADE LEVELS

Pre-K and K:

- Draw your favorite part or favorite character from a story.
- Create puppets to use to retell the story you read.
- Draw and share two things you learned from an expository text with your partner.

Grades 1-3:

- Create a storyboard or story map to illustrate the important parts of the story and use it to retell the story to others. Use descriptive details in your retell.
- *Write in your journal:* Describe a character in your own words. Use examples from the story to show what the character did, thought, or said.
- *Write in your journal:* Compare and contrast two texts you read. Create a chart showing the similarities and differences.

(Narrative/Expository)



Teaching Techniques

Text Mapping – Recasting

TEACHING TECHNIQUE INTRODUCTION

The Text Mapping lessons include objectives related to the production and comprehension of different grammatical structures. The technique discussed in this document is *recasting*. With conversational recasting, a teacher follows up on a child's incorrect and/or less-complex utterance with a sentence using a similar but corrected, and sometimes expanded, form. Recasts maintain the meaning of children's utterances while modifying their structure. For example, if a child says, "The dog running," the teacher would say, "Yes, the dog is running." There is strong evidence that supports the use of recasting with children when targeting grammar objectives (e.g., Fey, Long, & Finestack, 2003; Nelson, Camarata, Welsh, Butkovsky, & Camarata, 1996).

USING RECASTING IN *LET'S KNOW!*

- This instructional technique is used by teachers during discussions/conversational interactions with students. No specific materials or context are required for this technique.
- When using the *Let's Know!* units, teachers should focus recasting on grammar objectives associated with a particular unit or lesson.
- The following is an example of recasting if the focus of a particular unit is using appropriate suffixes, including past tense *-ed*.

Child: *Harry get dirty.*

Teacher: *Yes, Harry got dirty when he ran away.*

Child: *They clean him.*

Teacher: *Yes, they cleaned him; they gave Harry a bath.*

Recasts such as this are meant to keep teacher-child interactions natural while allowing a child to hear the appropriate production of a specific grammatical form (e.g., complex sentences). It is important that teachers do not explicitly prompt or request a child to imitate the sentence the teacher generates when recasting.

References

- Fey, M., Long, S., & Finestack, S. (2003). Ten principles of grammar facilitation for children with specific language impairments. *American Journal of Speech-Language Pathology*, 12, 3-16.
- Nelson, K. E., Camarata, S. M., Welsh, J., Butkovsky, L., & Camarata, M. (1996). Conversational recasting treatment on the acquisition of grammar in children with specific language impairment and younger language normal children. *Journal of Speech, Language, and Hearing Research*, 39, 850-859.



Teaching Techniques

Text Mapping – Using Think-Alouds

TEACHING TECHNIQUE INTRODUCTION

A think-aloud is a technique used by teachers to model what they think about when listening to or reading a text (Kucan & Beck, 1997). In a think-aloud, a teacher “verbalizes thoughts aloud while reading a selection orally, thus modeling the process of comprehension” (Harris & Hodges, 1995, p. 256). The use of think-alouds with elementary students has shown a positive effect on comprehension (Block, 2004).

OUTLINE OF TEACHING SEQUENCE

- 1) Prior to reading, preview the book, looking specifically for information that you will use to complete a graphic organizer or chart related to the text. Flag pages where these examples occur with a sticky note. It is helpful to write down thoughts or notes about what to say when you stop at these places.
- 2) Begin the lesson by saying that you are going to read the text and look for information that will help you fill out a chart about the text or topic (e.g., predicting or identifying story elements in a narrative text, sequencing the process of erosion from an expository text).
- 3) Start to read the book, and then stop at one of the designated spots. Model a think-aloud for students so they can see how you are taking information from the text and using it to fill in a graphic organizer that synthesizes the information.

USING THINK-ALLOUDS WITH NARRATIVE TEXT

Taken from Pressley (1992), the following provides an example of using a think-aloud when reading a narrative text. The teacher uses a think-aloud to model how to visualize and predict during reading of a narrative text.

EXAMPLE:

Teacher: ““That night Max wore his [wolf] suit and made mischief of one kind and another’ ... Boy, I can really visualize Max. He’s in this monster suit and he’s chasing after his dog with a fork in his hand. I think he’s really starting to act crazy. I wonder what made Max act like that... Hm-m-m... I bet he was getting a little bored and wanted to go on an adventure. I think that’s my prediction.”

In this think-aloud, the teacher points out salient elements of the text and verbalizes thoughts.

USING THINK ALOUDS WITH EXPOSITORY TEXT

The following is an example of how a think-aloud can be used when teaching students to pay attention to important information and features of expository text.

(Narrative/Expository)

EXAMPLE:

Teacher: “Today we will be reading a text about *erosion*. I want us to take information from this book—the most important pieces of information related to erosion and *how/why* it occurs—and use it to complete this graphic organizer.

[Teacher reads paragraph about erosion.]

“I just read that erosion occurs when rocks and other materials on the earth that have been broken down are carried away by wind, water, ice, or gravity. So erosion can be caused by four things—wind, water, ice, or gravity. I think I’m going to write in the *Cause* section of this chart that erosion can be caused by four things. These four things are important causes of erosion—they cause rocks and other earth materials to break down.”

In this interaction, the teacher points out the salient information in the text and then verbalizes her thoughts about where to put this information on the chart.

References

- Block, C.C. (2004). *Teaching comprehension: The comprehension process approach*. Boston: Allyn & Bacon.
- Harris, T.L., & Hodges, R.E. (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association.
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Teaching Techniques

Text Mapping – Using Navigation Words

TEACHING TECHNIQUE INTRODUCTION

The Text Mapping lessons are designed to teach students to use text structure to derive and convey meaning. The lessons provide students with an opportunity to learn and practice different techniques that help them think analytically about the structure, elements, and features of text in order to aid comprehension. Text usually includes *navigation words*, or clue words that signal the type of text and what kind of information the text will include. Knowing and recognizing navigation words will help students identify information in text and make sense of what they read. The teaching technique Using Navigation Words is influenced heavily by reading instruction used by Joanna Williams and colleagues (see citations below).

As with most strategy instruction, it is important that the teacher explicitly teaches and models this technique in the classroom. The following is an example of how you could sequence instruction on navigation words.

OUTLINE OF TEACHING SEQUENCE

I Do:

- 1) Introduce students to the goal of the strategy.
- 2) Use an example of a certain type of text and associated navigation words.
 - a. For example, in most narratives, events happen in chronological order; this order is crucial to comprehending what happens in the text. Authors may use navigation words such as *first*, *next*, *later*, and *finally* to help readers understand the important story events in the order in which they happened.
 - b. Similarly, navigation words such as *because*, *so*, *therefore*, and *as a result* may be used in expository texts to signal cause-and-effect relationships.

When students know navigation words, they understand that if a navigation word begins a sentence, the next event or piece of information will likely be important.

We Do:

- 3) Read a paragraph aloud that includes navigation words. It might be helpful to have the paragraph visually displayed for the whole class (e.g., on an interactive whiteboard or easel) so that you and students can underline the navigation words as they appear.
- 4) Stop after reading a sentence with a navigation word, identify the navigation word, and then rephrase the salient information that the clue word signaled. You can gradually ask students to identify the important information following the navigation word.

You Do:

- 5) Then have students read a paragraph in pairs or independently, identifying or underlining the navigation words. They should then discuss in pairs, small groups, or as a class how the navigation words helped them understand the narrative or expository text. They can use the navigation words to help determine the text structure.
- 6) It might be helpful to provide students with lists of navigation words for different text structures in both narrative and expository texts (e.g., chronological order, cause and effect, compare and contrast, and so on). You can prompt students to look at these lists as they read a particular text type.

Close:

- 7) Review the steps of using navigation words and suggest how students can apply the knowledge in other contexts. Explain that knowing navigation words helps readers identify important pieces of information in the texts.

References

- Williams, J. P., Hall, K. M., Lauer, K. D., Stafford, K. B., DeSisto, L. A., & deCani, J. S. (2005). Expository text comprehension in the primary grade classroom. *Journal of Educational Psychology, 97*, 538- 550.
- Williams, J. P., Nubla-Kung, A. M., Pollini, S., Stafford, K. B., Garcia, A., & Snyder, A. E. (2007). Teaching cause-effect text structure through social studies content to at-risk second graders. *Journal of Learning Disabilities.*
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WEEKLY LESSON PLANNER

ANIMALS

Week 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Lesson Type	Hook	Read to Me	Words to Know	SMWYK Practice
Objectives	<ul style="list-style-type: none"> Introduce students to the concept of life cycles. 	<ul style="list-style-type: none"> Identify when text doesn't make sense and apply a fix-up strategy. Participate in collaborative conversations about topics within grade-level texts. 	<ul style="list-style-type: none"> Define target vocabulary words. 	<ul style="list-style-type: none"> Familiarize yourself with the SMWYK assessment. Briefly describe the Close project; show an example, if possible. 🗣️
Lesson Texts	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> <u>From Egg to Snake</u> by Suzanne Slade 📖 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> <u>From Egg to Snake</u> by Suzanne Slade

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Document camera 📷 Computer 💻 	<ul style="list-style-type: none"> Document camera 📷 Chips/coins 🍌 Sticky notes 	<ul style="list-style-type: none"> Document camera or interactive whiteboard 📷 	<ul style="list-style-type: none"> None recommended
Unit Materials Provided	<ul style="list-style-type: none"> Teacher Journal Lesson #1 Cycle graphic organizer for Lesson #1 	<ul style="list-style-type: none"> Comprehension Monitoring Icons (optional) Fix-Up Strategies Poster 	<ul style="list-style-type: none"> Vocabulary Picture Cards: life cycle, finally, index, environment Teacher Journal Lesson #3 Student Journal Lesson #3 	<ul style="list-style-type: none"> SMWYK Practice Instructions 📖 SMWYK Story Images 📖 SMWYK Assessment Booklets (2) 📖



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	HOOK LESSON 1
SHOW ME WHAT YOU KNOW! We will chart the life cycle of a whale and summarize the information using complex sentences and navigation words.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> • Introduce students to the concept of life cycles. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> • Selected by teacher LESSON TEXT: <ul style="list-style-type: none"> • N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Document camera • Computer UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • Teacher Journal Lesson #1 • Cycle graphic organizer for Lesson #1 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Teacher Journal Lesson #1 is an anticipation guide intended to help students activate their prior knowledge about the Animals unit. Use it to gauge how much students know about various topics in the upcoming unit so you can provide more in-depth instruction where needed. • For this unit, it is suggested that you also play a video about life cycles (or share another resource) to activate students' background knowledge. For example, you could view the following: <ul style="list-style-type: none"> ○ http://www.teachertube.com/viewVideo.php?video_id=169622; ○ http://www.teachertube.com/viewVideo.php?video_id=81645 • For the You Do activity, you could assign different roles to each partner in a pair, such as drawing and writing duties. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Animals are an important part of our lives—we have pets, we watch birds and butterflies outside, we avoid some types of animals, like bees and mosquitoes. Today is our very first lesson in our Animals unit. We're going to learn about the life cycles of several different animals throughout the unit, and about how authors write about cycles and sequences. Throughout the unit, we will also learn new vocabulary words, how to identify the main idea in expository text, and how to write a good summary. Wow, we have a lot to learn this unit! Let's get started!"</p>	
I Do/ WE DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Use Teacher Journal Lesson #1 to activate students' prior knowledge. You could say: "Before we start a new unit, we want to get our brains warmed up to see what we might know about the topic. I am going to read several statements about life cycles. After I read each statement, I will ask whether you think the statement is <i>true</i> or <i>false</i>. Here's our first statement: <i>All living things have a life cycle</i>. If you think that statement is true, raise your hand. If you think it is false, then keep your hand down."</p> <p>Roughly estimate student responses and record them on Teacher Journal Lesson #1. Repeat for the remaining questions. You could have students discuss their reasoning for items with a lot of disagreement.</p>	

	<p>If you have elected to share a video (or other resource) about life cycles, do so after completing the teacher journal. You could say:</p> <p>“Great! Now that your brains are ready for the topic of life cycles, we are going to watch a short video about life cycles. As you watch the video, think about some of the statements from our anticipation guide and see if the information provided helps to clarify or answer anything you weren’t sure about. (play video) Now, turn to your neighbor and tell him or her one thing that you learned or that you are interested in learning about life cycles after watching that video.”</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Divide students into pairs and distribute the cycle graphic organizer for Lesson #1 to each pair. Have them draw the life cycle of a human, and then write about it.</p> <p>You could say:</p> <p>“You now know that every living thing has a life cycle. You and a partner are going to complete this graphic organizer about the life cycle of a human. Think about how you started life... What happened first? What happened next? What will happen as you grow older? On your graphic organizer, you can write, draw, or do both to show the life cycle stages of a person. Okay, I am going to set the timer for [10] minutes. You and your partner can start filling in the graphic organizer. When the timer goes off, you will brainstorm sentences to write about the life cycle.”</p> <p>Circulate among students; encourage them to do their best to complete the organizer, but do not provide answers.</p> <p>When the timer goes off, you could say:</p> <p>“Okay, your [10] minutes are up. Now in the space around the graphic organizer, or on the back, work with your partner to write about the different phases of the cycle. What could you say first? (pause for response) Maybe something like, ‘Humans start life as babies.’ I will set the timer for [5] more minutes. Just get down as much as you can...”</p> <p>Continue to circulate the room to provide feedback and support. Encourage students to have at least 1-2 sentences written before the timer goes off.</p> <p>As time allows, have students share their sentences. Discuss the human life cycle as a class.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say:</p> <p>“What did we talk about today? (pause for response) Yes, we talked about life cycles! You thought hard about what stages in life came before second grade and what the next stages of the life cycle are. Throughout this unit, we will learn more about life cycles, we’ll learn vocabulary words to support new information, we’ll use graphic organizers, and we’ll learn how to make summaries. We have a lot to learn, and I think you are going to enjoy learning about the life cycles of animals!”</p>

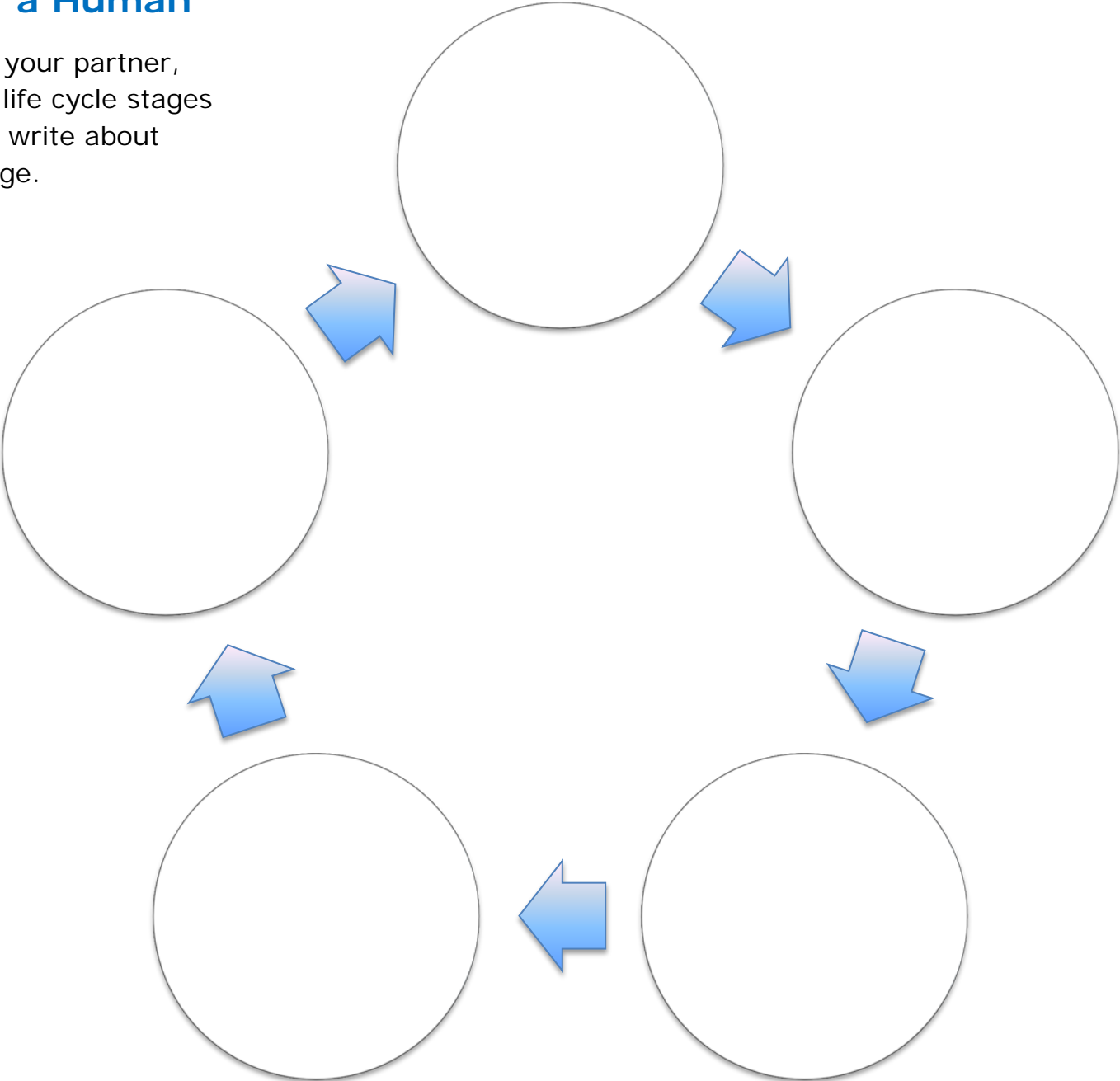
Directions: Read each statement to students.
Ask them to determine whether they think the statement is True or False.
Estimate the number of responses for each statement.

T	F	Statement
		All living things have a life cycle.
		A life cycle means that living things stay the same from the beginning of their life to the end.
		Informational and expository books tell a story. There will be a setting, characters, and events in expository books.
		You can use your prior knowledge/schema to help you understand what you are reading.
		Writers use different text structures to help organize the information they are writing. For example the text structure of compare and contrast gives information that is the same and different about two or more things.
		The sentence ' <i>A cat is big.</i> ' is a complex sentence.
		The word <i>metamorphosis</i> means 'a big set of changes.'
		Some animals migrate because they want to find more food.
		The first stage in the life cycle of a snake is the egg. Once a snake hatches from the egg, it is called a baby snake.
		When a tadpole first hatches, it has gills so it can breathe underwater.
		When tadpoles grow into frogs they still have gills to breathe.



Life Cycle of a Human

Directions: With your partner, write or draw the life cycle stages of a human. Then write about each life cycle stage.



LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	READ TO ME LESSON 2
SHOW ME WHAT YOU KNOW! We will chart the life cycle of a whale and summarize the information using complex sentences and navigation words.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Identify when text doesn't make sense and apply a fix-up strategy. Participate in collaborative conversations about topics within grade-level texts. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Comprehension Monitoring Rich Discussion LESSON TEXT: <ul style="list-style-type: none"> <u>From Egg to Snake</u> by Suzanne Slade TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Talking Chips 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera Chips/coins Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Comprehension Monitoring Icons (optional) Fix-Up Strategies Poster 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Preview the lesson text, <u>From Egg to Snake</u>. <ul style="list-style-type: none"> Use sticky notes to mark pages where you will model comprehension monitoring or prompt students to monitor their understanding. Suggestions are provided in the lesson, but you could use others. You may also note discussion questions you would like to ask students after reading the text. Suggested questions are provided in the You Do routine, but you may choose others. Have students use the Comprehension Monitoring Icons (Makes Sense/Doesn't Make Sense signs) to represent their understanding and/or confusion as you read the lesson text. Alternately, you could have students raise their hands, put their thumbs down, or otherwise signal when they don't comprehend. Display the Fix-Up Strategies Poster, and refer to it throughout the unit. If you already use a list of 'fix-up' strategies in your classroom, you could refer students to that list instead. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I don't like to be confused. When I'm confused, I want to find out what's wrong so everything makes sense. How about you? Today we are going to read our first book of this unit, <u>From Egg to Snake</u>. We know that good readers constantly ask themselves, 'Is this making sense?' To help us identify when our comprehension breaks down, we are going to use our Makes Sense/Doesn't Make Sense signs. (hold up Comprehension Monitoring Icons) Remember? On one side, you see that the light bulb is smiling and has his thumb up. This means that everything <i>makes sense</i>. On the other side, there is a face that looks confused. This side means that what we are reading <i>does not make sense</i>. As I read the text today, our job is to think about what we're hearing. If you are confused, hold up your Doesn't Make Sense sign, and we will use a fix-up strategy to help us understand better."</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>As you read, model for students what it looks and sounds like to monitor comprehension. You could say: "As I read today, I am going make sure what I read <i>makes sense</i>. There are different ways that a text might not make sense. For example, if I don't have enough background knowledge about what I'm reading, I may not understand it. Maybe there is a complicated or unknown word in the text. Sometimes the sentences are complex, and I can't follow what the author is saying. Other times, the text might not make sense because I read the wrong word or skipped over the punctuation."</p>	

	<p>“When I find something in the story that doesn’t make sense, I will show you how to use one of our fix-up strategies. Then you will practice what to do when something doesn’t make sense.”</p> <p>Talk about the front cover of <u>From Egg to Snake</u> to activate background knowledge about the life cycle of snakes. Then begin to read the text, monitoring comprehension as you go.</p> <p>You could say: (read pp. 4–5; misread <i>grassy</i> on p. 5 as <i>grossy</i>) “Wait a minute... ‘Wet <i>grossy</i> areas’ doesn’t make sense. (flip Comprehension Monitoring Icon to Doesn’t Make Sense side) What can I do if it doesn’t make sense? One thing I can do is to <i>reread</i> it. (point to the Fix-up Strategies Poster, and reread the text correctly) Oh, now it makes sense! These snakes live in ‘wet <i>grassy</i> areas.’ (flip icon)</p> <p>(read p. 6) “Hmm... I am going to turn my sign to the Doesn’t Make Sense side again because I don’t understand the word <i>clutch</i>. Let me reread that sentence and see if it helps me understand. (reread) Oh, I see. The author tells us a <i>clutch</i> is a group of eggs. Now I get it. The snake likes to hide her group of eggs, called a <i>clutch</i>, so that other animals don’t find them and eat them. Now I can turn my sign around since I understand.” (flip icon)</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Pass out the Comprehension Monitoring Icons. You could say: “As I continue to read, think about whether the text makes sense or not. Each of you has a Makes Sense/Doesn’t Make Sense sign. As I read, your job is to listen and hold up the Doesn’t Make Sense sign when there is something you don’t understand...”</p> <p>As you read pp. 10–13, stop to correct the following stumbling blocks:</p> <ul style="list-style-type: none"> • p. 10: After reading the unfamiliar word <i>juvenile</i>, use the fix-up strategy <i>Reread</i> to connect the word <i>young</i> to <i>juvenile</i>. • p. 11: Purposely misread the first sentence as ‘<i>Unhitched</i> smooth green snakes have an egg tooth.’ Then use the fix-up strategy <i>Reread</i>. <p>Continue reading and using fix-up strategies when you encounter confusion; you should be able to finish the entire text.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Divide students into groups and distribute talking chips/coins to each group. Pose discussion questions and allow groups time to discuss; each group member should have 1–2 turns to speak. Circulate among students to monitor their discussions, provide comments and feedback, and encourage them to use higher-level language.</p> <p>You could use the following questions to facilitate rich discussion:</p> <ul style="list-style-type: none"> • What other creatures that you know of hatch out of eggs? Is it the same or different than the beginning of the snake’s life cycle? • What might happen if one of the stages in the life cycle of a snake is delayed or stops? • Compare and contrast the life cycle of a snake with the life cycle of another animal. (frog, butterfly, chicken, and so on) <p>After the small group discussions, invite groups to share their ideas with the class.</p>

CLOSE

Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

“Today we read an informational book about snakes. As we read, we thought about whether the text made sense or not. What do good readers always ask themselves? **(pause for response)** Good readers ask themselves, ‘Does this make sense?’ They do this when they are reading any type of text, at school, home, anywhere. Tell a partner one fix-up strategy you can use to help you make sense of a text if you are confused...”

Directions: Cut out and laminate the Comprehension Monitoring Icons.



Directions: Cut out and laminate the Comprehension Monitoring Icons.





Fix-Up Strategies



Reread



Ask questions



Use picture clues



Find the meaning of a word

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	WORDS TO KNOW LESSON 3
SHOW ME WHAT YOU KNOW! We will chart the life cycle of a whale and summarize the information using complex sentences and navigation words.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Define target vocabulary words. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera or interactive whiteboard UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Vocabulary Picture Cards: life cycle, finally, index, environment Teacher Journal Lesson #3 Student Journal Lesson #3 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> Display the Vocabulary Picture Cards during the I Do routine and Teacher Journal Lesson #3 during the We Do routine. Students should follow along on their student journals during the We Do routine and write sentences for the Words to Know during the You Do activity. You could have students with writing challenges say their sentences orally, rather than writing. WORDS TO KNOW <ul style="list-style-type: none"> life cycle: Changes that happen from the beginning to the end of a living thing finally: The last thing index: An alphabetized list of names, places, and subjects that tells you where to find them in a book environment: The conditions or things that are around you 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Do you know that even adults can learn new words? It's important for people of all ages to increase their vocabulary because words help us understand what we hear and read, and they help us explain things to others. Today our purpose is to learn four new Words to Know, their definitions, and examples of each word."</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Use the Vocabulary Picture Cards to introduce the Words to Know. You could say: "The first word we want to learn today is life cycle. (show life cycle picture card) Life cycle means 'changes that happen from the beginning to the end of a living thing.' For example, in our book <u>From Egg to Snake</u>, we learned about the life cycle of a snake—it starts as an egg, then a juvenile snake hatches, and the snake sheds its skin as it grows. Finally, the snake becomes an adult, finds a mate, and the female snake lays eggs. This is the life cycle of a snake. You probably know the life cycle of a butterfly—from egg to caterpillar to chrysalis to butterfly. We'll learn about other animals' life cycles during this unit.</p> <p>(finally) "The next word is finally. (show finally picture card) Finally means 'the last thing.' When I was telling you about the life cycle of a snake, I said, 'Finally, a snake becomes an adult,' meaning that's the last thing that happens in the life cycle. When you're talking about something that happened, you might say, 'Finally, we got home,' or 'We finally got to eat dinner.' It means the last thing that happened.</p>	

	<p>(index) “The next word is index. (show index picture card) An index is an alphabetized list of names, places, and subjects that tells you where to find them in a book. If you want to find some information quickly, you can look in the index of a book for the page number. Nonfiction books often have an index in the back to help you find information quickly. When you’re at a library, you could look at an index to help you find the topic you are studying or writing about.</p> <p>(environment) “Our last word is environment. (show environment picture card) Environment means ‘the conditions or things that are around you.’ For example, we are now in a school environment. We are surrounded by things that help you learn, including teachers! The mountains are one of my favorite environments. I love pine trees! There are desert environments, ocean environments, and jungle environments. An environment is what surrounds you.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Distribute the student journal and display Teacher Journal Lesson #3. Have students say, spell, and give the definition for each word. You could say: “In your student journal, you’ll see the four Words to Know. We are going to say the word, spell it, and say the definition of each of our new words. Remember to fill in the word in the blank on your journal page. We’ll start with life cycle.</p> <ul style="list-style-type: none"> • Say the words life cycle... Spell the words life cycle with me... Now read the definition... <ul style="list-style-type: none"> ○ Here’s a sentence using the word life cycle: ‘The life cycles of most animals begin as an egg.’ • Say the word finally... Spell finally with me... Read the definition of finally... <ul style="list-style-type: none"> ○ Here’s a sentence for finally: ‘We finally finished painting the house.’ • Say the word index... Spell index with me... Now let’s read the definition of index... <ul style="list-style-type: none"> ○ Here’s a sentence using index: ‘I looked in the index to find a chapter on snakes.’ • Say the word environment... Spell environment with me... Read the definition of environment... <ul style="list-style-type: none"> ○ Here’s a sentence: ‘The environment in the arctic is very cold and harsh.’”
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Have students fill in their sentences on the student journal. You could say: “Now it’s your turn to think of a sentence for each word. First, think of a sentence using each Word to Know and write it down on your journal; then share it with your partner. At the end, a few of you can share your sentences with the whole group.” Circulate around the room, providing support as needed. Then regroup to share responses.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today you learned four new words—life cycle, finally, index, and environment. Let’s review. Show me with your thumb if you agree or disagree with the following sentences...</p> <ul style="list-style-type: none"> • People go through a life cycle. (thumbs up) • When you use the word finally, you are describing what happens first. (thumbs down) • You look in an index for the definition of words. (thumbs down) • A snake’s first environment is inside an egg. (thumbs up) <p>Listen very carefully for these words for the rest of today, and if you hear one, let me know. Try to use one of these words at home tonight. Be ready to share your example tomorrow!”</p>



Word: life cycle

Definition: Changes that happen from the beginning to the end of a living thing

Sentence: The **life cycles** of most animals begin as an egg.



Word: finally

Definition: The last thing

Sentence: We **finally** finished painting the house.

Word: index

Definition: An alphabetized list of names, places, and subjects that tells you where to find them in a book

Sentence: I looked in the **index** to find a chapter on snakes.



Word: environment

Definition: The conditions or things that are around you

Sentence: The **environment** in the arctic is very cold and harsh.





Word: _____

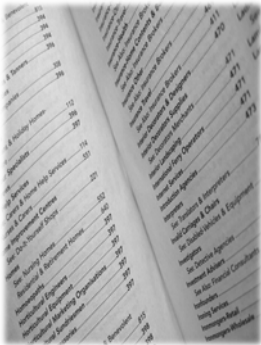
Definition: Changes that happen from the beginning to the end of a living thing

Sentence: _____

Word: _____

Definition: The last thing

Sentence: _____



Word: _____

Definition: An alphabetized list of names, places, a and subjects that tells you where to find them in a book

Sentence: _____

Word: _____

Definition: The conditions or things that are around you

Sentence: _____



LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	SMWYK PRACTICE LESSON 4
SHOW ME WHAT YOU KNOW! We will chart the life cycle of a whale and summarize the information using complex sentences and navigation words.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Familiarize yourself with the SMWYK assessment. Briefly describe the Close project; show an example, if possible. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> N/A LESSON TEXT: <ul style="list-style-type: none"> <u>From Egg to Snake</u> by Suzanne Slade TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Individual Testing 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> None recommended UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> SMWYK Practice Instructions SMWYK Story Images SMWYK Assessment Booklets (2) 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <p>The Show Me What You Know assessment (SMWYK) is a curriculum-based assessment that you'll administer in Week 6 to examine the project-selected students' progress toward the unit's objectives.</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Look over the SMWYK materials, view the SMWYK training module, and review instructions for the Close project in Lesson 24. If possible, prepare an example of the Close project to showcase when you describe the Close project. Administer the SMWYK to two children in your classroom who are NOT project-selected students. Ideally, select one child with high language abilities and one child with low language abilities. 		
LESSON ROUTINE		
SET	<p>This lesson is intended for your practice only. Test students individually. Allocate 10-15 minutes for each assessment. Score assessments to gain practice at real time scoring and to gain a clearer understanding of your students' strengths and areas for improvement. Begin by explaining to the class why two students are being tested.</p> <p>You could say: "Today I am going to give a short test to two students in the class while the rest of you are working. They won't be graded on this test; it's just a chance for me to practice giving the test and for them to answer some fun questions."</p>	
I Do/ We Do/ YOU DO	<p>Administer the Show Me What You Know assessment. Spend no more than 30 minutes total on this lesson. The SMWYK instructions and testing booklets are included with this lesson.</p> <p>You don't need to audio record these practice assessments, but you should score them in order to practice scoring student responses in real time.</p>	
CLOSE	<p>After administering the assessments, create enthusiasm among students by describing the Close project and, if possible, sharing an example.</p> <p>You could say: "I want to give you a preview of a project we're going to create at the end of this unit. In a few weeks, you're going to have a chance to put together everything you're learning in one exciting project..."</p>	

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Lesson 4: These materials are not available for download.



WEEKLY LESSON PLANNER

ANIMALS

Week 2	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Lesson Type	Text Mapping	Words to Know	Integration	Read to Know
Objectives	<ul style="list-style-type: none"> Identify similarities and differences across primary expository text structures. Identify and use navigation words appearing in texts that signal text structure. 	<ul style="list-style-type: none"> Define target vocabulary words with a simple definition. Identify and describe semantic relationships among content words. 	<ul style="list-style-type: none"> Summarize the main idea of a paragraph. 	<ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Combine writing and drawing to recount the text with appropriate facts after independently reading a book.
Lesson Texts	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> <u>From Egg to Snake</u> by Suzanne Slade 	<ul style="list-style-type: none"> N/A

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Document camera 	<ul style="list-style-type: none"> Document camera Bags or paper clips Drawing paper (1 per student) 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Sticky notes or dry erase boards Nonfiction book w/ summary on jacket or flap 	<ul style="list-style-type: none"> Teacher's Bookshelf books Lined paper (1 per student) Written example of a main idea
Unit Materials Provided	<ul style="list-style-type: none"> WRAP set #1 Vocabulary Picture Cards: life cycle, finally, index, environment Teacher Journal Lesson #5 Student Journal Lesson #5 	<ul style="list-style-type: none"> Teacher Journal Lesson #6 Word sort cards for Lesson #6 	<ul style="list-style-type: none"> Teacher Journal Lesson #7 	<ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: life cycle, finally, index, environment Read to Know Expectations (optional)



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	TEXT MAPPING LESSON 5
SHOW ME WHAT YOU KNOW! We will chart the life cycle of a whale and summarize the information using complex sentences and navigation words.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Identify similarities and differences across primary expository text structures. Identify and use navigation words appearing in texts that signal text structure. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Using Navigation Words LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Selected by teacher 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #1 Vocabulary Picture Cards: life cycle, finally, index, environment Teacher Journal Lesson #5 Student Journal Lesson #5 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> Keep the teacher journal from this lesson to use as a reference in later lessons. Have students save their student journals for use in Lesson 10. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed black; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #1: LIFE CYCLE, FINALLY, INDEX, ENVIRONMENT </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Think about signs you see when you are driving. The signs tell drivers how to navigate the road. Authors use <i>navigation words</i> in their writing to tell the reader how the text is organized. They're like the signs on the road. They tell readers what text structure the nonfiction text is using, like description, cause and effect, problem-solution, sequence, or compare and contrast. Today your job is to be a detective. You will 1) find the navigation words the author used, and 2) identify the type of text structure the author used."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal Lesson #5, p. 1 and point out the <i>Navigation Words</i> section of the chart. You could say: "Remember, <i>navigation words</i> are like road signs; they tell us what text structure the author used. I have a chart here that lists some of the navigation words that authors use when they are writing expository texts. For example, if we see the words <i>same as, similar, different, and different from</i>, it is likely that what we are reading is a compare and contrast text structure, meaning that the author is taking two or more things, like crocodiles and alligators, and telling us how they are similar and how they are different."</p> <p>Briefly explain the other text structures and navigation words as well.</p> <p>Display p. 2 of the teacher journal. You could say: "Let's look at a sample paragraph. As I read the paragraph, I will underline the navigation words. (read <i>Paragraph 1: Life Cycle of a Butterfly</i>) Wow, I hear several navigation words. Some words I underlined are <i>first, then, next, and finally</i>. These navigation words tell me that the structure of this paragraph is sequence or cycle."</p>	

	<p>“Let’s look again to see if that’s right... (review the paragraph and point out how it talks about the life cycle stages in sequence) When I recognize navigation words, it tells me how the author is organizing the information. It helps me to better understand what I hear or read.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>You could say: “Now it’s your turn to help me. We are going to practice finding navigation words with some more paragraphs. So take a minute to look at the navigation words chart. (briefly display p. 1 of the teacher journal before switching back to the paragraphs) This time, as I read the paragraph, I want you to raise your hand every time you hear a sequence or cycle navigation word like <i>first</i>, <i>second</i>, <i>next</i>, <i>after</i>, or <i>finally</i>.” Read Paragraph 2: Life Cycle of a Newt, and underline navigation words as students identify them. Ask students to explain why the paragraph is describing a sequence or cycle.</p> <p>Repeat with Paragraph 3: Life Cycle of a Ladybug.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Distribute Student Journal Lesson #5. Have students work independently to identify navigation words and the text structure of each paragraph. You could say: “Now you will do this on your own. Your journal has a paragraph about the life cycle of a jellyfish and another one about the life cycle of a butterfly. Read each paragraph and underline the navigation words. Then see if you can figure out the text structure of the paragraph; remember to use the chart to help you. (point to teacher journal) You can also share ideas with a partner if you need help.” Circulate the room, providing support as necessary.</p> <p>Have students share their findings as a class.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Well done! Today we discovered the importance of finding <i>navigation words</i>, which are like road signs the author uses to organize a text. You did a great job underlining the navigation words in our paragraphs. Tell your partner one navigation word you learned and which text structure it goes with. (allow brief talk time) Now tell your partner why it is important to identify navigation words and text structures as we read. (allow brief talk time) The next time you’re telling or writing about a sequence of events, you can use navigation words to help you organize your information. Try it!”</p>

Text Structures and Navigation Words

Sequence/Cycle	Compare and Contrast	Description	Cause and Effect	Problem and Solution
Explanation of the Text Structure				
Describes items or events in order or tells the steps to do or make something.	Shows how two or more things are alike and/or different.	A topic, idea, person, place, or thing is described by listing its features or characteristics.	Cause is <i>why</i> something happened. Effect is <i>what</i> happened.	Tells about a problem and then gives one or more than one possible solution.
Possible Graphic Organizers				
Navigation Words				
First Beginning Second Next Then Before After Finally Following	Same as Similar Alike As well as Instead of Either...or On the other hand Different from	For instance Such as... To begin with An example is For example To illustrate	So Because Since Therefore If...then This led to The reason why As a result	The problem is... The dilemma is... To solve this... One solution... An answer might be...

Navigation Words Sample Paragraphs

Paragraph 1: Life Cycle of a Butterfly

In the first stage of the life cycle of a butterfly, the female lays her eggs on a leaf. Then, after some time, a caterpillar hatches out of the egg. Next, a full-grown caterpillar makes a chrysalis. Inside of the chrysalis, the caterpillar's body changes. Finally, a butterfly breaks out of the chrysalis and flies away.

Paragraph 2: Life Cycle of a Newt

The beginning stage of the life cycle of a newt starts as an egg. Next, a newt larva hatches out of the egg. Then, as the newt grows, its gills shrink and it develops lungs. The newt must go to the surface of the water for air once its gills disappear. Finally, the newt is full-grown and lives most of its life on land.

Paragraph 3: Life Cycle of a Ladybug

First a female ladybug lays eggs. Second, about 5 days later, a little larva hatches from each egg. The larva eats a lot and grows quickly. The third step in the life cycle of a ladybug is that once the larva is big enough, it stops eating and forms a hard shell. Now it is called a pupa. Finally, an adult ladybug breaks out of the shell. Then the adult ladybug's shell turns red.

Detecting Navigation Words



The Life Cycle of a Jellyfish

Jellyfish have many different stages in their life cycle. First, jellyfish eggs hatch. Then the eggs freely swim out of the female jellyfish. In this stage, they are called *planula*, and they settle on the ocean floor. Soon they transform into something called a *polyps* that grows like a plant. Many layers develop on the polyps. After some time, each one of these will separate and become tiny jellyfish called *ephyra*. Finally, they become adults. An adult jellyfish is in the *medusa* stage of life.



The Life Cycle of a Butterfly

A butterfly goes through several stages. First, a butterfly begins as a small egg. After the egg hatches, it is a *caterpillar*. When the caterpillar is done growing, it forms itself into a *pupa*. Inside the pupa, the caterpillar changes its form. When it is done changing, the caterpillar leaves. Finally, it is an adult butterfly.



LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	WORDS TO KNOW LESSON 6
SHOW ME WHAT YOU KNOW! We will chart the life cycle of a whale and summarize the information using complex sentences and navigation words.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Define target vocabulary words with a simple definition. Identify and describe semantic relationships among content words. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera Bags or paper clips Drawing paper (1 per student) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #6 Word sort cards for Lesson #6 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Cut out and bag or paper clip the word sort cards for each pair of students. The I Do and We Do routines are combined for this lesson. WORDS TO KNOW <ul style="list-style-type: none"> life cycle: Changes that happen from the beginning to the end of a living thing finally: The last thing index: An alphabetized list of names, places, and subjects that tells you where to find them in a book environment: The conditions or things that are around you SUGGESTED RELATED WORDS <ul style="list-style-type: none"> life cycle: <i>series, stage, repeat</i> finally: <i>end, eventually;</i> (antonyms) <i>beginning, first</i> index: <i>table of contents, glossary, guide</i> environment: <i>habitat, surroundings, setting</i> 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When I learn a new word, I have to hear it more than once to really learn it. I need to see it, hear it used in a sentence, and think about other words like it. Today our purpose is to learn more about our four new words—life cycle, finally, index, and environment. It takes time to learn new words before we know them well. We want to know words well so we can understand them when we read and can use them when we talk and write. Today we are going to have some fun with our words!"</p>	
I DO/WE DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Display the teacher journal, and pass out blank paper to students. You could say: "Let's review the Words to Know, and then we'll think of examples and other words that are related to our words. Let's start with life cycle. Life cycle means 'changes that happen from the beginning to the end of a living thing.'</p> <ul style="list-style-type: none"> We read about the life cycle of a snake, but many living things have life cycles. A life cycle for a human starts as a baby, then goes to a child, a teenager, an adult, and finally an elderly person. Plants also have life cycles beginning with a seed, a sprout, a seedling, a plant, a flower, and another seed. 	

- Now let's think of words that are related to **life cycle**... I can think of the word *series*. A **life cycle** is like a *series* of episodes in the life of a living thing. Another word is *stage*. It's a small part of time. Did your parent ever say, 'I'll be glad when he's out of this *stage*?' Another word is *repeat*. A life cycle *repeats*. Let's write these three words in the *Related words* blank: *series, stage, repeat*. **(add words to journal)**
- Now let's think of some examples of living things that have **life cycles** to put on the *Examples* line. **(brainstorm with students and add ideas to the journal)**

(finally)

"Our next word is **finally**. **Finally** means 'the last thing.'

- At the end of a story, you usually hear the word **finally**. When you've waited a long time for supper, you might say, '**Finally!**' when you **finally** get to eat. When it's time to open presents, you might say, '**Finally!**' It's the last thing you get to do.
- Let's think of words that are related to **finally**. In a story, what comes after you hear **finally**? **(pause for response)** How about the word *end* or *ending*? **Finally** comes at the *end*. Another word is *eventually*. If you wait long enough, *eventually*—or **finally**—something happens. Let's add these words to the *Related words* line: *end* and *eventually*. **(add words to journal)**
- We could think of opposites, too. If it's not the *end* or the last, it's the *beginning* or *first*. Let's add the opposites, *beginning* and *first*, on the *Antonyms* blank. **(add words)**

(index)

"Let's move on to **index**. An **index** is an alphabetized list of names, places, and subjects that tells you where to find them in a book.

- When you want to find out where something is in a book, it's best to look in the **index**. The **index** tells you where to find the information you need. For example, if you wanted to know about snakes, you would look for the *S* words in the **index** to find the page numbers for that topic.
- Hmm... What words are related to **index**? Think of things in a nonfiction book that are like the **index**. What is like the **index**, but comes at the beginning of a book? **(pause for response)** Yes, the *table of contents*. What in the back of the book gives the definitions? **(pause)** Good thinking! *Glossary*. Both words are related to **index**. Another word I thought of was *guide*. An **index** is like a *guide* to find the information you want. Let's add these three words to my journal. **(add words)**
- Now let's write a sentence that uses the word **index**. For example, 'I used the **index** in the cookbook to find a chocolate chip cookie recipe.' **(add sentence; if you like, have students work alone or with a partner to write their own sentences)**

(environment)

"Our final word today is **environment**, or the conditions or things that are around you.

- The **environment** for worms is the soil; the **environment** for tigers is the jungle. Animals have to adapt to their **environments**. What is your **environment** like? **(pause for response)**
- What are some related words for **environment**? The **environment** surrounds you, so *surroundings* would be a good related word. We used another word in the Fiction unit to talk about where a story takes place, or the story's **environment**. What word is that? **(pause for response)** Yes, *setting*! A word that describes the **environment**, or *surroundings*, of an animal is *habitat*, so *habitat* is another related word. Let's write *habitat, surroundings, and setting* on the journal. **(add words)**
- Now, on your blank paper, quickly draw a picture of an **environment**. Write what kind of **environment** it is at the top. Then share your picture with a partner."

<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Distribute the word sort cards. You could say: “Now you are going to do a vocabulary word sort with a partner. Each pair has a set of cards. You’ll need to sort the cards according to the Word to Know that they belong with. There will be four cards for each word—a word card, a picture, a definition, and a sentence using the word. Work with your partner to sort all four cards for each Word to Know.”</p> <p>Circulate around the room, providing support as necessary.</p> <p>As time allows, call the whole group together and have students report their decisions, explaining why the cards belonged together.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today you expanded your knowledge of four words—life cycle, index, finally, and environment. Give me a thumbs-up if my sentence is true, and a thumbs-down if it is false...”</p> <ul style="list-style-type: none"> • Like animals, plants have a life cycle. (true) • An index and a table of contents are related. (true) • Finally and <i>first</i> mean about the same. (false) • The environment adapts to animals. (false) <p>Great job! Now I challenge you to go out and use these words. How many can you use today?”</p>



Word: life cycle

Definition: Changes that happen from the beginning to the end of a living thing

Related words: _____

Examples: _____



Word: finally

Definition: The last thing

Related Words: _____

Antonyms: _____

Word: index

Definition: An alphabetized list of names, places, and subjects that tells you where to find them in a book

Related words: _____

Sentence: _____



Word: environment

Definition: The conditions or things that are around you

Related words: _____

Draw an environment...



life cycle



The life cycle of snakes has three stages.

changes that happen from the beginning to the end of a living thing

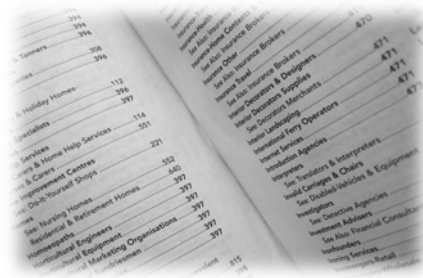
finally



I finally finished the jigsaw puzzle.

the last thing

index



I looked for frogs in the index of my science book.

an alphabetized list of names, places, and subjects that tells you where to find them in a book

environment



The penguins at the zoo need a cold environment.

the conditions or things that are around you

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	INTEGRATION LESSON 7
SHOW ME WHAT YOU KNOW! We will chart the life cycle of a whale and summarize the information using complex sentences and navigation words.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Summarize the main idea of a paragraph. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Finding the Main Idea LESSON TEXT: <ul style="list-style-type: none"> <u>From Egg to Snake</u> by Suzanne Slade TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Sticky notes or dry erase boards Nonfiction book w/ summary on jacket or flap UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #7 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Find a nonfiction book that has a summary on the back cover or inside flap to share as an example. Preview the lesson text, <u>From Egg to Snake</u>, and identify main ideas; add sticky notes where you will model finding the main idea. Suggested main idea sentences are provided in Teacher Journal Lesson #7, but you could develop your own. You may want to make copies of the <i>Hummingbirds</i> paragraph from p. 3 of the teacher journal to distribute to pairs for the You Do activity. You may fill in main idea sentences on p. 1 of the teacher journal or uncover the main ideas from the completed chart on p. 2 as you read the text. Summarizing is a complex objective that involves identifying main ideas within a text by differentiating more important information from less important information. The focus of this first Integration lesson is to identify the main ideas in short sections of text. Subsequent lessons will build on this skill to teach students how to combine main ideas into a summary. 		
LESSON ROUTINE		
SET	Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension. You could say: "Think about this. I want a book to read. How can I decide what to choose without reading the whole book? Here's a secret... I could look for a summary describing what the book is about. There is usually a summary either on the back cover or on the inside of the book jacket. See the summary here? (share example of nonfiction book) I can decide whether I want to read the book by reading the summary. Our purpose today is to learn the first steps in writing a summary. When you can summarize a piece of text, you really understand what it says. That's what we'll work on today."	
I DO	Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. You could say: "A summary tells the reader the most important information about the text. I am going to read the summary of this book to you to show you what I mean. (read summary from nonfiction example) Did the summary give us every little detail? No, it just provided the <i>main ideas</i> , or the most important information. Today we are going to find the main ideas in our book, <u>From Egg to Snake</u> . The <i>main idea</i> is the most important idea in a paragraph from the text. As I read the text, I'm going to ask myself, 'What is the main idea?' Two things can help me decide—the title of the chapter or heading on the page and the topic sentence, usually the first sentence in the paragraph. Then I need to read the text to make sure I have the main idea right."	

	<p>Place From Egg to Snake on the document camera. As you find the main ideas in the text, fill them in on Teacher Journal Lesson #7, p. 1 (or uncover them from p. 2).</p> <p>Read the heading and the first paragraph on p. 4, talking through the process of finding the main idea. You could say: “We have a chart here so we can fill in the main ideas from some paragraphs in our book. Hmm... What is the author’s main idea in this first paragraph? What is she is trying to tell me? There are two things included in this paragraph—where snakes live and that they don’t have legs. I could write both things, but I think the first sentence is most important. I’ll write, ‘Snakes live in most parts of the world.’” (add or uncover from journal)</p> <p>Continue reading pp. 4–5 and adding main ideas to the teacher journal. You could say: “Let’s keep looking for main ideas...”</p> <ul style="list-style-type: none"> • (p. 4, second paragraph) Now I’ll decide on the main idea of the second paragraph on p. 4. I think the main idea is that snakes come in many sizes and colors, so I’ll write that in the chart. (add to journal) • (p. 5) On the next page, the box has information about the smooth green snake. After reading it, I think the information is mainly about how the smooth green snake lives in Canada and the United States, in North America. That’s the main idea of this box.” (add to journal)
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Work with students to generate main ideas from the next pages.</p> <p>You could say: “Now you can help find the main idea on the next pages of the text...”</p> <ul style="list-style-type: none"> • (read p. 6) What do you think is the main idea for this page? The heading says, <i>Eggs</i>, so that’s a great hint about the main idea. What should we say? (pause for response) We could write, ‘Smooth green snakes begin as eggs’ or ‘The life cycle of a smooth green snake begins as an egg.’ That’s the topic sentence, and I think it’s a good one. (add to journal) • (read p. 7) What’s the main idea? (pause for response) Let’s add ‘Most snakes leave their eggs after laying them.’ That’s the main idea on this page. (add to journal) <p>(p. 9) “Now it’s your turn to practice finding the main idea. I am going to read another page of the text. After I read, you and a partner will think about the main idea, discuss, and decide on one main idea sentence. Then you can hold up your hand and we’ll discuss your main idea sentences.”</p> <p>Read the page, and allow students time to think and discuss in pairs. Ask students to share their main idea sentences; you may need to rephrase or recast their sentences. Finally, write or uncover the next main idea sentence from the teacher journal and compare it with students’ sentences.</p> <p>If students need more practice, repeat the above procedure with other paragraphs. Guide them to see how the main idea is extracted, while extraneous information is excluded. Move to the You Do section when they’re ready for independent practice.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Distribute sticky notes or small dry erase boards to each pair of students. Display the <i>Hummingbird</i> paragraph from p. 3 of the teacher journal. You could say: “Now you and your partner are going to find the main idea for this paragraph about hummingbirds. First, I will read the text to you. Next, you and your partner will discuss the main idea. You will then write your main idea on a [sticky note] and hold it up when you are finished.” (read paragraph)</p>

	<p>When students have written their main ideas, read several of sentences aloud. Ask students to give you a thumbs-up if they agree that it is a suitable main idea for the text. Recast and rephrase student responses as needed.</p>
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we worked on finding the main idea. Tell your partner how to determine whether something is the main idea or not. (allow brief sharing time) When you’re reading, finding the main idea helps you remember what you’ve read. You don’t have to remember everything, but you should remember the main idea. Learning to identify the main idea will help us create a summary later in our unit. Try it again today in your reading.”</p>



From Egg to Snake

Page	Main Idea Sentences

From Egg to Snake

Page	Main Idea Sentences
4: 1	Snakes live in most parts of the world.
4: 2	Snakes come in many sizes and colors.
5	Smooth green snakes live in North America.
6	The life cycle of a smooth green snake starts with an egg.
7	Most snakes leave their eggs after laying them.
8	The snake embryo develops inside the egg.
9	Tiny holes in the egg shell allow air and water into the egg.
9 (caption box)	Snakes either lay eggs or bear live baby snakes.

Hummingbirds



Hummingbirds migrate south in the fall. They migrate because of the changes in the length of daylight. There is less food and daylight in the north during the cold winter. Hummingbirds stop to eat nectar and insects. It takes a hummingbird about 1 - 2 weeks to reach its destination. Once they get there, they make their nests and eat. Hummingbirds fly back north early in the spring.

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	READ TO KNOW LESSON 8
SHOW ME WHAT YOU KNOW! We will chart the life cycle of a whale and summarize the information using complex sentences and navigation words.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Combine writing and drawing to recount the text with appropriate facts after independently reading a book. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Engaging Readers LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Teacher's Bookshelf books Lined paper (1 per student) Written example of a main idea UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: life cycle, finally, index, environment Read to Know Expectations (optional) 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. Prepare an example of the You Do assignment to share with students as a model. Select one of your bookshelf books, or another nonfiction example, and write down the main idea of a page or paragraph. The Read to Know lessons are designed to give students the opportunity to engage with one or more texts that they select because they find them interesting. The goal is for students to be engaged in reading, talking with a partner, and responding to the text for the entire lesson. If needed, you may refer back to the Read to Know Expectations from the Fiction unit to remind students of the lesson procedures. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed black; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET # 2: LIFE CYCLE, FINALLY, INDEX, ENVIRONMENT </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Have you ever listened to or read a book, and afterwards you couldn't remember anything about it? That happens when you aren't actively thinking about what you hear or read. One of the best ways to learn from a book is to look for the main ideas while you read. Today you have the chance to select your own book to read. As you read, I want you to find out the main idea of the text. At the end of the lesson, you will write about the main ideas that you read."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Review guidelines for selecting a 'just right' book. You could say: "There are several piles of books around the room. All of the books are expository; they provide information. When I choose a book to read, I want to make sure that it is a 'just right' book. It should look interesting to me, and I should be able to read a majority of the words. Think about this when you pick a book today."</p>	

	<p>Establish a purpose for children’s reading, and share a model of the You Do activity. You could say: “While you are reading today, you will look for a main idea from your book. Remember, the main idea is the most important information from the page or paragraph. Here’s an example from a book I chose about [whales]. [This heading says <i>Baleen Whales</i>, so I have a clue about the main idea. After I read it, I decided that the main idea was that instead of teeth, baleen whales have plates of material called <i>baleen</i> that traps small animals to eat]. That’s the main idea I wrote on my paper. As you read, you’ll need to write down one main idea from your book, and then share it with a partner.”</p>
WE DO	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Allow students to choose a book to read and engage with the text for about 15 minutes. You could say: “Now it’s time for you to choose a book to read. Look through the books, select a book you would like to read, and then find a quiet place in the room. If you are already reading a good expository book about animals, you may use that book.</p> <p>“Remember, these are nonfiction books, so you don’t have to start at the beginning of the book. You can look for the chapters that are interesting to you. As you read your book, look for a main idea. You might want to stop after the first chapter or paragraph you read to write down the main idea so you’ll have that part finished.”</p> <p>Circulate the room as students are reading. If some students finish reading early, you can allow them to get up quietly and pick another book or to switch books with a partner.</p>
YOU DO	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “Okay, time is up. Get out a piece of lined paper. Now it’s time to write a main idea from a paragraph or page in your book, if you haven’t already. When you’re finished, find a partner and discuss what you learned about this main idea from your book.”</p> <p>Offer support and feedback as needed, and monitor students as they share with their partners.</p> <p>As time allows, you could have volunteers share their main ideas with the class.</p>
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today you had the chance to select a book that you found interesting. What did you look for as you read? (pause for response) Yes, you looked for the main ideas. Thinking about the main idea as you read helps you remember the information and understand the text. Now you can find the main idea every time you read. That’s what good readers and listeners do!”</p>

Read to Know Expectations

Animals – Grade 2



Looks like...

- Choosing a book that I want to read
- Selecting a place in the room where I would like to read
- Reading a book on my own
- Thinking about what I am reading
- Asking questions as I read

Sounds like...

- Silent reading or whisper reading
- Pencils writing if I need to keep track of my thinking or write down a question



WEEKLY LESSON PLANNER

ANIMALS

Week 3	Lesson 9	Lesson 10	Lesson 11	Lesson 12
Lesson Type	Read to Me	Text Mapping	Integration	Words to Know
Objectives	<ul style="list-style-type: none"> Combine prior knowledge and information within a text to make, confirm, and revise predictions. Participate in collaborative conversations about topics within grade-level texts. 	<ul style="list-style-type: none"> Identify and use navigation words appearing in texts that signal text structure. Extract information from one type of text or set of texts to another type of text. 	<ul style="list-style-type: none"> Summarize the main ideas in informational text. 	<ul style="list-style-type: none"> Define target vocabulary words using a simple definition.
Lesson Texts	<ul style="list-style-type: none"> <u>Tadpoles to Frogs</u> by Bobbie Kalman 	<ul style="list-style-type: none"> <u>Tadpoles to Frogs</u> by Bobbie Kalman 	<ul style="list-style-type: none"> <u>Tadpoles to Frogs</u> by Bobbie Kalman <u>From Egg to Snake</u> by Suzanne Slade 	<ul style="list-style-type: none"> N/A

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Sticky notes Expository book or magazine Document camera CD/MP3 player with kid-friendly music 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Blank paper (1 per student) Sample recipe Graphic organizer of recipe sequence (optional) 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Lined paper (1 per student) 	<ul style="list-style-type: none"> Document camera or interactive whiteboard Chart paper and sentence strips (optional)
Unit Materials Provided	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: life cycle, finally, index, environment Teacher Journal Lesson #10 Student Journal from Lesson #5 	<ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: life cycle, finally, index, environment Teacher Journal Lesson #11 	<ul style="list-style-type: none"> Vocabulary Picture Cards: series, species, migration, complex sentence Teacher Journal Lesson #12 Student Journal Lesson #12



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	READ TO ME LESSON 9
SHOW ME WHAT YOU KNOW! We will chart the life cycle of a whale and summarize the information using complex sentences and navigation words.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Combine prior knowledge and information within a text to make, confirm, and revise predictions. Participate in collaborative conversations about topics within grade-level texts. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Predicting Rich Discussion LESSON TEXT: <ul style="list-style-type: none"> <u>Tadpoles to Frogs</u> by Bobbie Kalman TALK STRUCTURES FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share Stand Up-Hand Up-Pair Up 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Sticky notes Expository book or magazine Document camera CD/MP3 player with kid-friendly music UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> N/A 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Bring in an expository book or magazine article to use as an example in the Set. Preview the lesson text, <u>Tadpoles to Frogs</u> by Bobbie Kalman, and decide which chapters you will read. You do not have to read the entire book during this lesson. <ul style="list-style-type: none"> Use sticky notes to mark pages on which you will model predicting or ask prediction questions. Suggestions are provided in the lesson routines, but you could use others. You may also want to note possible questions for rich discussion. Questions are provided in the You Do routine, but you could generate alternatives. This lesson has the potential to run longer than 30 minutes. Regulate the activities to allow plenty of time for rich discussion at the end. Be sure to pose discussion questions that encourage higher-level inferential language and that will allow for multiple turns in the discussion. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When I look at a [book or magazine article title], I am able to <i>predict</i> some of what will be in the text because I already know some things about [the topic]. That's my background knowledge, and it helps me guess what I'm going to read in the article. Today we are going to read another nonfiction book called <u>Tadpoles to Frogs</u> by Bobbie Kalman. As soon as we read the title, we want our brains to predict what information might be included. Good readers predict by searching their memory to recall what they already know about a topic. Can you predict what you might learn in this book? Predicting helps us be active readers and listeners so we can understand what we're reading or hearing."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: "As I read today, I am going to show you what it looks like to make a <i>prediction</i> when we read expository text. As I look at the front cover and read the title, I remember that frogs start out as eggs and then hatch into tadpoles. I know that tadpoles look different than frogs. I'm going to predict that the book will be about the life cycle of a frog, from egg to tadpole to frog. That's my first prediction. As I read more, I can verify or find out if my prediction was correct. If it's not correct, I have to revise my prediction using information from the text."</p>	

	<p>Begin to read the text, stopping to make predictions when you encounter new information.</p> <p>For example, you could pause after reading the caption under the first picture on p. 5.</p> <p>You could say:</p> <p>“I’m going to make a prediction that frogs probably don’t live in a desert because the book says they need water to keep their skin wet. My background knowledge tells me that deserts don’t have much water, so frogs probably couldn’t keep their skin wet in a desert.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>After reading p. 7, pause and ask students to make predictions. You could say:</p> <p>“The text says that some frogs have skin that is poisonous. Make a prediction about how poison would help protect a frog. With the person sitting next to you, recall what you know about frogs, poison, and predators. Then make a prediction about how skin with poison could help protect a frog...”</p> <p>Give students a couple minutes to discuss their predictions in pairs. Then invite students to share their predictions and the background knowledge or text clues they used to make them.</p> <p>Stop to make a couple more predictions with students as you read, and discuss how you arrived at them. A variety of possible prediction questions are provided below.</p> <ul style="list-style-type: none"> • (p. 8) Do you think there are any frogs that live only under the water? Make a prediction. • (p. 8, captions) What might happen if the tree frog did not have sticky pads on its toes? • (p. 9, bottom photo caption) What might happen if the frogs did not have an extra eyelid? • (p. 10) What do you think this section of the book will be about? • (p. 14) Predict what would happen if a tadpole was taken away from the water. • (pp. 10–11) What do you think is going to happen to the tadpoles next? • (pp. 18–19) What do you predict will happen to the froglet? • (pp. 22) What do you predict about a toad’s life or life cycle? Do you think it is like a frog’s?
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Use the talk structure Stand Up-Hand Up-Pair Up to facilitate rich discussion. Ask three discussion questions, using the procedure outlined below.</p> <ul style="list-style-type: none"> • Ask students to stand (Stand Up). Play kid-friendly music, and have students mill about the room. Stop the music, and have students put their hands up (Hand Up). Then have students pair up with someone close to them and give them a high-five (Pair Up). • Pose a rich discussion question to students. Allow students about a minute to talk, ensuring that both students in a pair have ample time to share. • Finally, elect students to share ideas with the class. Then repeat the process for the next question. <p>Possible questions to facilitate rich discussion include the following:</p> <ul style="list-style-type: none"> • Our text said that the Amazon leaf frog’s body is made for climbing. What features might it have that make it good for climbing? Think about other animals that can climb trees and discuss the special features of good climbers. • We read about the life cycles of both snakes and frogs. How are the life cycles of these two animals the same? How are they different? • Which kind of frog would you want to be? Why?

CLOSE

Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

“Today we practiced making predictions about an expository text. Tell a partner how you make predictions in expository texts. **(allow brief talk time)** Who wants to share? **(invite volunteers to share responses)** Great! We use our background knowledge, or what we already know, along with information in the book to make predictions. Predicting is a great way to keep your mind active so you can understand what you read. Try making predictions the next time you read, just like we did today!”

SHOW ME WHAT YOU KNOW! We will chart the **life cycle** of a whale and summarize the information using **complex sentences** and navigation words.

TEACHING OBJECTIVES:

- Identify and use navigation words appearing in texts that signal text structure.
- Extract information from one type of text or set of texts to another type of text.

TEACHING TECHNIQUE:

- Using Think-Alouds

LESSON TEXT:

- Tadpoles to Frogs by Bobbie Kalman

TALK STRUCTURE FOR WE DO/YOU DO:

- Think-Pair-Share

LESSON MATERIALS YOU PROVIDE:

- Chart paper, document camera, or interactive whiteboard
- Blank paper (1 per student)
- Sample recipe
- Graphic organizer of recipe sequence (optional)

UNIT MATERIALS PROVIDED:

- WRAP set #3
- Vocabulary Picture Cards: **life cycle, finally, index, environment**
- Teacher Journal Lesson #10
- Student Journal from Lesson #5

SPECIAL INSTRUCTIONS FOR THIS LESSON:

- **Before the lesson...** Bring in a recipe to share as an example of sequence during the Set; the example used in the lesson is a chocolate chip cookie recipe. You could also prepare a graphic organizer that shows the steps in the recipe sequence.
- *Save the graphic organizers from the teacher journal for use in Lesson 13.*

LESSON ROUTINE

SET

START THE LESSON WITH WRAP SET #3: LIFE CYCLE, FINALLY, INDEX, ENVIRONMENT

Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.

You could say:

"I am going to read a recipe to you, and I want you to remember everything and then tell it back to me, okay? **(read recipe)** [*First*, I get out the flour, white sugar, brown sugar, eggs, vanilla, butter, soda, walnuts and chocolate chips. I mix the dry ingredients. *Then*, I beat the butter and sugars. *Next*, I add the eggs and vanilla. *After that*, I fold in the dry ingredients. *Last*, I put in the nuts and chocolate chips. I drop the dough onto baking sheets and bake for 10 minutes at 350 degrees]. Now, can you repeat all of the information back to me? **(pause for response)** Ha! Not easy, is it?"

"But I could give you something that would help you remember—a graphic organizer! **(share organizer if you prepared one)** A graphic organizer allows us to display information in an organized way. Sometimes as we read, the author provides a lot of information and it is too difficult for our brains to remember everything that's important. We can use a graphic organizer to help us remember what's important. Today we are going to use a graphic organizer to organize the information we read a few days ago."

<p>I Do</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal Lesson #10 and demonstrate how to complete a graphic organizer using pp. 12–20 in the text. You could say: “Look at our text structure chart from the other day. (teacher journal, p. 1) Did you notice that each type of text structure has one or more graphic organizers that go along with it? Graphic organizers help us visually display information when we read. Today we are going to focus on cycles, so the graphic organizer we will use will look like a cycle.</p> <p>(point out steps in the frog life cycle using teacher journal, p. 2) “Let’s think about the <u>Tadpoles to Frogs</u> book we just read. How could the information be organized to help us remember the life cycle of a frog? Look at this cycle organizer. The text (p. 12) says that first the tree frog lays eggs, so we have the word <i>eggs</i> in the first circle. On the next page, the text talks about tadpoles, so the word <i>tadpoles</i> goes in the second circle. Next, the <i>tadpoles grow legs</i>. That’s the third stage. After that, the book says that the tadpoles become <i>froglets</i> as the tail disappears. Last, the <i>adult frog</i> emerges. We have the information from the text organized clearly. Now we can remember the life cycle of a frog.”</p> <p>Turn to p. 3 of the teacher journal. Use Paragraph 1 to model filling in another cycle organizer. You could say: “Okay, let’s look at the paragraphs we used the other day and put that information into a graphic organizer. I’ll reread the text about the life cycle of a butterfly. Then we can add the information to a cycle organizer...”</p> <p>Reread the paragraph. Then think aloud as you fill in or point out the steps of the butterfly life cycle; you can fill them in on the blank organizer on p. 4 of the teacher journal or display the completed organizer on p. 5.</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Read Paragraph 2, and have students work in pairs to discuss the steps in the newt life cycle. You could say: “Now it’s your turn to practice using a graphic organizer to record information. I’ll read the paragraph. Then turn to your partner and talk about what information should go in the graphic organizer. What are the different steps in the life cycle? Then we’ll discuss what the graphic organizer should look like and fill in the circles.”</p> <p>After students have discussed, have them share their ideas. Fill in the information to complete the blank organizer on p. 6, or discuss the completed steps from p. 7.</p> <p>Repeat the above with Paragraph 3.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Pass out blank paper. Have students take out Student Journal Lesson #5. You could say: “Find Student Journal Lesson #5. Previously, you read these paragraphs and underlined the navigation words. Now you will make a graphic organizer with the information from these paragraphs. With your partner, read each paragraph. Then decide what steps in the life cycle need to go in the graphic organizer and circle them. Draw your graphic organizer—draw circles and arrows like the ones on my journal page. (point to teacher journal) Fill in the information you’ve circled, and make sure each step is in its own bubble. If you finish one and you have time, read the second paragraph. Then you might want to draw some pictures for each of the life cycle stages.”</p> <p>Circulate the room to provide feedback and support as students work.</p> <p>As time allows, invite some students to share their graphic organizers with the class.</p>

CLOSE

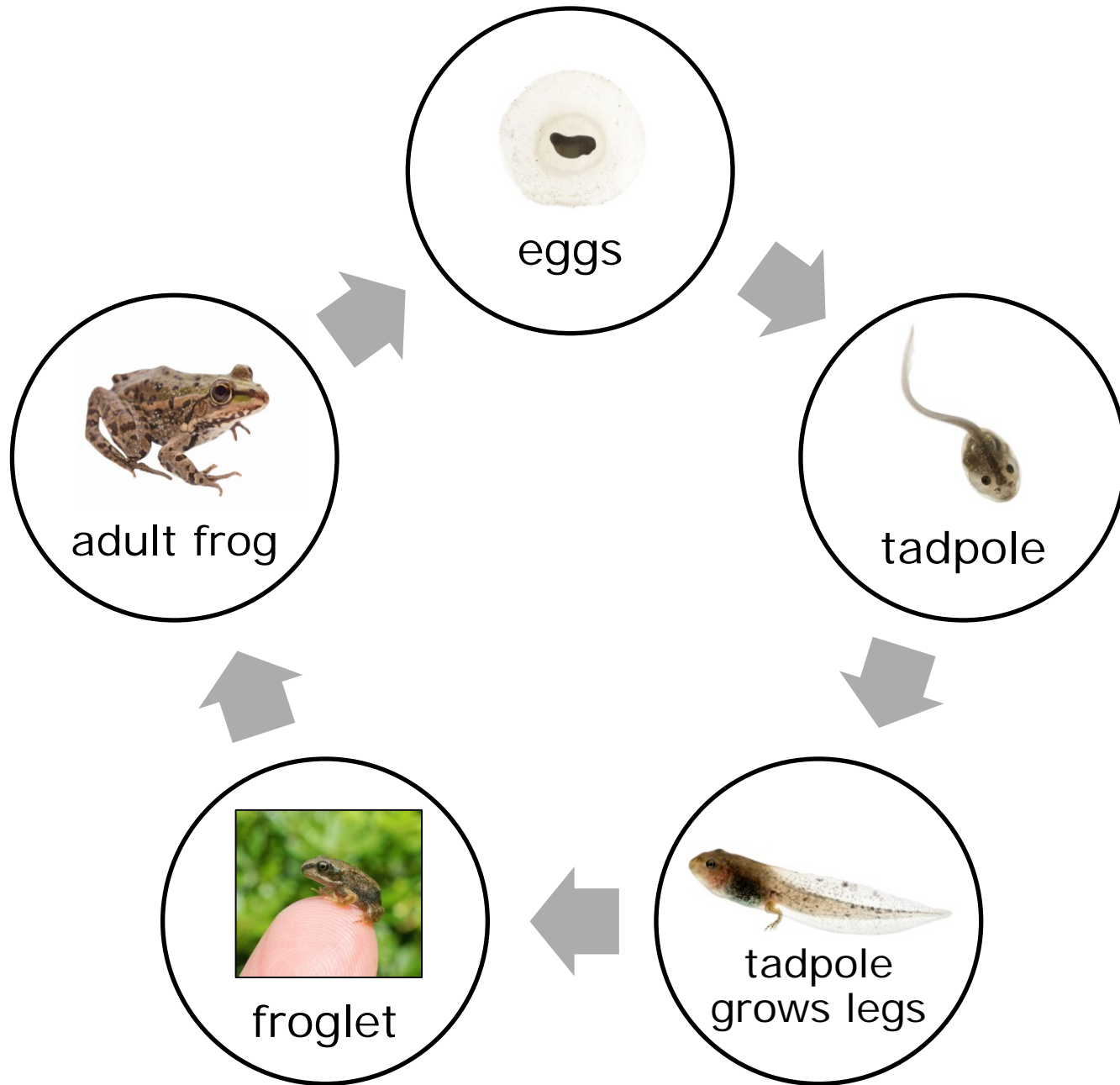
Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

“Wow! You did a great job transferring the information from a paragraph and putting it into a graphic organizer that clearly showed an animal’s **life cycle**. When you can do this, it shows that you really understand what you’ve read and you know what the main ideas are. It’s a great idea to do this with all different kinds of text structures, not just sequences and cycles. Next time you are reading a lot of information, think about what kind of graphic organizer you could use to help you understand it.”

Text Structures and Navigation Words

Sequence/Cycle	Compare and Contrast	Description	Cause and Effect	Problem and Solution
Explanation of the Text Structure				
Describes items or events in order or tells the steps to do or make something.	Shows how two or more things are alike and/or different.	A topic, idea, person, place, or thing is described by listing its features or characteristics.	Cause is <i>why</i> something happened. Effect is <i>what</i> happened.	Tells about a problem and then gives one or more than one possible solution.
Possible Graphic Organizers				
Navigation Words				
First Beginning Second Next Then Before After Finally Following	Same as Similar Alike As well as Instead of Either...or On the other hand Different from	For instance Such as... To begin with An example is For example To illustrate	So Because Since Therefore If...then This led to The reason why As a result	The problem is... The dilemma is... To solve this... One solution... An answer might be...



Navigation Words Sample Paragraphs

Paragraph 1: Life Cycle of a Butterfly

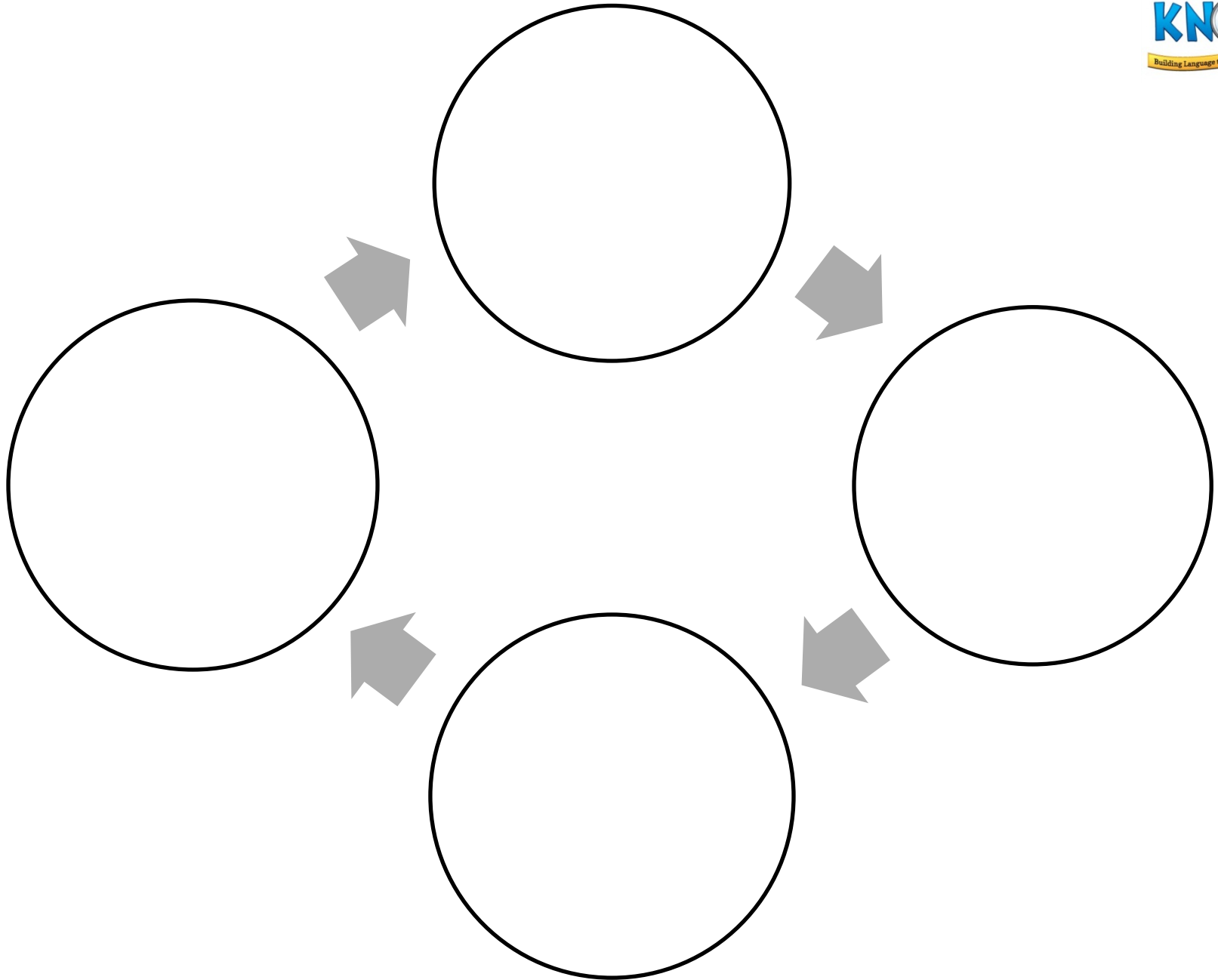
In the first stage of the life cycle of a butterfly, the female lays her eggs on a leaf. Then, after some time, a caterpillar hatches out of the egg. Next, a full-grown caterpillar makes a chrysalis. Inside of the chrysalis, the caterpillar's body changes. Finally, a butterfly breaks out of the chrysalis and flies away.

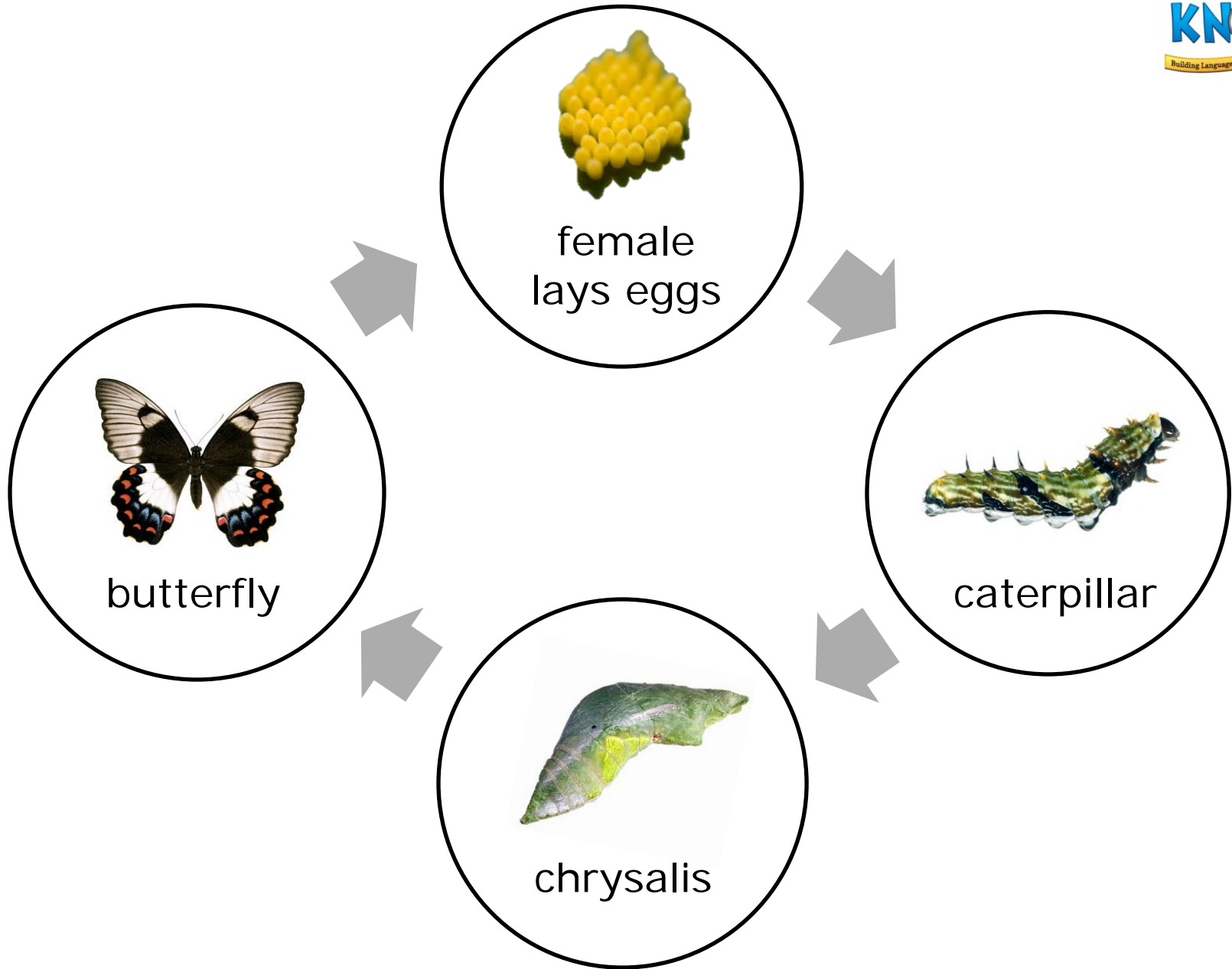
Paragraph 2: Life Cycle of a Newt

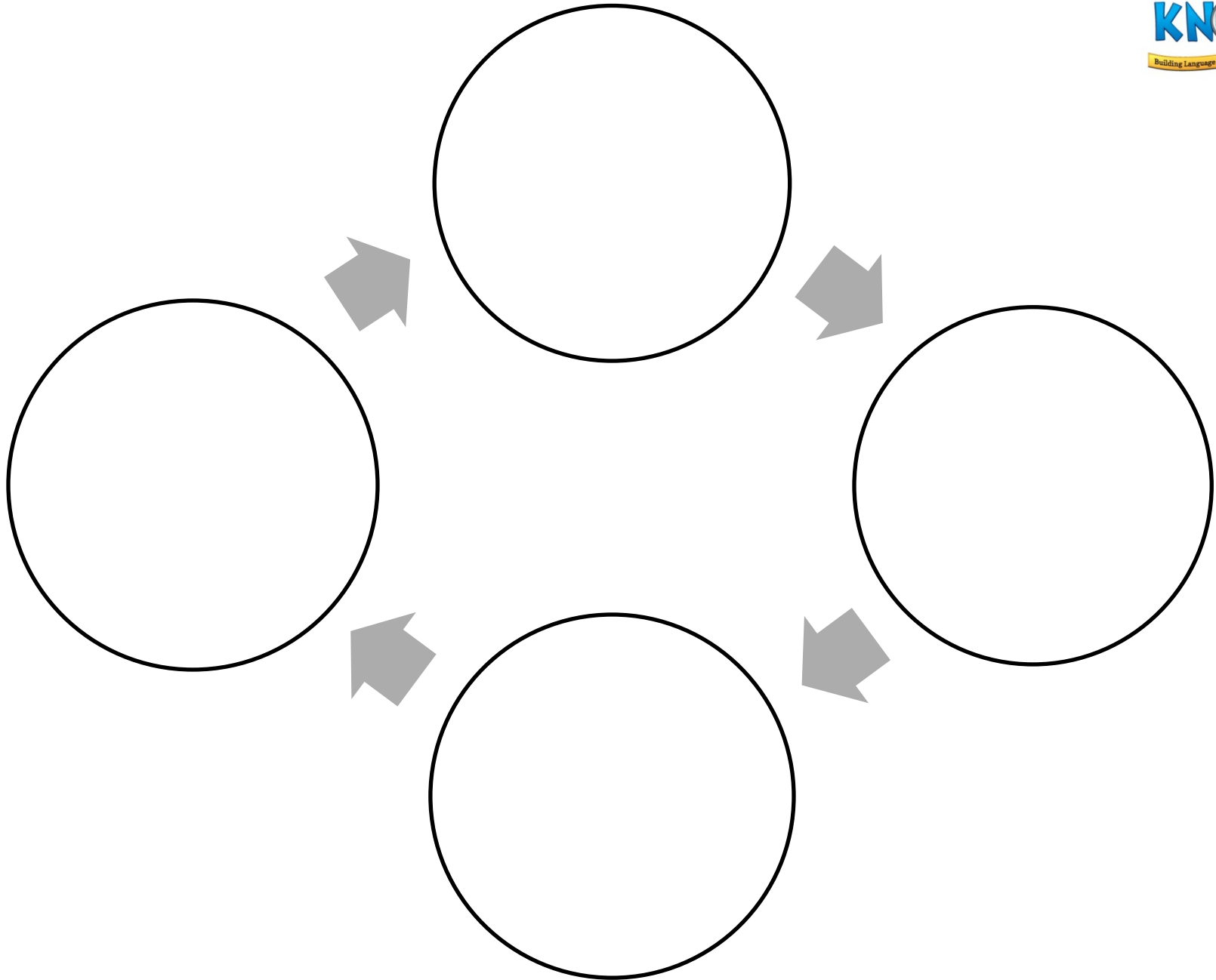
The beginning stage of the life cycle of a newt starts as an egg. Next, a newt larva hatches out of the egg. Then, as the newt grows, its gills shrink and it develops lungs. The newt must go to the surface of the water for air once its gills disappear. Finally, the newt is full-grown and lives most of its life on land.

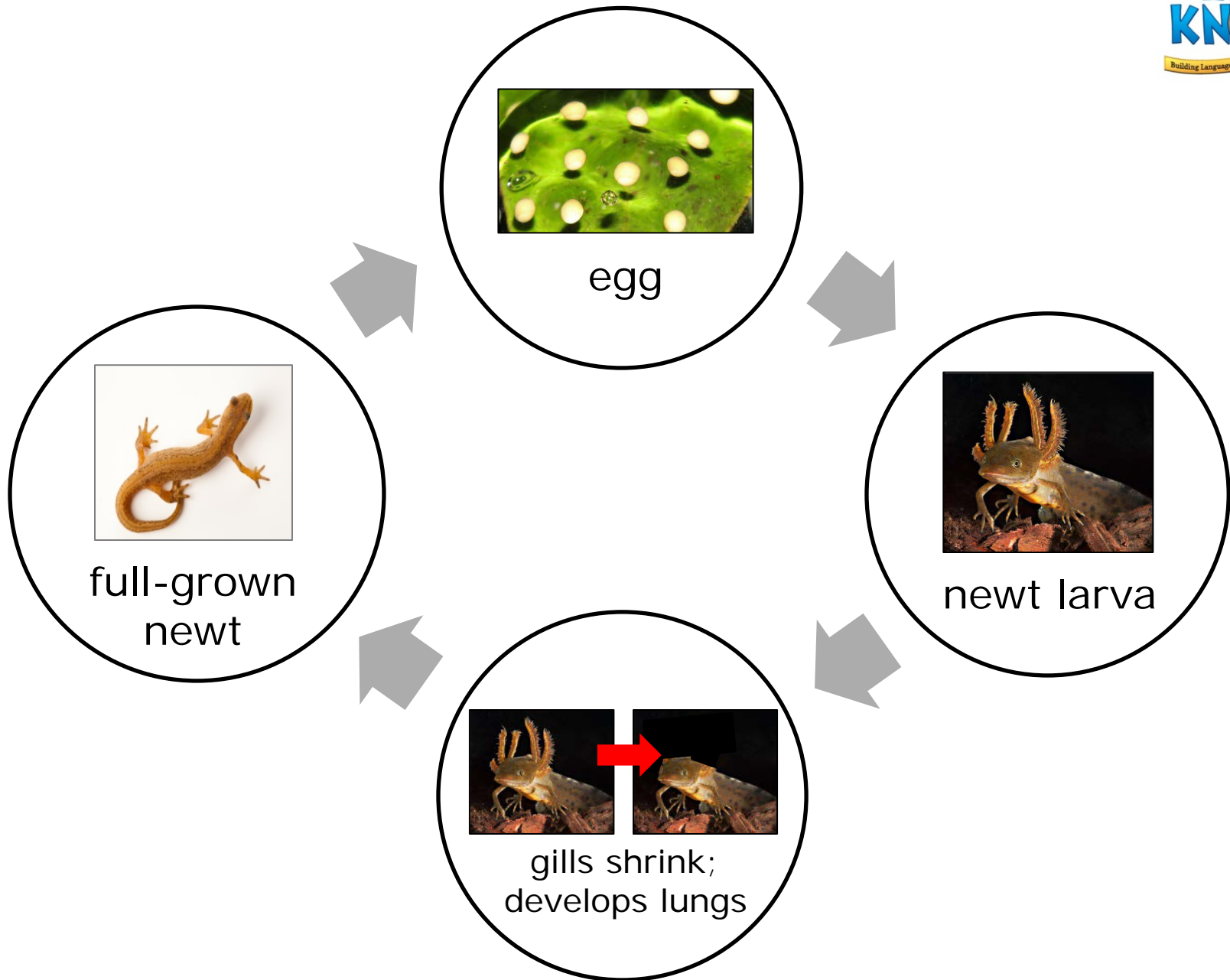
Paragraph 3: Life Cycle of a Ladybug

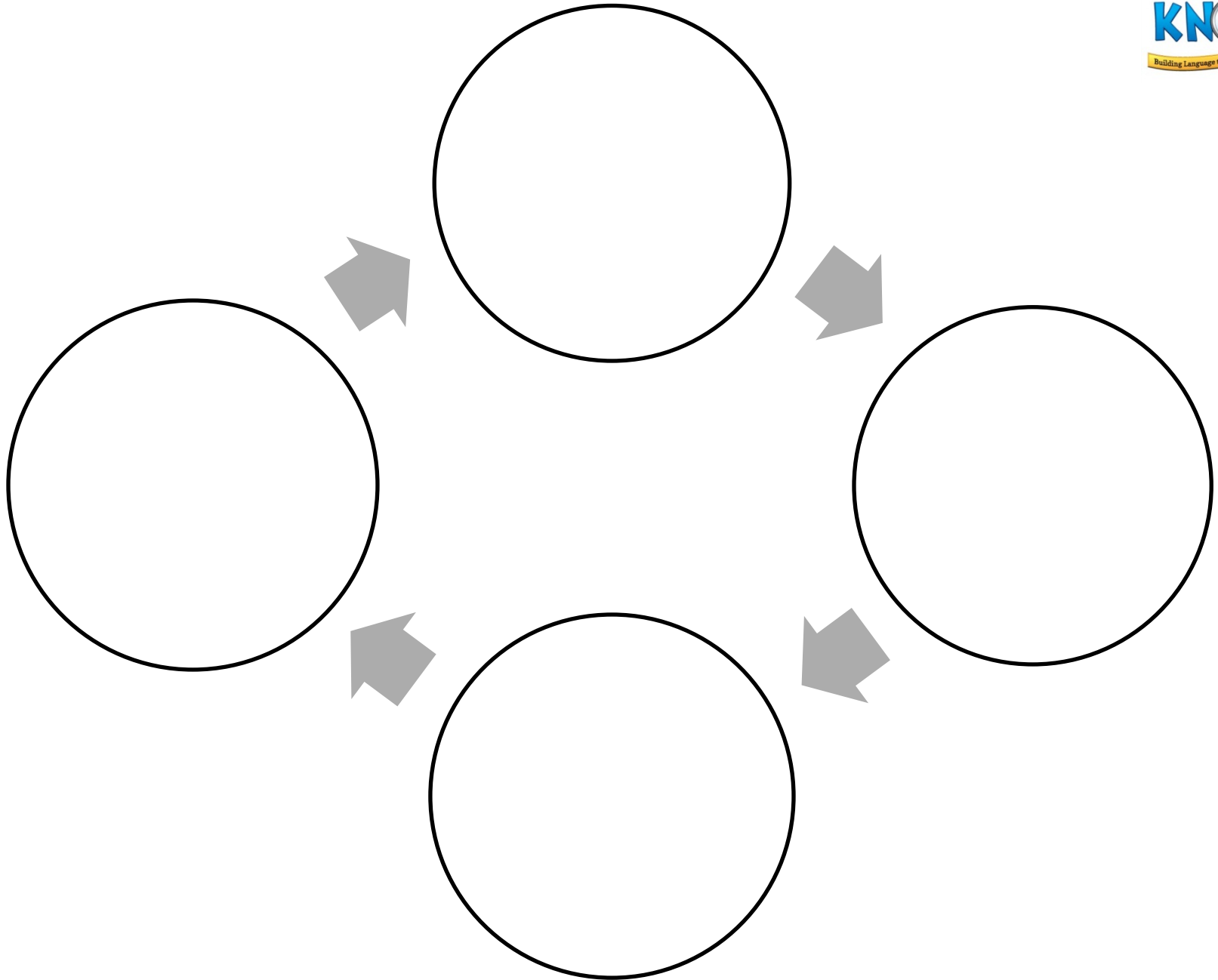
First a female ladybug lays eggs. Second, about 5 days later, a little larva hatches from each egg. The larva eats a lot and grows quickly. The third step in the life cycle of a ladybug is that once the larva is big enough, it stops eating and forms a hard shell. Now it is called a pupa. Finally, an adult ladybug breaks out of the shell. Then the adult ladybug's shell turns red.

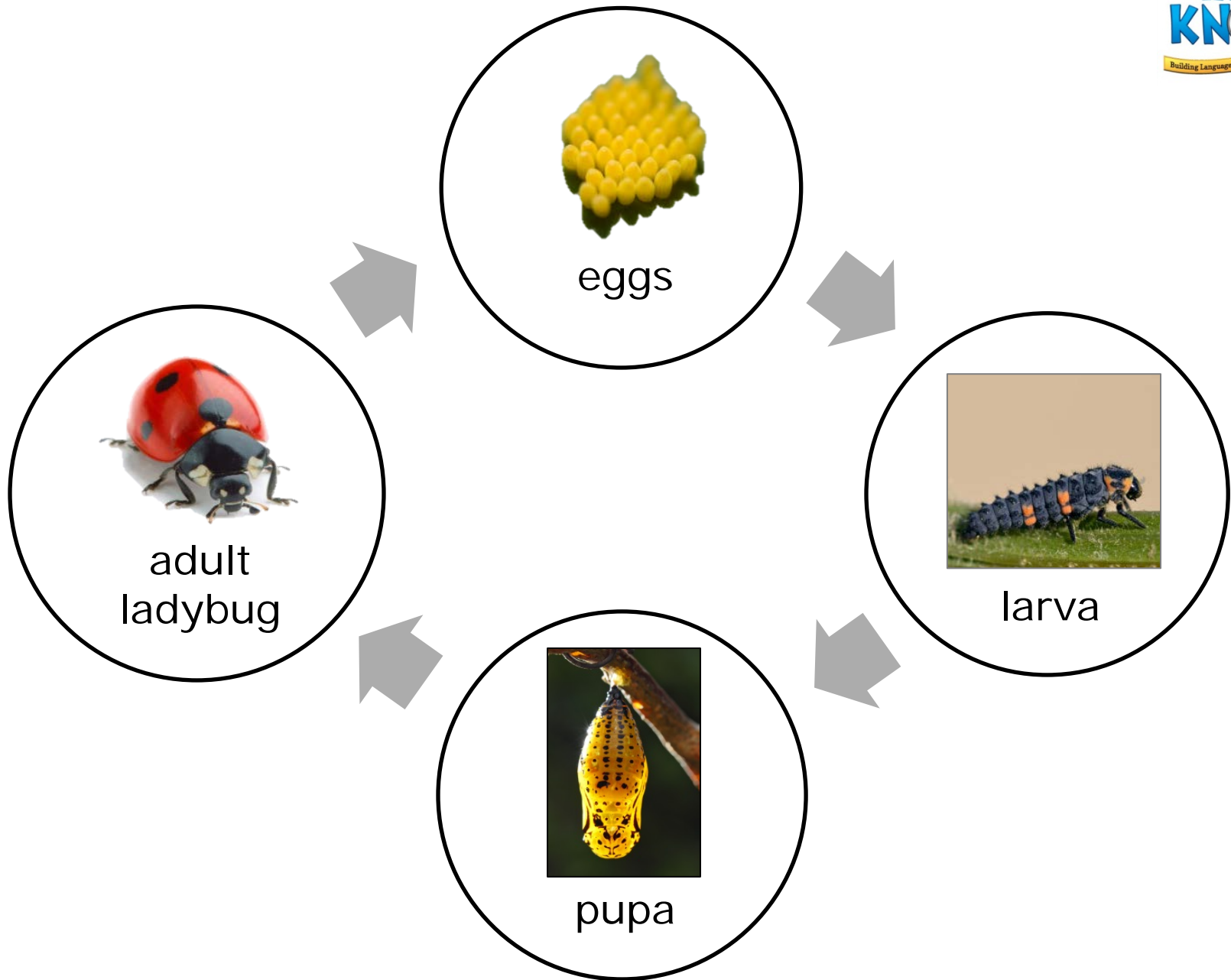












LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	INTEGRATION LESSON 11
SHOW ME WHAT YOU KNOW! We will chart the life cycle of a whale and summarize the information using complex sentences and navigation words.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Summarize the main ideas in informational text. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Finding the Main Idea Summarizing LESSON TEXTS: <ul style="list-style-type: none"> <u>Tadpoles to Frogs</u> by Bobbie Kalman <u>From Egg to Snake</u> by Suzanne Slade TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Lined paper (1 per student) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: life cycle, finally, index, environment Teacher Journal Lesson #11 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> The aim for this lesson is for students to begin to compose a summary by 1) identifying the main ideas, and 2) putting the main ideas together to compose a summary. Learning to summarize is a process; students will have another opportunity to work on this objective in a later Integration lesson. If the lesson is taking too long, you could limit the pages you use for the summary. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #4: LIFE CYCLE, FINALLY, INDEX, ENVIRONMENT </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When I want to find out about a movie, I can watch a trailer. It's like a <i>summary</i> of the movie to help me decide if I want to go watch it or not. Our purpose today is to learn how to write a summary from <i>main ideas</i>. Last week, we talked about the main ideas from paragraphs. Today we will begin to put the main ideas together to write a summary. The goal of a summary is to give you the most important information from a text—the main ideas. When you can summarize the main ideas of a text you really understand it."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display the teacher journal. Model how to write a summary—first determine the critical ideas and circle them in the chart on p.1. Then reveal the summary in the second column.</p> <p>You could say: "Here is the main idea chart for <u>From Egg to Snake</u> that we worked on the other day. I'll show you how to use the main ideas to write a summary. There are three main ideas from pages 4 and 5, and I want to use the most important ideas to write a summary. I don't have to use all of them. As I'm looking at them, I think the most important information is that snakes live in most parts of the world, so I'll circle that main idea. Another important idea is they come in many sizes and colors. I have two main ideas that I put into one sentence: 'Snakes live in most parts of the world and come in many sizes and colors.' That's what is in the summary box. The other sentence really isn't important."</p>	

	<p>“Now I want to look at the next sentences. They talk about the first part of the life cycle of a snake—the egg. The life cycle of a snake is my topic and what the summary will be about. I’ll use the most important main ideas to write a summary. I know the life cycle of a snake starts with an egg, so I’ll circle that sentence and include it in my summary. Now when I look at the remaining sentences, the most important information is that the embryo develops inside the egg, so my summary will include both of those main ideas. The other sentences are interesting but not important to the topic. This is my summary: ‘The life cycle of a snake starts with an egg. The embryo develops inside the shell.’ Put your thumb up if you agree that I have a pretty good summary of the text...”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Have students take out a piece of lined paper. Work with them to find the main ideas in <u>Tadpoles to Frogs</u>. Fill in the blank chart from teacher journal, p. 2 or uncover the completed chart from p. 3.</p> <p>You could say: “Now I am going to read pages from <u>Tadpoles to Frogs</u>. You and a partner will first identify the main ideas. For the first one, I’ll give you a choice of two main ideas. After that, you can choose your own main ideas and write them on your paper. We’ll discuss your choices and write the best main ideas in the chart. After we find main ideas, then we will put them together to write a summary.”</p> <p>Read p. 10. Ask students to choose between the following main ideas:</p> <ul style="list-style-type: none"> • ‘Baby frogs don’t look like their parents.’ • ‘Frogs go through big changes as they grow.’ <p>Write (or uncover) ‘Frogs go through big changes as they grow’ on the first line as the better main idea. Explain that this is the topic for the summary.</p> <p>Read p. 12 and ask students to talk to their partners to find the main idea. Call on students to respond. Then repeat with p. 14. Remember, you may use the completed chart on teacher journal, p. 3 for a reference or to check answers.</p> <p>Once you have the main ideas filled in for pp. 10–14, stop to add a summary in column 2.</p> <p>You could say: “Let’s stop and write a summary of the pages we’ve read so far. Reread the main idea sentences that we’ve written and decide what you want to include in a summary. I’ll circle the main ideas that are important. In the first sentence, I like ‘Frogs go through big changes as they grow.’ How about you? Raise your hand if you agree... Now how about the next main idea? Is it important that frogs lay eggs? Should we include it in the summary? (pause for response) Yes, I agree. How about the next sentence? Important? (pause for response) I agree. Now let’s put these main ideas together to write a summary. We’ll probably want to include some of our navigation words because we’re explaining a cycle.”</p> <p>Work with students to write a summary, combining the main ideas using navigation words.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “Now it’s your turn. I will read a page from the book. Then you and your partner will work together and write the main idea on your paper. After three pages, you can look over your main idea sentences and think of a good summary for this section of the book.”</p>

	<p>Read pp. 16, 18, and 20.</p> <ul style="list-style-type: none">• After each page, circulate the room to support students as they find the main idea in pairs.• Once students have written their main ideas for each page, regroup and ask students to report their main idea statements to the class.• After you have settled on the main ideas, students can return to their papers to write a summary. Then have student share their summaries.<ul style="list-style-type: none">○ If students are not ready to summarize independently, you could complete this portion of the activity as a class.
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today you worked on writing a summary. What did you need to do first? (pause for response) Right, find the main idea! Then what did you do? (pause for response) You put those main ideas into a summary. You just summarized how to write a summary! Good readers and writers know how to summarize. Now you do, too!”</p>



From Egg to Snake

Page	Main Idea Sentences	Summary
4: 1	Snakes live in most parts of the world.	<p>Snakes live in most parts of the world and come in many sizes and colors.</p>
4: 2	Snakes come in many sizes and colors.	
5	Smooth green snakes live in North America.	
6	The life cycle of a smooth green snake starts with an egg.	<p>The life cycle of a snake begins with an egg. The embryo develops inside the shell.</p>
7	Most snakes leave their eggs after laying them.	
8	The snake embryo develops inside the egg.	
9	Tiny holes in the egg shell allow air and water into the egg.	
9	Snakes either lay eggs or bear live baby snakes.	



Tadpoles to Frogs

Page	Main Idea Sentences	Summary
10		
12		
14		
16		
18		
20		



Tadpoles to Frogs

Page	Main Idea Sentences	Summary
10	Frogs go through big changes as they grow.	<p style="text-align: center;">Frogs go through big changes as they grow. First, the adult frog lays eggs. Then, the eggs hatch into tadpoles.</p> <p style="text-align: center;">Next, the tadpoles grow legs and lose their tails. Finally, the froglets become adult frogs and lay eggs.</p>
12	Frogs lay eggs.	
14	Frog eggs hatch into tadpoles.	
16	Tadpoles grow legs and breathe air.	
18	Tadpoles lose their tail; they are called froglets.	
20	Adult frogs mate and lay eggs.	

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	WORDS TO KNOW LESSON 12
<p>SHOW ME WHAT YOU KNOW! We will chart the life cycle of a whale and summarize the information using complex sentences and navigation words.</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Define target vocabulary words using a simple definition. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Rich Instruction <p>LESSON TEXT:</p> <ul style="list-style-type: none"> N/A <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Document camera or interactive whiteboard Chart paper and sentence strips (optional) <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> Vocabulary Picture Cards: series, species, migration, complex sentence Teacher Journal Lesson #12 Student Journal Lesson #12 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> You could cut out the word cards from Student Journal Lesson #12 for use during the You Do activity. You should display the teacher journal using a document projector or interactive whiteboard. If these resources are not available, create a paper chart of the words and definitions on chart paper and write the complex sentences used during the I Do routine on sentence strips. WORDS TO KNOW <ul style="list-style-type: none"> series: A number of objects or events arranged in order one after the other species: A group of related living things that can have babies together migration: A group moving together from one place to another complex sentence: A sentence with two clauses joined together by a connecting word 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Did you know that dictionaries add new words every year? Our language is adding new words and we have to keep up! Today our purpose is to learn four new Words to Know, their definitions, and an example of each word. We want to learn words that can help us understand what we're reading and hearing. Learning our new Words to Know will help us do that."</p>	
<p>I Do/ WE DO</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Display the first page of Teacher Journal Lesson #12, and pass out the student journals.</p> <p>You could say: "The first word we want to learn today is series. (show Vocabulary Picture Card) Series means 'a number of objects or events arranged in order one after the other.'</p> <ul style="list-style-type: none"> This card shows the moon in a series of pictures from a full moon to a new moon and back to a full moon. A TV series is many episodes of a TV show that play one week after another. A baseball series usually lasts 3–5 games. Your phone number is a series of numbers in order. Say the word series... Spell the word series... Read the definition of the word series with me: 'a number of objects or events arranged in order one after the other.' 	

(species)

"The next word is **species**. **(show picture card)** **Species** means 'a group of related animals that can have babies together.'

- The card shows different kinds of dogs. They are part of the **species**—dogs. Dogs can have puppies together, so they're the same **species**, but a dog and a kitten are not the same **species**, and therefore they cannot have babies. Many **species** are the names of specific animals, like lions, parrots, and dragonflies.
- Say the word **species**... Spell the word **species**...
- Read the definition of the word **species** with me: 'a group of related animals that can have babies together.'

(migration)

"Our next word is **migration**. **(show picture card)** When a group moves together from one place to another, that is called **migration**.

- The card shows geese **migrating** south in the fall to avoid the cold winter. Monarch butterflies **migrate** south to Mexico. When the United States was young, people **migrated** west in wagon trains, traveling together.
- Say the word **migration**... Spell the word **migration**...
- Read the definition of the word **migration** with me: 'a group moving together from one place to another.'

(complex sentence)

"Our last word for today is the phrase **complex sentence**. **(show picture card)** A **complex sentence** is a sentence with two clauses joined together by a connecting word.

- A clause is a sentence part. On the picture card, there's an example of a **complex sentence**: 'I read a book' is one clause. 'I lay in bed' is another clause. The connecting word is *while*; it helps to make the **complex sentence** *I read a book while I lay in bed*. **(display the second page of the teacher journal or the sentence strips)** Here are two examples of **complex sentences**:
 - *The dog ran away from home because no one fed it.* This sentence has two clauses, 'the dog ran away from home' and 'no one fed it.' The connecting word is *because*. I'll underline the two clauses and circle the connecting word...
 - *I am older than my sister, even though she is taller than I am.* The two clauses are 'I am older than my sister' and 'she is taller than I am.' This time, the connecting word is two words, *even though*.
- Say **complex sentence**... Spell **complex sentence**...
- Read the definition of **complex sentence** with me: 'a sentence with two clauses joined together by a connecting word.'"

You Do

Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.

Pass out the cards from the student journal (or have students cut them out). You could say:

"Your job will be to use the cards from your student journal to find the words, definitions and pictures that go together. With a partner, sort the cards that match the Words to Know. Then take turns reading the words and definitions to your partner."

Circulate around the room to assist students who need individualized help.

If you have time after the game, have students read the definitions as a whole group.

CLOSE

Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

“Today you learned four new words—**series**, **species**, **migration**, and **complex sentence**. To review, show me a thumbs-up for a true statement or thumbs-down for a false statement...”

- The colors in a rainbow are arranged in a **series**. **(true)**
- Cows and horses are the same **species**. **(false)**
- Some Native American tribes **migrated** during the year. **(true)**
- ‘The old cat ate’ is a **complex sentence**. **(false)**

Listen carefully for these words for the rest of today. Try to use one of these words at home tonight. Be ready to share your example tomorrow.”

series



A number of objects or events arranged in order one after the other

species



A group of related living things that can have babies together

migration



A group moving together from one place to another

complex sentence

I read a book **while** I lay in bed.

A sentence with two clauses joined together by a connecting word

Complex Sentences

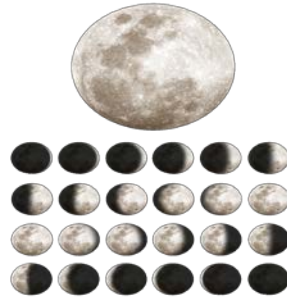
- 1) The dog ran away from home because no one fed it.

The dog ran away from home **because** no one fed it.

- 2) I am older than my sister even though she is taller than I am.

I am older than my sister **even though** she is taller than I am.

series



A number of objects or events arranged in order one after the other

species



A group of related living things that can have babies together

migration



A group moving together from one place to another

complex sentence

I read a book **while** I lay in bed.

A sentence with two clauses joined together by a connecting word



WEEKLY LESSON PLANNER

ANIMALS

Week 4	Lesson 13	Lesson 14	Lesson 15	Lesson 16
Lesson Type	Text Mapping	Integration	Words to Know	Read to Know
Objectives	<ul style="list-style-type: none"> Use complex sentences that include two or more clauses. 	<ul style="list-style-type: none"> Identify the main ideas and important details in informational text. 	<ul style="list-style-type: none"> Define target vocabulary words. Identify and describe semantic relationships among content words. 	<ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Use a combination of writing and drawing to recount the text with appropriate facts after independently reading a book.
Lesson Texts	<ul style="list-style-type: none"> <u>Tadpoles to Frogs</u> by Bobbie Kalman 	<ul style="list-style-type: none"> <u>Tadpoles to Frogs</u> by Bobbie Kalman 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Lined paper (1 per student) 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Lined paper (1 per student) 	<ul style="list-style-type: none"> Document camera or interactive whiteboard Bags or paper clips 	<ul style="list-style-type: none"> Teacher's Bookshelf books Drawing of a cycle or sequence Drawing paper (1 per student)
Unit Materials Provided	<ul style="list-style-type: none"> Teacher Journal Lesson #13 Student Journal Lesson #13 	<ul style="list-style-type: none"> WRAP set #5 Vocabulary Picture Cards: series, species, migration, complex sentence Teacher Journal Lesson #14 	<ul style="list-style-type: none"> Teacher Journal Lesson #15 Student Journal Lesson #15 Word sort cards for Lesson #15 	<ul style="list-style-type: none"> WRAP set #6 Vocabulary Picture Cards: series, species, migration, complex sentence Read to Know Expectations (optional)



Digital/Tech



Prep Materials



Preview the Text



Game



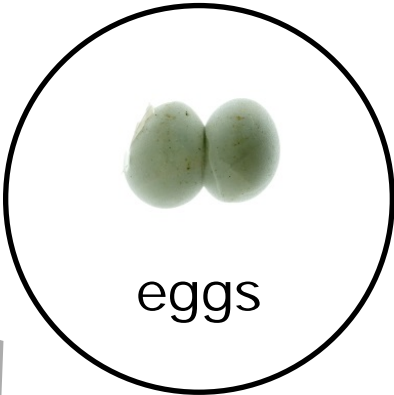
Save Materials

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	TEXT MAPPING LESSON 13
SHOW ME WHAT YOU KNOW! We will chart the life cycle of a whale and summarize the information using complex sentences and navigation words.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Use complex sentences that include two or more clauses. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Using Think-Alouds Recasting LESSON TEXT: <ul style="list-style-type: none"> <u>Tadpoles to Frogs</u> by Bobbie Kalman TALK STRUCTURES FOR WE DO/YOU DO: <ul style="list-style-type: none"> Selected by teacher 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Lined paper (1 per student) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #13 Student Journal Lesson #13 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Remind students that complex sentence is a Word to Know and support them as they write complex sentences. Later in the unit, they will use complex sentences to make their summaries more interesting. A complex sentence includes an independent clause (main clause or simple sentence) and one or more dependent clauses. A dependent clause includes a connecting word such as a subordinating conjunction (<i>because, when, before, after, although, while, even though</i>) or relative pronoun (<i>that, which, who</i>). You might write some of these connecting words on the board or chart paper. See the example sentence below. <ul style="list-style-type: none"> Independent clause: <i>I wrote a summary</i> Dependent clause: <i>that was well organized</i> Complex sentence: <i>I wrote a summary that was well organized.</i> Use Teacher Journal Lesson #13 to show how to form complex sentences with the main idea sentences and graphic organizers from previous lessons. The third page of the teacher journal is a copy of Student Journal Lesson #13. The student journal is designed to facilitate an oral activity. If you choose, you could have students write their sentences using the sentence frames on the journal. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I am going to read to you two sets of sentences..."</p> <ul style="list-style-type: none"> Here's the first set: <i>The frog can jump. The snake is in the grass.</i> Now I'll read the second set: <i>The frog can jump while she is carrying her baby on her back. Even though it can't be seen, the snake is in the grass.</i> <p>Which set of sentences sounded more interesting to you? Didn't you think the second set was more interesting? Today, our purpose is to write interesting complex sentences. This means the sentences have at least two clauses joined by a connecting word. When we can write complex sentences, we can understand complex sentences. That helps us understand what we read and hear."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal Lesson #13. Demonstrate how to form complex sentences by joining simple sentences or clauses using a connecting word. You could say: "I want to write some interesting sentences about the life cycle of a frog. On my journal page, I have some of the main idea sentences we wrote before about the life cycle. Today, I want to add information to make these sentences better; we can use ideas from our previous graphic organizers or from the book.</p>	

	<p>“I am going to start with this simple sentence here: ‘Frogs lay eggs.’ (point to sentence) That is not a very interesting sentence. Let’s see if I can make it better by adding information. First, I’ll choose another sentence or clause to add. I want to add this idea: ‘The eggs look like jelly.’ So far, I have, ‘Frogs lay eggs; the eggs look like jelly.’ Now I’ll need a connecting word. (display connecting words from teacher journal, p. 3) I think I’ll choose the word <i>that</i>. I can say, ‘Frogs lay eggs <i>that</i> look like jelly.’ (add the rest of the sentence to the journal or display the completed sentence on p. 2) I think the sentence sounds more interesting now. Do you agree?</p> <p>“Here’s the next sentence: ‘Frog eggs hatch into tadpoles.’ (point to sentence) Boring! I want to add information that the tadpoles breathe with gills like fish do... I’m going to choose the connecting word <i>when</i>, and this time I’ll put the connecting word in the front of the sentence. (add ‘they breathe with gills like fish’ to the sentence or reveal the completed sentence on p. 2) Now I have this complex sentence: ‘<i>When</i> frog eggs hatch into tadpoles, they breathe with gills like fish.’ Cool, huh?”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Work with students to finish forming complex sentences from the simple sentences on the teacher journal. Help students use the connecting words indicated (or others if you choose). You can reference the completed examples on p. 2 of the teacher journal if students struggle to develop or decide on sentences.</p> <p>You could say: “Let’s do a few more together. The next sentence is ‘Tadpoles grow legs and breathe air.’ Let’s use the connecting word <i>so</i>. What happens when tadpoles get legs and lungs? They spend more time on land. With your partner, think of a clause we could add after the connecting word <i>so</i>. (allow partners to discuss; elicit responses and write the rest of the sentence on the journal)</p> <p>“Now, for the next sentence, we really have two sentences: ‘Tadpoles lose their tails’ and ‘They are called <i>froglets</i>.’ I added the connecting word <i>as</i>, and I already have a complex sentence... ‘As tadpoles lose their tails, they are called <i>froglets</i>.’”</p> <p>“We have one more simple sentence to make into a complex sentence: ‘Adult frogs mate and lay eggs.’ I added the connecting words <i>so that</i>. With your partner, think of a sentence to follow this, and then I’ll ask you for your suggestions.” (allow partners to discuss; elicit responses and write the rest of the sentence on the journal)</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Pass out Student Journal Lesson #13. You could say: “Now, it’s your turn to create a complex sentence with a partner by matching a set of simple sentences with a sentence frame that has connecting words in it. Beside each circle of the graphic organizer are two sentences. Find the sentence frame that makes sense with the two simple sentences to make a complex sentence. You don’t have to write the sentences unless you want to; just read the sentences next to each circle and find the sentence frame that make the best complex sentence.” Circulate among students, offering support and feedback. If needed, help them decide which sentence frames are most logical for each set of sentences.</p>

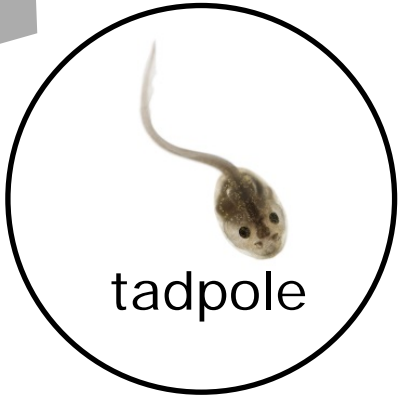
Adult frogs mate and lay eggs **so that**

^



Frogs lay eggs **that**

^



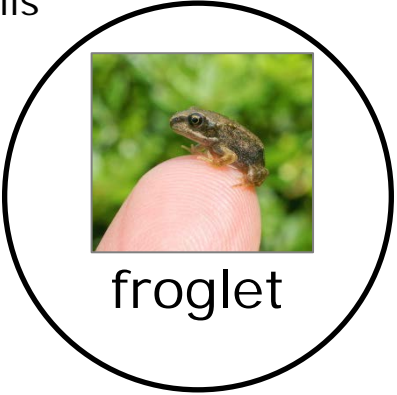
When

^ Frog eggs

hatch into tadpoles

Tadpoles grow legs and breathe air **so**

^

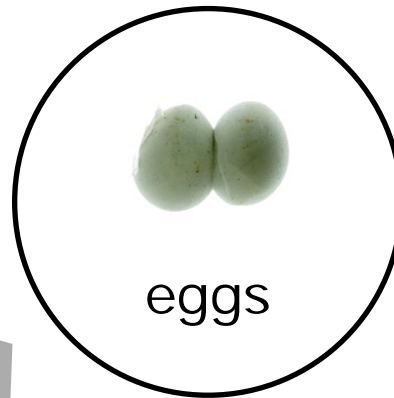


As

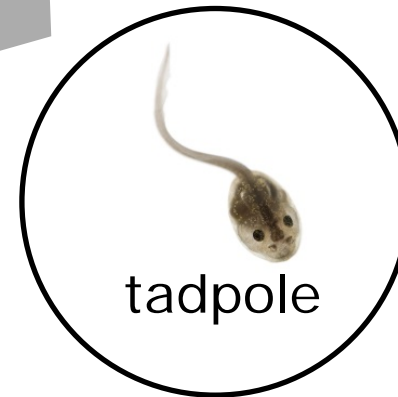
^ Tadpoles lose their tails

They are called *froglets*

Adult frogs mate and lay eggs **so that they can make new baby frogs.**



Frogs lay eggs **that look like jelly.**



When frog eggs hatch into tadpoles, **they breathe with gills like fish.**

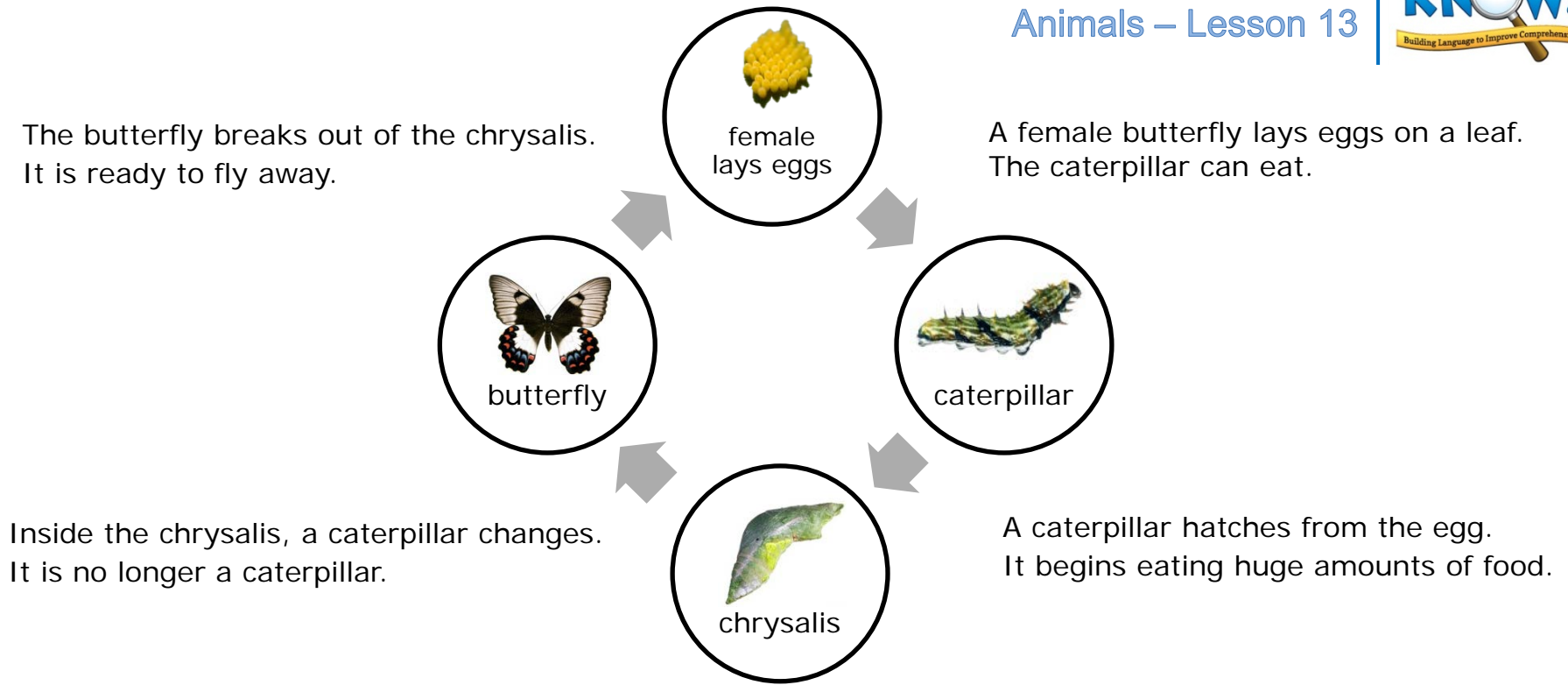
As tadpoles lose their tails, they are called *froglets*.



Tadpoles grow legs and breathe air, **so they spend more time on land.**

Connecting Words

- A:** after, although, as, as if, as long as, as much as, as soon as, as though
- B:** because, before, by the time
- E:** even if, even though
- I:** if, in order to, in case
- O:** once, only if
- S:** since, so that
- T:** than, that, though, till
- U:** unless, until
- W:** when, whenever, where, wherever, while



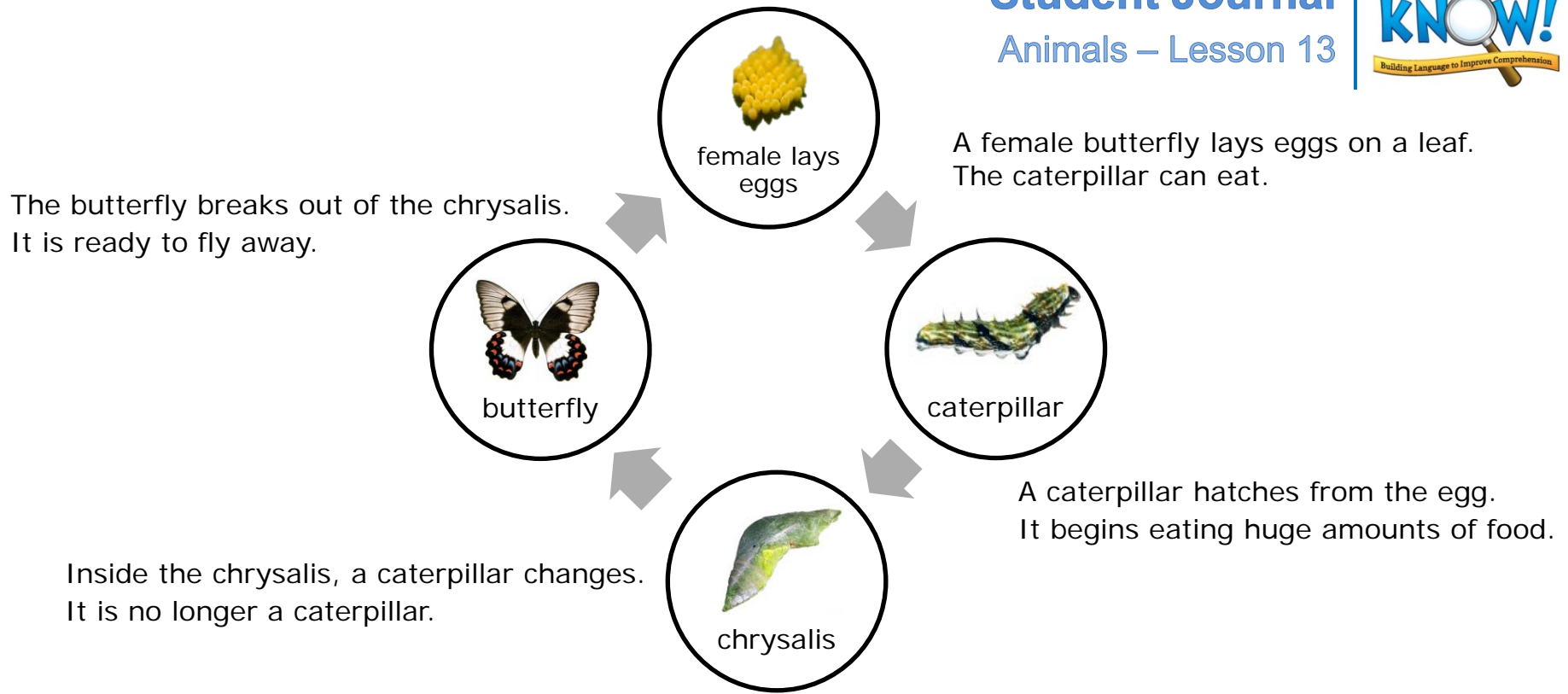
Sentence Frames with Connecting Words:

_____ where _____.

As soon as _____, _____.

_____ until _____.

After _____, _____.



Sentence Frames with Connecting Words:

_____ where _____.

As soon as _____, _____.

_____ until _____.

After _____, _____.

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	INTEGRATION LESSON 14
SHOW ME WHAT YOU KNOW! We will chart the life cycle of a whale and summarize the information using complex sentences and navigation words.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Identify the main ideas and important details in informational text. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Finding the Main Idea LESSON TEXT: <ul style="list-style-type: none"> <u>Tadpoles to Frogs</u> by Bobbie Kalman TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Lined paper (1 per student) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #5 Vocabulary Picture Cards: series, species, migration, complex sentence Teacher Journal Lesson #14 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> The aim for this lesson is for students to begin to identify important details that could eventually enhance a summary. Use the teacher journal to model finding important details from text. You can fill in the blank chart on p. 1 or uncover the details in the completed chart on p. 2. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed black; padding: 5px; text-align: center;"> START THE LESSON WITH WRAP SET #5: SERIES, SPECIES, MIGRATION, COMPLEX SENTENCE </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Have you ever listened to your mom tell you to do something, and you remembered that she said something but you couldn't remember exactly what it was? You forgot the <i>details</i>, the specific things you were supposed to do. The other day you did a great job of identifying the main ideas and then putting those ideas together in a summary. Today we are going to start with the main idea and then look for details that make that main idea interesting. Details are important because they provide additional information about the topic. When we understand details, we get a more complete picture of what the author is describing, and that makes the text more interesting to read."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display the chart from the teacher journal. Add details to the second column, or uncover them from the completed chart on p. 2. You could say: "Today we are going to find important details. Authors include important details in their writing to help us understand more about the main ideas. Here are the main ideas from the pages in <u>Tadpoles to Frogs</u>. (point to journal page) I'll reread the pages from the text. We know the main idea already. This time I'm going to look for two details that tell me more information about the main idea..."</p> <ul style="list-style-type: none"> (read p. 10) I think an interesting detail is that the babies don't look like the adult frogs. I'll write that down. (add/uncover detail) Another detail is the bolded word, <i>metamorphosis</i>. It's a detail that I didn't put in the main idea, but it's important to include as a detail. (add detail) (read p. 12) I know that frogs lay eggs, but there are two interesting details about tree frogs. One is that they lay eggs in pools of water on leaves. I didn't know that! Another is that some frogs carry eggs on their backs. I didn't know that either. I'll write those details next to the main idea." (add details) 	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Have students help you identify details from the text. You could say: “As I read the text, you and your partner should think about one or two important details that add interesting information to the main idea. Then we will share our details, talk as a class, and pick the ones we want to add to the chart.”</p> <p>Continue to read pp. 14 and 16, and the associated main idea sentences from chart.</p> <ul style="list-style-type: none"> • Allow students time to work in pairs to identify details. If students have difficulty, you could present options and have them choose the best details. • Invite students to share and discuss the details they chose. • As a class, select two details to add to the chart, or refer to those from the completed chart on teacher journal, p. 2.
	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Finish the teacher journal; read the pages and have students work independently in pairs to find details that support the main ideas.</p> <p>You could say: “Now it’s your turn. Take out a sheet of lined paper. I will continue to read pages from the book. After each page, you and your partner decide which two details to include. Each of you write one detail on your paper. When we’re finished with both pages, I’ll ask you to report what you chose for details so we can complete our chart.”</p> <p>Circulate around the room to assist students and comment on the details they choose.</p> <p>When students are ready, discuss the details they chose. Have volunteers come up to add details to the chart.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today you worked on finding <i>details</i>. Details are different from the main idea. Turn to your partner and explain how main ideas and details are different. (allow brief talk time) I am going to read two short paragraphs to end our lesson. Listen to both paragraphs the first time through. Then, the second time I read them, give me a thumbs-up or thumbs-down if the paragraph contains details. Be prepared to share your thinking...”</p> <p>(read the bullets below twice)</p> <ul style="list-style-type: none"> • The first step in the life cycle of a frog is the egg stage. In the next stage, a tadpole hatches from the egg. • The first step in the life cycle of a frog is the egg stage. Frog eggs are called <i>spawn</i>. The egg shells which surround the growing tadpoles are soft and clear and mushy, like jelly.” <p>(have students explain why the second paragraph includes details or point out the details)</p>



Tadpoles to Frogs

Page	Main Idea Sentences	Details
10	Frogs go through big changes as they grow.	
12	Frogs lay eggs.	
14	Frog eggs hatch into tadpoles.	
16	Tadpoles grow legs and breathe air.	
18	Tadpoles lose their tails; they are called <i>froglets</i> .	
20	Adult frogs mate and lay eggs.	



Tadpoles to Frogs

Page	Main Idea Sentences	Details
10	Frogs go through big changes as they grow.	Baby frogs don't look like adult frogs.
		The changes are called metamorphosis.
12	Frogs lay eggs.	Tree frogs lay eggs in water on leaves.
		Some frogs carry eggs on their backs.
14	Frog eggs hatch into tadpoles.	Tadpoles hatch in one to three weeks.
		Tadpoles have a head, tail, and gills.
16	Tadpoles grow legs and breathe air.	After nine weeks, tadpoles grow legs.
		They have lungs and breathe air.
18	Tadpoles lose their tails; they are called <i>froglets</i> .	The tail gets smaller after 3–5 months.
		Froglets eat insects, not plants.
20	Adult frogs mate and lay eggs.	Some frogs lay eggs in the same ponds.
		Some male frogs make loud noises.

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	WORDS TO KNOW LESSON 15
SHOW ME WHAT YOU KNOW! We will chart the life cycle of a whale and summarize the information using complex sentences and navigation words.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Define target vocabulary words. Identify and describe semantic relationships among content words. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera or interactive whiteboard Bags or paper clips UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #15 Student Journal Lesson #15 Word sort cards for Lesson #15 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Cut out and bag or paper clip the word sort cards for the You Do activity. You can display Teacher Journal Lesson #15 during the I Do/We Do segment to help students complete their journal pages. WORDS TO KNOW <ul style="list-style-type: none"> series: A number of objects or events arranged in order one after the other species: A group of related living things that can have babies together migration: A group moving together from one place to another complex sentence: A sentence with two clauses joined together by a connecting word SUGGESTED RELATED WORDS <ul style="list-style-type: none"> series: <i>set, chain, repeat</i> species: <i>group, class, category</i> migration: <i>journey, expedition, trip</i> complex sentence: <i>simple sentence, grammar, clause</i> 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When I learn a new word, I don't just know it automatically—I have to see the word several times, say it, learn the definition, and think about how it's used and when to use it. I have to spend time with the word. Our purpose today is to spend time with our new Words to Know—series, species, migration, and complex sentence. We want to know words well so we can understand what we read and we can use them when we talk to other people or write. Today we are going to have some fun learning more about these four words."</p>	
I DO/WE DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Display Teacher Journal Lesson #15, and distribute the student journal. Work with students to generate related words and examples for each target word as you complete the journal pages.</p> <p>You could say: "Let's review our words. Then we'll think of related words for each Word to Know..."</p>	

“We’ll start with **series**. It means ‘a number of objects or events arranged in order one after the other.’

- We know about book **series**, or several books written by the same author one after another, like Junie B. Jones or Diary of a Wimpy Kid. If you collect baseball cards, you can buy a **series** of cards that are in order. If you want to buy all of the TV shows for one season, you would buy a **series** of shows.
- Say **series**... Spell **series**.... Now write it on the blank on your journal page.
- Now let’s think of words that are related to **series**. I can think of the word *set*, like a **series** of books by the same author is called a *set*. A **series repeats**. Can you think of another word that is related to **series**? How about a something that has links put together? Did you think of *chain*? Is a **series** like a *chain*? Let’s write these three words on the *Related words* line on our pages: *set, chain, repeat*.
- Now write some examples of a **series** on the *Examples* line...
(you could have students share their examples)

(species)

“Our next word is **species**. **Species** means ‘a group of related living things that can have babies together.’

- How many of you have a **species** of dog in your house? How many have a **species** of cat at your house? When we go to the zoo, we see many **species** of animals.
- Let’s think of words that are related to **species**. When you think about dogs, they are all in the same **species**, or what...? **(if students don’t say group or class, prompt them)** How about the word *group* or *class*? When we sort dogs, cats, sharks, and parrots into different *groups*, you could also say they belong in different *categories*. Let’s add these related words to our journals: *group, class, and category*.
- Now fill in some examples of **species**...
(you could have students share their examples)

(migration)

“A **migration** is a group moving together from one place to another.

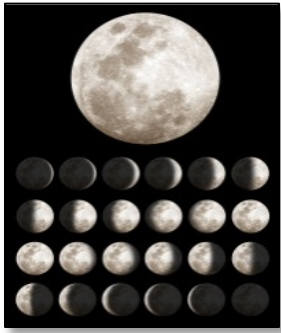
- Groups of geese, birds, and butterflies form a **migration** in the fall to move to places that will be warmer. People in Asia **migrated** to the New World when Asia and Alaska were connected. They moved together.
- What words are related to **migration**? Think of animals moving to a warmer place. What’s another word we could use? **(help students generate words like journey, expedition, trip)** Let’s write these three related words on the blank: *journey, expedition, trip*.
- Now, in the box draw an example of a **migration** of animals...
(you could draw a V formation on the board to represent migrating geese as a model)

(complex sentence)

“Our last word to review is **complex sentence**, or a sentence with two clauses joined together by a connecting word.

- Here are some examples of **complex sentences**:
 - *After we went to the circus, we were tired.* There are two clauses: ‘we went to the circus’ and ‘we were tired.’ The connecting word is *after*.
 - *This class is awesome because everyone works hard.* What are the clauses in this one?
- What are some related words for **complex sentence**? The word **complex** means ‘complicated,’ so a **sentence** that isn’t **complex** would be... *simple!* *Simple sentence* is a related word or phrase because you can put two *simple sentences* together to make a **complex sentence**. Another related word is *grammar* because we’re talking about sentence structure, and that’s a kind of *grammar*. Write *simple sentence* and *grammar* on the *Related words* blank.
- Now write a **complex sentence** on the lines at the bottom of the page.”
(you could have students share their sentences)

<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Divide students into pairs and pass out the word sort cards. You could say: “Now it’s time to do a vocabulary sort with a partner. Each pair should have a set of 16 cards. Each Word to Know has four cards that belong together. There are word cards, related words, sentences, and definitions. You and your partner will work together to find the four cards that belong with each word. When you’re finished, I’ll have you share some of your results.”</p> <p>Circulate around the room, providing support and feedback.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we thought about words that are related series, species, migration, and complex sentence. Let’s review—when I say a related word, you say which Word to Know is related to that word.</p> <ul style="list-style-type: none"> • <i>simple sentence</i> (complex sentence) • <i>expedition</i> (migration) • <i>class</i> (species) • <i>repeat</i> (series) <p>Awesome job today! Do you feel like you know more about series, species, migration, and complex sentence? Great! Now I want to hear you using as many of these words as you can. This is an important way to increase your vocabulary and one that will help you understand what you hear and read.”</p>



Word: series

Definition: A number of objects or events arranged in order one after the other

Related words: _____

Examples: _____



Word: species

Definition: A group of related animals that can have babies together

Related Words: _____

Examples: _____

Word: migration

Definition: A group moving together from one place to another

Related words: _____



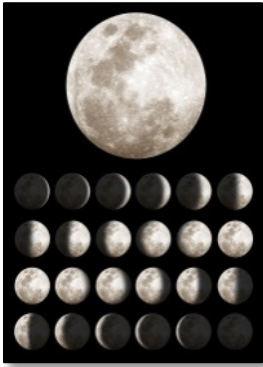
Word: complex sentence

Definition: A sentence with two clauses joined together by a connecting word

Related words: _____

Write a complex sentence...

I read a book while **I lay in bed.**



Word: _____

Definition: A number of objects or events arranged in order one after the other

Related words: _____

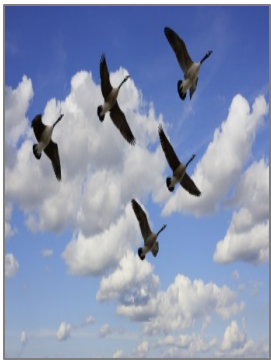
Examples: _____

Word: _____

Definition: A group of related animals that can have babies together

Related words: _____

Examples: _____



Word: _____

Definition: A group moving together from one place to another

Related words: _____

Word: _____

Definition: A sentence with two clauses joined together by a connecting word

Related words: _____

Write a complex sentence: _____

**I read a book while
I lay in bed.**

 <p>series</p>	<p>repeat</p>	<p>Our baseball team is playing three games in a row with the Dodgers.</p>	<p>a number of objects or events arranged in order one after the other</p>
 <p>migration</p>	<p>journey</p>	<p>Green anacondas are the largest type of snakes.</p>	<p>a group of related living things that can have babies together</p>
 <p>species</p>	<p>group</p>	<p>Every fall, Canadian geese fly from the north to warmer areas.</p>	<p>a group moving together from one place to another</p>
<p>I read a book while I lay in bed.</p> <p>complex sentence</p>	<p>grammar</p>	<p>When John handed in this homework, he forgot to write his name on it.</p>	<p>a sentence with two clauses joined together by a connecting word</p>

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	READ TO KNOW LESSON 16
SHOW ME WHAT YOU KNOW! We will chart the life cycle of a whale and summarize the information using complex sentences and navigation words.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Exhibit sustained attention to and engagement in reading activities. • Use a combination of writing and drawing to recount the text with appropriate facts after independently reading a book. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> • Engaging Readers LESSON TEXT: <ul style="list-style-type: none"> • N/A TALK STRUCTURES FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Selected by teacher 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Teacher's Bookshelf books • Drawing of a cycle or sequence • Drawing paper (1 per student) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • WRAP set #6 • Vocabulary Picture Cards: series, species, migration, complex sentence • Read to Know Expectations (optional) 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> • Before the lesson... <ul style="list-style-type: none"> ○ Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. ○ Prepare a model of the You Do activity. Draw an example of a cycle from <u>Tadpoles to Frogs</u> (example used in lesson), one of the bookshelf books, or an expository text from your classroom library. See the I Do routine for ideas. • You could display and review the cycle graphic organizer from Lesson #1 or the text structure chart from Teacher Journal Lesson #5 to prepare students to draw their cycles. • If needed, refer back to the Read to Know Expectations from the Fiction unit to remind students of the lesson procedures. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;">START THE LESSON WITH WRAP SET #6: SERIES, SPECIES, MIGRATION, COMPLEX SENTENCE</div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Sometimes I enjoy going to a library and just browsing—looking at all the different kinds of books and choosing one I might like to check out. Today you can browse through the books in the room and choose your own book to read. As you read, your job will be to look for a cycle that is explained in your book. When we can find text structures in books, it helps us understand the information. At the end of the lesson you will draw the cycle that you read about."</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Review the procedures for Read to Know lessons, as needed, and then provide a model of the You Do activity. You could say: "When I choose a book to read, I want to make sure that it is a 'just right' book. It looks interesting and I can read a majority of the words. While you are reading today, you will look for a cycle, like the life cycle of a frog, in your book."</p>	

	<p>“Here’s an example that I made from [Tadpoles to Frogs]. [The beginning of the cycle is an egg, so I drew some eggs. The next stage is a tadpole, then a tadpole with legs, next a froglet, and last a frog]. When you choose your book, look for a cycle like this one. When you’re finished reading, you’ll draw the cycle using the information from your book.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Allow students to choose a book to read and engage with the text for about 15 minutes.</p> <p>You could say: “Now it’s time for you to choose a book to read. There are several piles of books around the room. Look through the books, select a book you would like to read, and then find a quiet place in the room. If you are already reading a good informational book about animals, you may use that book.</p> <p>“All of the books are expository; they provide information. Remember, you don’t have to start at the beginning of the book. You can look for the chapters that are interesting to you. As you read your book, look for information about a cycle; think about the life cycles of animals described in your book. You might want to stop and draw after you’ve found the cycle, so you’ll have that part finished.”</p> <p>Circulate the room as students are reading and pass out drawing paper to each student. If some students finish reading early, you can allow them to get up quietly and pick another book or to switch books with a partner.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “Okay, time is up. Get out your drawing paper. Now that you’ve finished reading, take time to think of all of the stages of the cycle you’ve chosen. Then draw circles and the stages that the animal goes through. When you share with your partner, remember to use navigation words like <i>first</i>, <i>next</i>, <i>then</i>, and <i>last</i>. I’ll be listening for your navigation words!”</p> <p>Offer support and feedback as needed, and monitor students as they share with their partners.</p> <p>Some students may need support identifying and drawing a cycle.</p> <ul style="list-style-type: none"> • You could display and/or go over the graphic organizers from previous lessons, including the cycle graphic organizer from Lesson #1 and the text structure chart from Teacher Journal Lesson #5. • You could gather struggling students in a small group and work on one cycle together. Make sure all students have the opportunity to contribute ideas. Students can then share what they learned with peers outside of the small group. • You could help students identify and chart a simple three-part sequence from a book using the navigation words <i>first</i>, <i>next</i>, and <i>finally</i>.
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “In this unit, we are learning about cycles and sequences. Today you found cycles while you were reading about animals. Identifying specific text structures like cycles helps us understand and better organize the information in our heads. Let’s have two or three students share their cycle drawings. Remember to use navigation words like <i>first</i>, <i>next</i>, <i>then</i> and <i>finally</i> when you explain the cycle. Everyone else, raise your thumb each time you hear one of your classmates use a navigation word...”</p>



WEEKLY LESSON PLANNER

ANIMALS

Week 5	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Lesson Type	Read to Me	Text Mapping	Integration	Read to Know
Objectives	<ul style="list-style-type: none"> Use prior knowledge and information within a text to make, confirm, and revise predictions. Participate in collaborative conversations about topics within grade-level texts. 	<ul style="list-style-type: none"> Extract information from one type of text to another. Use complex sentences that include two or more clauses. 	<ul style="list-style-type: none"> Summarize the main ideas in informational text. 	<ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Use a combination of writing and drawing to recount the text with appropriate facts after independently reading a book.
Lesson Texts	<ul style="list-style-type: none"> <u>The Life Cycle of a Whale</u> by Bobbie Kalman 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> <u>The Life Cycle of a Whale</u> by Bobbie Kalman 	<ul style="list-style-type: none"> N/A

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Document camera CD/MP3 player with kid-friendly music Yard stick 	<ul style="list-style-type: none"> Document camera or interactive whiteboard Colored pencils 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Lined paper (1 per student) 	<ul style="list-style-type: none"> Teacher's Bookshelf books Lined paper (1 per student) Written example of a main idea and details
Unit Materials Provided	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> WRAP set #7 Vocabulary Picture Cards: series, species, migration, complex sentence Teacher Journal Lesson #18 Student Journal Lesson #18 	<ul style="list-style-type: none"> Teacher Journal Lesson #19 	<ul style="list-style-type: none"> WRAP set #8 Vocabulary Picture Cards: series, species, migration, complex sentence Read to Know Expectations (optional)



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	READ TO ME LESSON 17
SHOW ME WHAT YOU KNOW! We will chart the life cycle of a whale and summarize the information using complex sentences and navigation words.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Use prior knowledge and information within a text to make, confirm, and revise predictions. • Participate in collaborative conversations about topics within grade-level texts. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> • Predicting • Rich Discussion LESSON TEXT: <ul style="list-style-type: none"> • <u>The Life Cycle of a Whale</u> by Bobbie Kalman TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Stand Up-Hand Up-Pair-Up 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Document camera • CD/MP3 player with kid-friendly music • Yard stick UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • N/A 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... Preview <u>The Life Cycle of a Whale</u> by Bobbie Kalman. <ul style="list-style-type: none"> ○ Select the chapters or sections you will read; this text is quite dense and you won't have time to read the entire book in one sitting. ○ Use sticky notes to mark pages where you will model the Predicting technique or ask prediction questions. Suggestions are provided in the lesson, but you could select others depending on the chapters you read. ○ You could also note questions for rich discussion. Again, suggestions are provided in the lesson, but you could use others. • <u>The Life Cycle of a Whale</u> includes many interesting photos, informative graphics, and captions. If possible, place the book on a document camera as you read. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Have you seen whales on TV or in a movie? They are fascinating creatures. I've seen them in Hawaii, where they go to have their babies. It was very cool! Today we are going to read a book about whales, <u>The Life Cycle of a Whale</u> by Bobbie Kalman. I bet your brain is thinking about whales right now. That's a good thing because as we read today, our purpose is to recall what we already know about whales and make some predictions. When we make predictions as we read, we keep our minds actively thinking about what we're reading, and that helps us understand more of what we're reading or hearing."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Model making a prediction about the book based on the front cover. You could say: "When I make a prediction, I think about what I already know about a topic and make an educated guess about the information I will read. Just looking at the front cover, I can see a whale and what looks like a baby whale. The picture and the title help me <i>predict</i> that the book will be about the life cycle of a whale. That's a pretty safe prediction! I know that whales migrate to warm oceans to have their babies, so I think that the whale in the picture is probably someplace that's warm like Hawaii, where I saw some whales and their babies. Let's start reading and see what else we can predict."</p> <p>Begin reading and stop to model predicting. After reading p. the heading on p. 4, you could say: "Hmm... I am looking at this page and the chapter title; I predict that the author will tell us about different kinds of whales. Let's see if I'm correct..."</p>	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Read the text on p. 4, and stop to verify your prediction; then have students make predictions. You could say: “Aha. The text <i>was</i> about different types of whales. My prediction was correct. Now it’s time for you to make a prediction. Think about what the text said about toothed whales. Think about whales you know about, like in movies or TV shows. Make a prediction about the name of a toothed whale that you know. Talk with a partner. When you have a name, raise your hand.”</p> <p>Have students share their ideas. They might suggest that dolphins and killer whales like the whale from <i>Free Willy</i> are toothed whales. Then read the caption that says that dolphins are toothed whales; ask students if that confirms anyone’s prediction.</p> <p>Finish reading p. 5, and have students predict how many of the tiny krill baleen whales can catch. You could say: “Look at how large baleen whales are. Now look at the size of the krill that they eat. Think about what you know about whales. How many krill do you predict the baleen whale needs to catch? Talk with a partner, and then give me an answer. (invite several students to share their ideas)</p> <p>“Now I’ll read the caption. As I read, think about your prediction. (read the caption in the center of p. 5) Were you on track? Sometimes you have to revise your prediction. If you said just a few krill, you have to change your answer because now you know that thousands of krill are caught each time the whale scoops up sea water.”</p> <p>Continue to read the chapters you’ve chosen, allowing sufficient time for rich discussion during the You Do segment.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Use the talk structure Stand Up-Hand Up-Pair Up to facilitate rich discussion. Ask three discussion questions, using the procedure outlined below.</p> <ul style="list-style-type: none"> • Ask students to stand (Stand Up). Play music. When you stop it, have students put their hands up (Hand Up). Then have students high-five someone close to them (Pair Up). • Pose a rich discussion question to students. Allow students about a minute to talk, ensuring that both students in a pair have ample time to share. • Elect students to share ideas with the class. Repeat the process for the next question. <p>Possible questions to facilitate rich discussion include the following:</p> <ul style="list-style-type: none"> • Our text said that whales are warm-blooded, meaning their bodies stay the same temperature. Why is it an advantage for a whale to be warm-blooded, rather than cold-blooded like frogs? • We’ve talked about the life cycles of whales and frogs. How are the life cycles the same? How are they different? • The book said that the average humpback whale is about 48 feet long. That’s about 16 yards! (take out a yard stick to show students) Would you want to be that big? Why or why not?
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we practiced making predictions with expository text. Tell your partner how you make a prediction. (allow brief talk time) Remember that when you predict and revise your predictions, this keeps you thinking about what the author is saying and this helps you understand and enjoy what you are reading. Keep making predictions when you read, and you’ll keep your mind thinking about what you’re reading.”</p>

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	TEXT MAPPING LESSON 18
<p>SHOW ME WHAT YOU KNOW! We will chart the life cycle of a whale and summarize the information using complex sentences and navigation words.</p>		
<p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> • Extract information from one type of text to another. • Use complex sentences that include two or more clauses. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> • Using Think-Alouds <p>LESSON TEXT:</p> <ul style="list-style-type: none"> • N/A <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> • Small Groups 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> • Document camera or interactive whiteboard • Colored pencils <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> • WRAP set #7 • Vocabulary Picture Cards: series, species, migration, complex sentence • Teacher Journal Lesson #18 • Student Journal Lesson #18 	
<p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Students will work together in small groups of three during the You Do portion of the lesson. If you have struggling readers and writers, consider pairing them with one or two more proficient readers. • The teacher journal includes both blank and completed sample pages. You may choose to fill in the blank pages or use the completed ones as you teach the lesson. 		
<p align="center">LESSON ROUTINE</p>		
<p>SET</p>	<div style="border: 1px dashed black; padding: 5px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #7: SERIES, SPECIES, MIGRATION, COMPLEX SENTENCE</p> </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Do you like to put puzzles together? You look at all the pieces and find the pieces that fit together. You have learned a lot of information about text structure, graphic organizers, and complex sentences during this unit. Today your purpose is to put all of those pieces of knowledge together to create a short message about whales. When you can put what you've learned together so that it makes something new, you know you understand what you're doing. You can see the picture on the puzzle!"</p>	
<p>I Do</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Distribute Student Journal Lesson #18 and display the teacher journal. Have students follow along on their journals as you identify the stages in the whale life cycle, complete a cycle organizer, and write complex sentences.</p> <p>Read the introduction and the first paragraph titled <i>Baby Whales</i>. You could say: "We are going to work together, so follow along on your student journal. Here is an article about the life cycle of whales. First I'll figure out which graphic organizer I need to help me organize the information. Then I'll look for the complex sentences. I'll circle the connecting words and underline the two simple sentences or clauses. After that, I'll think about what information I need to tell someone who doesn't know about the life cycle of whales. Then I'll write a sentence or two about it.</p> <p>"First, I need to decide which graphic organizer I'll use. I know it's a life cycle article, so I'll probably need to draw bubbles arranged in a circle. If you agree, put up a thumb... (a cycle organizer is found on p. 3 of the teacher journal, or p. 4 for the completed version)</p>	

	<p>“Now I’ll find some complex sentences. Take out colored pencils and we’ll mark the complex sentences together. On the bottom of your journal, you’ll see some connecting words that will help us find the complex sentences. I know the first word in the paragraph is <i>when</i>, and that’s one of the connecting words, so I’ll circle it and draw lines under the two simple sentences in the complex sentence. Look at the next sentence—it has another connecting word, <i>after</i>. I’ll underline the two sentences that make up the complex sentence.</p> <p>“Now I’ll want to think about what to write about this part of the life cycle, the babies. (fill in calf in the first circle of the cycle organizer on p. 3 or reveal it on p. 4) I’ll want to write about the calves being born and the mothers helping them breathe. I think that’s important. I want to write at least one complex sentence. I’m going to say, ‘Baby whales are born in warm oceans. When they are born, the mothers push them to the surface. Then they can breathe.’” (write or reveal this on the organizer)</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Read the <i>Adolescent Whales</i> paragraph. Work with students to identify complex sentences in this section. Then formulate a complex sentence for this section.</p> <p>You could say: “Now let’s work together. Are we still working on a cycle? Yes, we’ll need another circle to put this information into. What should we write in the circle? (pause for response) I will write <i>adolescent</i>. Let’s find some complex sentences and then we’ll work on forming some sentences that tell us about adolescent whales.” Work through the paragraph with students, asking them to help you identify complex sentences; then help students formulate a complex sentence about the paragraph. See the completed organizer on p. 4 for ideas.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Divide students into small groups of three, and read aloud the last section of the article. Have students work in their groups to complete the graphic organizer and write a sentence for one stage in the life cycle. You can assign the stages or allow groups to choose.</p> <p>You could say: “Now, it’s your turn. Each group will have one part of the life cycle. First, turn your student journal over and draw a circle in the top part of the paper. Then write which part of the life cycle you’re working on inside the circle. For example, if you are working on the first part of the cycle, you could write <i>babies</i> or <i>calves</i>. After that, write a sentence for your part of the cycle in the space outside of the circle. You don’t have to write a complex sentence, but give it a try and see if you can. You can use one of the connecting words to help.” Circulate around the room to provide support and feedback.</p> <p>If there is time, have each group share their part of the life cycle and the complex sentence they wrote.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “‘This lesson was an important milestone because you used two new skills that you have learned in this unit—how to use graphic organizers and how to write complex sentences when communicating a message to others. You are putting the puzzle pieces together. This is what authors do when they write. Now you not only understand what you read, but you will also be better authors!’”</p>



THE LIFE CYCLE OF A WHALE

The life cycle of most whales is roughly divided into three stages—baby, adolescent, and adult. The length of each stage is different for each species.

Baby Whales

When baby whales are born, they are called *calves*. Babies are born 11 to 16 months after adults mate. Scientists think that the tails come out first. Calves are born in shallow water so the mother can push them up to the surface to breathe. Usually only one calf is born.

Adolescent Whales

The next stage is when the young whales are adolescents. It lasts from when they are weaned until they are able to mate. When a young whale is weaned, it no longer drinks milk from the mother. This stage lasts from four to eight years. During this time, the juvenile whales grow larger and play with other juveniles. They learn how to jump, breach, and compete with other whales.

- Look for these connecting words that signal complex sentences:
when, before, that, so, because, until, after.

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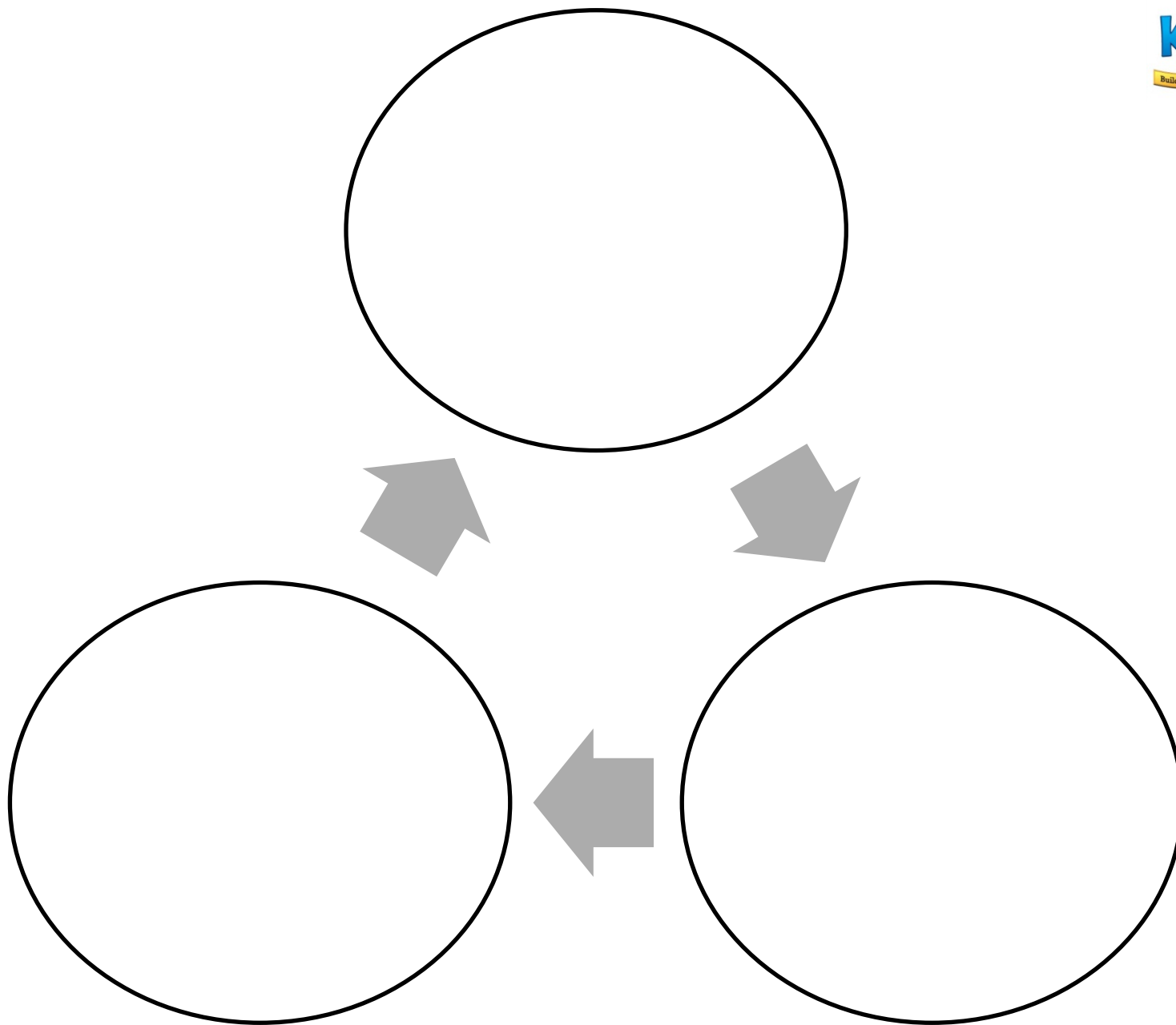
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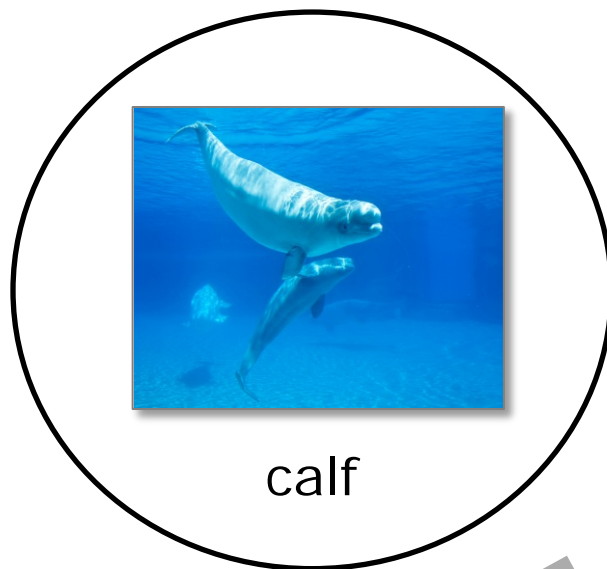
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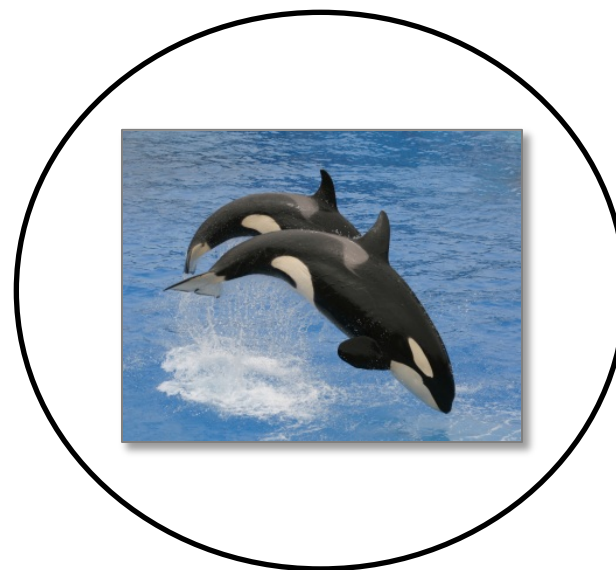
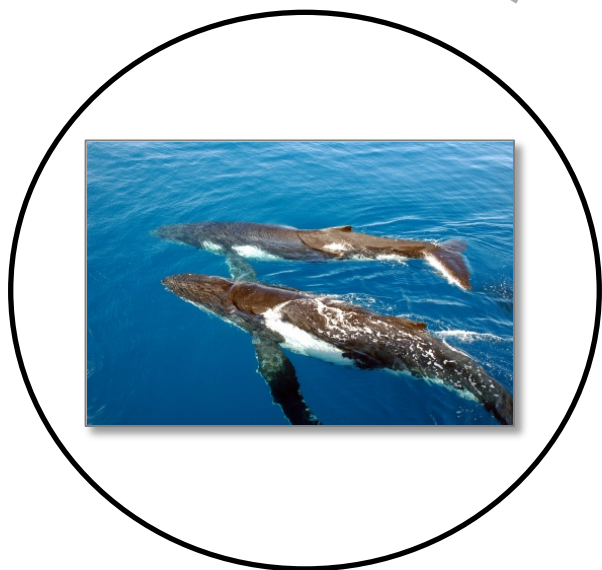
- Look for these connecting words that signal complex sentences: **when, before, that, so, because, until, after.**



Baby whales are born in warm oceans. When they are born, the mothers push them to the surface. Then they can breathe.



Adolescent whales like to jump and play when they have fun with other whales.



THE LIFE CYCLE OF A WHALE

The life cycle of most whales is roughly divided into three stages—baby, adolescent, and adult. The length of each stage is different for each species.



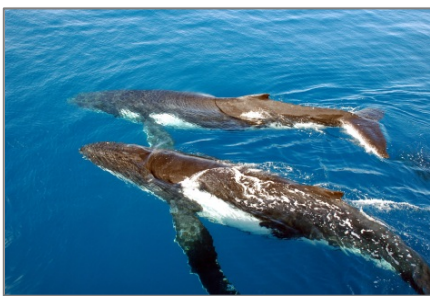
Baby Whales

When baby whales are born, they are called *calves*. Babies are born 11 to 16 months after adults mate. Scientists think that the tails come out first. Calves are born in shallow water so the mother can push them up to the surface to breathe. Usually only one calf is born.

Babies drink the mother's rich milk about 40 times a day. Calves grow very quickly because the protein and fat in the milk are very nutritious. Baleen whales wean their calves by the first summer when they are less than a year old, but toothed whales often take up to three years to be fully weaned.

Adolescent Whales

The next stage is when the young whales are adolescents. It lasts from when they are weaned until they are able to mate. When a young whale is weaned, it no longer drinks milk from the mother. This stage lasts from four to eight years. During this time, the juvenile whales grow larger and play with other juveniles. They learn how to jump, breach, and compete with other whales.



Adult Whales

At last the whales are adults, ready to mate with other whales. They are between 6 and 13 years old, depending on the species. During the winter, the whales migrate to warmer waters and begin looking for mates. After they breed, the whales migrate back to their feeding grounds.

When they return the next year, their calves will be born in warm water. Females usually birth a calf every other year.

- Look for these connecting words: **when, before, that, so, because, until, after.**

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	INTEGRATION LESSON 19
SHOW ME WHAT YOU KNOW! We will chart the life cycle of a whale and summarize the information using complex sentences and navigation words.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Summarize the main ideas in informational text. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Finding the Main Idea Summarizing LESSON TEXT: <ul style="list-style-type: none"> <u>The Life Cycle of a Whale</u> by Bobbie Kalman TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Lined paper (1 page per student) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #19 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> This lesson builds on the previous Integration lessons. The aim for this lesson is for students to write a summary that uses navigation words and complex sentences. Remind students of the Word to Know complex sentence and their previous work with writing complex sentences in Lesson 13. A complex sentence includes an independent clause and one or more dependent clauses. It also includes a connecting word such as a subordinating conjunction (<i>because, when, before, after, although</i>) or relative pronoun (<i>that, which, who</i>). You might write these connecting words on the board or chart paper. Also remind students that they included navigation (or signal/transition words) the last time they worked on summaries. Navigation words like <i>first, second, third, next, then, after that, and finally</i> can help a writer organize information so the reader can better follow the text structure—in this case the order of a life cycle. You may fill in the chart on p. 1 of the teacher journal or reveal the main ideas and summary on the completed chart on p. 2. This lesson will prepare students for the Close project in Lesson 24. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When you go to the library, they usually have the newest books on display. How do you know whether you want to check one out? You read the book jacket, a <i>summary</i> of the book that helps you decide whether to check it out. Our purpose is to write a summary for part of our book, <u>The Life Cycle of a Whale</u>. We'll be using the pages of the text that talk about whales' life cycle. The more we can summarize what we read and hear, the better we understand it."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display the teacher journal; demonstrate how to write main idea sentences and form them into a summary for each life cycle stage. You could say: "Your goal today is to write a summary for <u>The Life Cycle of a Whale</u>. We know that the first thing to do when writing a summary is to determine the main ideas and then combine main ideas into a summary. So I'll talk about the main ideas of the first stage and show you how to write a summary; then you and a partner will work together to write more main ideas and combine them into a summary of the life cycle of a whale. As we organize our summaries today, we should include navigation words and complex sentences."</p>	

	<p>(read page 12) “This page is talking about a baby whale being born. So, my first main idea sentence could be ‘Whale calves are born tail first,’ or I could just say, ‘Baby whales are born at the breeding grounds.’ The main idea is that the whale calves are born. (add main idea to the chart on teacher journal, p. 1 or reveal it on the completed chart on p. 2)</p> <p>(read p. 13) “The main idea here is that the baby whale breathes air, so the mother pushes it to the surface. (add to chart)</p> <p>“Now that I have two main idea statements, I’m going to start the first part of my summary. I know it’s about the life cycle of a whale and I need to use navigation words, so the first part of my sentence will be telling the audience what the summary is about. I’m going to say, ‘The <i>first</i> stage in the life cycle of a whale begins <i>when</i> a baby whale is born.’ (write in the second column of the chart, or reveal from p. 2) I used the navigation word <i>first</i> and I made a complex sentence. I used the connecting word, <i>when</i>, and combined two simple sentences into a complex sentence, the sentence with the navigation word and the first main idea sentence.” (if needed, spend more time explaining the complex sentence construction to students)</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Divide students into pairs. Continue to find the main ideas on the selected pages and work with students to combine the ideas into a summary.</p> <p>You could say: “There is a lot of information in <u>The Life Cycle of a Whale</u> that we don’t need to include because it doesn’t really tell us about the life cycle of a whale. It’s interesting but not the main idea. Let’s read the next page; you and a partner talk and decide the main idea of the page. Then we’ll discuss and write the main idea for the page.”</p> <p>Read page 14. Allow partners to discuss. Then have them share their thoughts to help you write the main idea. Repeat with p. 16.</p> <p>Once you have a main ideas for pp. 14 and 16, you could say: “Let’s stop there and write some more of the summary of the first stage in the life cycle of a whale.”</p> <p>Work with students to complete the summary of this stage (see the completed summary on p. 2 for ideas).</p> <p>If students are able to move into independent practice at this point, read the first three paragraphs on p. 21 that discuss the juvenile stage and have students write a main idea and summary of this stage, emphasizing how to make a complex sentence. You could also work on the summary as a group.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Have students work with their partners to determine the main ideas and write a summary of the adult stage.</p> <p>Read the text on pp. 20–25, and have students stop to write a main idea after each page.</p> <p>You could say: “Now it’s your turn. You’ll need a sheet of lined paper. I’ll read the text; it talks about the next stage in the life cycle of a whale. First you and your partner will write a main idea statement. Then I’ll read another page and you’ll write the main idea for that page; after that, you and your partner will write a summary for the last stage in the life cycle of a whale. Try to write a complex sentence. If you and your partner finish, you can turn your papers over and combine all of the summaries we’ve written so far into a summary that we could put on the book jacket of this book.”</p>

	<p>After reading the passages, display the graphic and connecting words on teacher journal, p. 3. Circulate around the room to provide support to students who are struggling with complex sentences or summarizing, and to challenge those who can complete the summaries easily.</p> <p>If you have time, have pairs volunteer to report what they wrote for their summaries.</p>
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today you worked on writing a summary. In our summaries, we included navigation words. What were the navigation words we used? Tell your partner... What kind of sentences did we try to use? (pause for response) Complex sentences! By writing summaries and using navigation words and complex sentences, you are increasing your comprehension. This means you can understand more and more complicated things when you talk to others and when you read. Great job!”</p>



The Life Cycle of a Whale

Page	Main Idea Sentences	Summary
12		
13		
14		
16		
21: 1-3		
21:4		
25		

The Life Cycle of a Whale

Page	Main Idea Sentences	Summary
12	Whale calves are born tail first.	The first stage in the life cycle of a whale begins when a whale calf is born. The calf drinks the mother’s rich milk and breathes air so it stays close to the surface of the water.
13	The mother whale pushes the baby to the surface so it can breathe.	
14	The calf drinks the mother’s rich milk.	
16	The calf swims above its mother so it can get to the surface for air.	
21: 1-3	A juvenile whale is weaned and no longer drinks milk. It grows big and plays with other juvenile whales.	The next stage is when a juvenile whale is weaned. It grows bigger and plays with other whales for four to eight years.
21:4	It takes 4-8 years until a whale becomes an adult ready to mate. They swim to the breeding grounds.	
25	The male whales sing, blow bubbles and jump out of the water to attract a female whale.	

Sequence/Cycle
Explanation of the Text Structure
<p>Describes items or events in order or tells the steps to do or make something.</p>
Possible Graphic Organizers
<pre> graph TD A(([Text])) --> B(([Text])) B --> C(([Text])) C --> D(([Text])) D --> E(([Text])) E --> A </pre>
Navigation Words
<p>First Beginning Second Next Then Before After Finally Following</p>

Connecting Words

- A:** after, although, as, as if, as long as, as much as, as soon as, as though
- B:** because, before, by the time
- E:** even if, even though
- I:** if, in order to, in case
- O:** once, only if
- S:** since, so that
- T:** than, that, though, till
- U:** unless, until
- W:** when, whenever, where, wherever, while

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	READ TO KNOW LESSON 20
SHOW ME WHAT YOU KNOW! We will chart the life cycle of a whale and summarize the information using complex sentences and navigation words.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Exhibit sustained attention to and engagement in reading activities. • Use a combination of writing and drawing to recount the text with appropriate facts after independently reading a book. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> • Engaging Readers LESSON TEXT: <ul style="list-style-type: none"> • N/A TALK STRUCTURES FOR We Do/You Do: <ul style="list-style-type: none"> • Selected by teacher 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Teacher's Bookshelf books • Lined paper (1 per student) • Written example of a main idea and details UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • WRAP set #8 • Vocabulary Picture Cards: series, species, migration, complex sentence • Read to Know Expectations (optional) 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> • Before the lesson... <ul style="list-style-type: none"> ○ Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. ○ Prepare a model of the You Do activity. Select a nonfiction book and write down the main idea and details from a page or paragraph. See the I Do routine for ideas; the example provided in the lesson is from <u>The Life Cycle of a Whale</u>. • If needed, refer back to the Read to Know Expectations from the Fiction unit. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;">START THE LESSON WITH WRAP SET #8: SERIES, SPECIES, MIGRATION, COMPLEX SENTENCE</div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I love to learn new and interesting facts about things that I'm interested in. For example, I just found out that only male whales sing. I didn't know that! Today you have the chance to select your own book to read. As you read, you will think about the main idea of the text and some details that might be new to you. At the end of the lesson, you will write down the main idea and two important details from the part you read. Try to find something that's new and interesting to you. It helps you understand and remember what you read when you find details that are interesting to you."</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Review the procedures for the lesson, as needed.</p> <p>Review how to select a book, establish a purpose for students' reading, and share a model of today's activity. You could say: "There are several piles of books around the room. When I choose a book to read, I want to make sure that it is a 'just right' book for me. It should look appealing to me, and I should be able to read most of the words in it. I want to pick a book on a topic that I find particularly interesting, so I might look at the cover, read the back of the book, or flip through the pictures. Try to pick a book today that you will enjoy reading independently."</p>	

	<p>“While you are reading today, you will look for a main idea and two details that are interesting to you. When you are done reading, you will write down the main idea and details. Here’s an example from [<u>The Life Cycle of a Whale</u>]. [The main idea of these two pages is that the calf is growing and learning how to be a whale. The two details I think are interesting are that they have to learn how to hold their breath longer and they learn to jump out of the water, to breach. It makes them stronger swimmers]. I think those are very interesting details.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Allow students to choose a book to read and engage with the text for about 15 minutes.</p> <p>You could say: “Now it’s time for you to choose a book to read. There are several piles of books around the room. Look through the books, select a book you would like to read, and then find a quiet place in the room. If you are already reading a good expository book about animals, you may use that book.</p> <p>“Remember, these are nonfiction books, so you don’t have to start at the beginning of the book. You can look for the chapters or pages that are interesting to you. You can look at the table of contents or index before reading to figure out where you want to start, or you can flip through until you find a page with interesting headings or pictures. As you read your book, look for a main idea and two interesting details. When you find the main idea and details, stop and write them down so you’ll remember what you want to tell a partner.”</p> <p>Circulate the room as students are reading and pass out lined paper, if needed.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “Okay, time is up. Get out your lined paper. Now that you’ve finished reading, take time to write down the main idea and two interesting details you found, if you have not already. Then share with a partner the main idea you found and what you thought was interesting about the book you read.”</p> <p>Offer support and feedback as needed, and monitor students as they share with their partners.</p> <p>If students need support with finding a main idea and details, you could gather these students in a small group and work together. It may be beneficial to use a graphic organizer to help students visualize the main idea and two supporting details. You could use any talk structure you choose, including Think-Pair-Share or Stand Up, Hand Up, Pair Up.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “One of the most important things you can do to understand what you read is to actively think about what the author is telling you. Turn to your partner and tell him or her how thinking about the main idea and important details in a text helps you understand what you are reading...”</p>



WEEKLY LESSON PLANNER

ANIMALS

Week 6	Lesson 21	Assessment	Assessment	Assessment
Lesson Type	Read to Know	SMWYK	SMWYK	SMWYK
Objectives	<ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Use a combination of drawing and writing to recount the text with appropriate facts after independently reading a book. 	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7. 	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7. 	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.
Lesson Texts	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> <u>From Egg to Snake</u> by Suzanne Slade 	<ul style="list-style-type: none"> <u>From Egg to Snake</u> by Suzanne Slade 	<ul style="list-style-type: none"> <u>From Egg to Snake</u> by Suzanne Slade

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Teacher's Bookshelf books Computer and projector Lined or drawing paper (1 per student) 	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> None recommended
Unit Materials Provided	<ul style="list-style-type: none"> Read to Know Expectations (optional) 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Story Images SMWYK Assessment Booklets (6) 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Story Images SMWYK Assessment Booklets (6) 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Story Images SMWYK Assessment Booklets (6)



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	READ TO KNOW LESSON 21
SHOW ME WHAT YOU KNOW! We will chart the life cycle of a whale and summarize the information using complex sentences and navigation words.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Exhibit sustained attention to and engagement in reading activities. • Use a combination of writing and drawing to recount the text with appropriate facts after independently reading a book. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> • Engaging Readers LESSON TEXT: <ul style="list-style-type: none"> • N/A TALK STRUCTURES FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Selected by teacher 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Teacher's Bookshelf books • Computer and projector • Lined or drawing paper (1 per student) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • Read to Know Expectations (optional) 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> • Before the lesson... <ul style="list-style-type: none"> ○ Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. ○ Obtain a copy of <i>General Behavior Patterns of Sea Turtles</i> from the Sea Turtle Conservancy, or visit the following website: http://www.conserveturtles.org/seaturtleinformation.php?page=behavior Print out the information with this same title, or use a projector to display the site during the lesson. • If needed, refer back to the Read to Know Expectations from the Fiction unit to remind students of the lesson procedures. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When I get up in the morning, I go through a sequence. I get coffee, read, eat breakfast, and get ready for work. I'll bet you have the same sequence every morning too. Animals have sequences as well. Today as you select your own book to read, your job is to look for a text that includes a sequence or cycle. When we can recognize text structures like sequences and cycles, it helps us understand the information. At the end of the lesson you will tell a partner about the sequence or cycle you read about using <i>sequential</i> navigation words."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Review the expectations for Read to Know lessons, if needed.</p> <p>Review how to select a book, establish a purpose for students' reading, and share a model of today's activity. You could say: "While you are reading today, you will look for a cycle or sequence in your book again. A <i>sequence</i> is any series of steps that begins at one place and ends at another. If I asked you to tell me what you did today, you would tell me a sequence of things. A <i>cycle</i>, on the other hand, starts and ends at the same place, like the life cycle of a frog. It starts with the adult frog laying eggs and ends with the adult frog laying eggs."</p>	

	<p>Display a copy of <i>General Behavior Patterns of Sea Turtles</i> from the Sea Turtle Conservancy, or the website listed under Special Instructions. Highlight the section titled ‘Constructing the Nest.’</p> <p>Model finding an example of a sequence from the text. You could say: “This part of my text talks about how sea turtles make a nest and lay their eggs. This is a sequence because there is a starting point and end point, with steps in between. While I read, I am going to look for navigation words to help me identify the steps in the sequence. I’ll write down the steps so I remember what to tell my partner later. I might not write a lot, just enough to tell my partner the steps. (read the paragraph, pointing out navigations words and the steps of the sequence as you read) For example, I could write down the following: ‘<i>First</i>, the mother turtle finds a spot on beach. <i>Second</i>, she flings sand.’ Now I have the first two steps in a sequence to tell my partner.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Allow students to choose a book to read and engage with the text for about 15 minutes.</p> <p>You could say: “Now it’s time for you to choose a book to read. There are several piles of books around the room. Look through the books, select a book you would like to read, and then find a quiet place in the room. Remember to choose a book that looks interesting and that you can read a majority of the words. You don’t have to start at the beginning of the book; you can look for the chapters or sections that are interesting to you. As you read your book, look for sequences or cycles. When you find a sequence or cycle, you might want to stop and write or draw the cycle or sequence so you’ll have that part finished.”</p> <p>Circulate the room as students are reading and pass out lined or drawing paper to them, as needed.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “Okay, time is up. Get out your lined or drawing paper, depending on if you want to draw or write today. Take time to draw or write down the different steps in the sequence or cycle you found in your book. Then share what you learned with a partner; remember to use sequential navigation words like <i>first</i>, <i>next</i>, <i>then</i>, and <i>last</i>, or <i>finally</i>.”</p> <p>Offer support and feedback as students work. Monitor and participate in their conversations as they share with their partners.</p> <p>If students need additional help with this task, you could display the cycle graphic organizer from Lesson #1, a simple sequence organizer such as a flow chart, or other visual tools. You might add the key navigation words to the different sections of the organizers.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “What did we look for in our reading today? (pause for response) Great, a sequence or cycle. We are focusing on cycles and sequences this unit. We have learned about the different life cycles of some animals. Identifying text structures like cycle or sequence helps us understand and better organize the information we read. We use navigation words to help identify the steps in the series, or sequence. You should use navigation words when you write and find them when you read. It will help you understand, organize, and remember all the interesting information you find!”</p>

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SMWYK: These materials not available for download.



WEEKLY LESSON PLANNER

ANIMALS

Week 7	Lesson 22	Lesson 23	Lesson 24
Lesson Type	Stretch and Review	Stretch and Review	Close
Objectives	<ul style="list-style-type: none"> Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. Use results of the SMWYK Assessments to plan stretch lessons for students who have mastered the teaching objectives. 	<ul style="list-style-type: none"> Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. Use results of the SMWYK Assessments to plan stretch lessons for students who have mastered the teaching objectives. 	<ul style="list-style-type: none"> Extract information from one type of text and translate it to another type of text (e.g., graphic organizer). Use navigation words that signal the structure of the text (e.g., cycle/ sequence/order). Use complex sentences. Summarize the main ideas of informational text.
Lesson Texts	<ul style="list-style-type: none"> Selected by teacher 	<ul style="list-style-type: none"> Selected by teacher 	<ul style="list-style-type: none"> N/A

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Selected by teacher 	<ul style="list-style-type: none"> Selected by teacher 	<ul style="list-style-type: none"> Large construction paper or poster board Writing utensils, markers, and colored pencils Scratch paper Video recorder (optional)
Unit Materials Provided	<ul style="list-style-type: none"> You could reuse any materials provided for the unit. 	<ul style="list-style-type: none"> You could reuse any materials provided for the unit. 	<ul style="list-style-type: none"> Teacher Journal Lesson #24 Student Journal Lesson #24



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	STRETCH AND REVIEW LESSON 22
<p>SHOW ME WHAT YOU KNOW! We will chart the life cycle of a whale and summarize the information using complex sentences and navigation words.</p>		
<p>Teaching Objective:</p> <ul style="list-style-type: none"> • Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. • Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> • Selected by teacher <p>LESSON TEXT:</p> <ul style="list-style-type: none"> • Selected by teacher <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> • Selected by teacher 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> • Selected by teacher <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> • You could reuse any materials provided for the unit. 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... <ul style="list-style-type: none"> ○ Use the results from the Show Me What You Know assessments to plan this lesson. Reference your classroom summary sheet from the assessments to help determine the areas to review or expand upon during this lesson. ○ For the lesson text, you may select from texts provided for the unit or select new texts. ○ Write your own lesson plan by filling in each section below. 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<p>Engage student's interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p>	
<p>I DO</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p>	

WE DO	Provide guided practice, feedback, and support, insuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.
YOU DO	Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.
CLOSE	Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	STRETCH AND REVIEW LESSON 23
<p>SHOW ME WHAT YOU KNOW! We will chart the life cycle of a whale and summarize the information using complex sentences and navigation words.</p>		
<p>Teaching Objective:</p> <ul style="list-style-type: none"> • Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. • Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> • Selected by teacher <p>LESSON TEXT:</p> <ul style="list-style-type: none"> • Selected by teacher <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> • Selected by teacher 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> • Selected by teacher <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> • You could reuse any materials provided for the unit. 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... <ul style="list-style-type: none"> ○ Use the results from the Show Me What You Know assessments to plan this lesson. Reference your classroom summary sheet from the assessments to help determine the areas to review or expand upon during this lesson. ○ For the lesson text, you may select from texts provided for the unit or select new texts. ○ Write your own lesson plan by filling in each section below. 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<p>Engage student's interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p>	
<p>I DO</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p>	

WE DO	Provide guided practice, feedback, and support, insuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.
YOU DO	Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.
CLOSE	Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	CLOSE LESSON 24
SHOW ME WHAT YOU KNOW! We will chart the life cycle of a whale and summarize the information using complex sentences and navigation words.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Extract information from one type of text and translate it to another type of text (e.g., graphic organizer). • Use navigation words that signal the structure of the text (e.g., cycle/sequence/order). • Use complex sentences. • Summarize the main ideas of informational text. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> • Selected by teacher LESSON TEXT: <ul style="list-style-type: none"> • N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Small Groups 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Large construction paper or poster board • Writing utensils, markers, and colored pencils • Scratch paper • Video recorder (optional) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • Teacher Journal Lesson #24 • Student Journal Lesson #24 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... The Close lesson is designed to take 60 minutes but may run longer depending on students' engagement with the project. Preplanning will help you structure the lesson so that students get the maximum time to complete the Close project; you could break this lesson into two sessions, if needed. If you like, bring in a digital video camera or other device with video capabilities to record students' presentations. • During the I Do/We Do segment, discuss the group expectations and provide an example of a completed project, if possible. You could also display examples from the teacher journals from previous lessons. • Small groups of three or four will work together during the You Do segment. Group students strategically to maximize areas of strength and interest and to minimize challenges. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "We've talked about putting the pieces of a puzzle together. This is the last day of our Animals unit. Today you will put everything that we've learned together to make a poster and summary of the life cycle of a whale. At the end of the lesson, your team will present the poster and then read your summary. You will demonstrate how much you understand about the topic by putting all of the pieces together and show off your skills to the class. I can't wait to see what you can accomplish!"</p>	
I Do/WE Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Distribute Student Journal Lesson #24 and display the example 'poster' and summary from p. 4 of the teacher journal.</p> <p>You could say: "You have worked really hard throughout this unit. You took information from a text and put it on a graphic organizer. (point out example of the frog life cycle) You worked on writing a good summary using main ideas. (point out frog summary) You know which navigation words signal the text structure of sequence or cycle. (refer to the <i>Navigation Words</i> list on p. 3 of the teacher journal; this is also included on p. 1 of the student journal for reference)</p>	

“Today you will show what you know and put the puzzle pieces together. First, you and your group will make a poster using a cycle graphic organizer to write or draw the **life cycle** of a whale. Each group will get a piece of large construction paper for your poster. You’ll decide how to draw the **life cycle** of a whale and then divide jobs to complete the poster. Then each group will write a summary. Your summary should include navigation words and **complex sentences**.

“Look at your student journal. It lists the expectations for your group today. Let’s go over it together...

- First, you need to think about the **life cycle** of a whale. How many stages does it have? Your group will need to decide what it looks like and draw a graphic organizer on your poster with the correct number of stages. You can use words and pictures in each bubble.
- Next you need to write a summary of the **life cycle** of a whale, including three navigation words and two **complex sentences**.

“I have an example of what the **life cycle** of a frog would look like. **(point to teacher journal)** I drew a cycle with five circles. For each stage, I drew pictures and named each stage in the circle. Then I wrote a summary of each stage. I used **complex sentences** and navigation words from the lists. What navigation words did I use? **(pause for response)** This is what your group project should look like, with whales instead of frogs.

“The second page of your student journal is a list of the main ideas from our previous lesson. You can use these main ideas to write a summary for each stage in the **life cycle** of a whale. We already summarized most of the **life cycle** of a whale during that lesson. You could get out your previous student journal pages to help you if you want. You can use scratch paper to write drafts of your summary. Remember that each student should write a summary.”

You Do

Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.

Divide students into small groups and distribute the paper or poster board, markers, and colored pencils.

You could say:
 “You and your group will have [15] minutes to complete the cycle graphic organizer about the **life cycle** of a whale. Then we will begin to write the summaries...”
Circulate the room to support students as they chart the different stages of the whale life cycle to make their posters.

Once each group has completed its poster, you could say:
 “Great! Now that each group has completed their graphic organizer, each of you will write your own summary of the **life cycle** of a whale. If you look at the expectations on your journal, you will see that your summary should include at least three navigation words and at least two **complex sentences**. As you are writing, make sure to include navigation words and complex sentences.”
Allow students plenty of time to work on their individual summaries. Remind them to refer to the connecting and navigation words listed on p. 1 of Student Journal Lesson #24. Roam the room to provide support and feedback.

Students may need particular help to construct complex sentences. You could write sentences frames on the board, provide example sentences, or have students write two simple sentences and then help them combine them with a connecting word.

After they complete the summaries, reconvene the class and have each group present its life cycle poster. If possible, have at least one volunteer from each group read his or her summary aloud. Ask the class to identify the complex sentences and navigations words in their peers’ summaries.

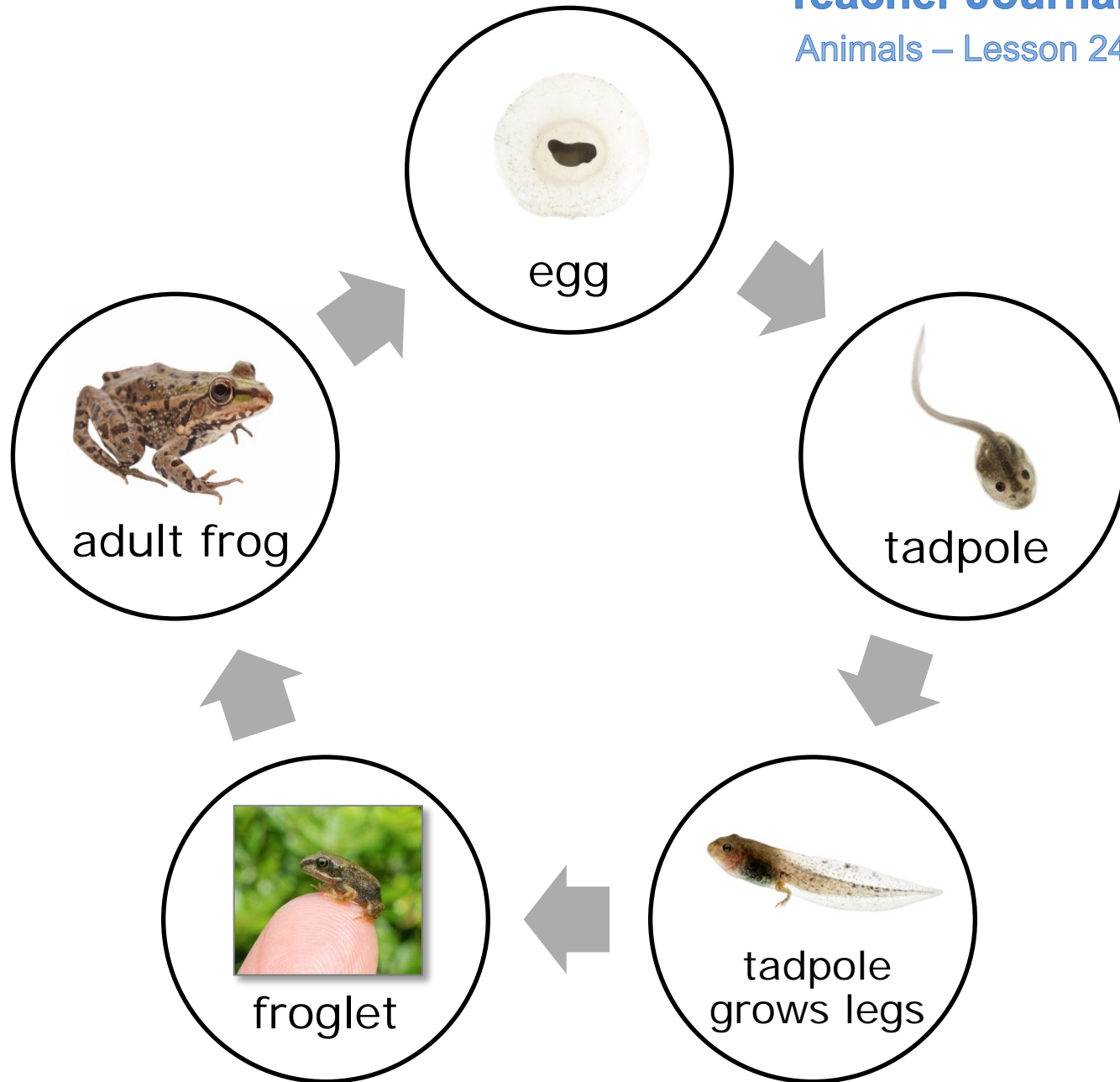
CLOSE

Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

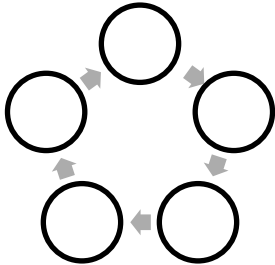
“I am so proud of you today. You worked really hard to complete your group projects. Which graphic organizer did you use? **(pause for response)** Yes, a cycle organizer. And how did you write your summary? What did you start with first? **(pause for response)** We started with the main ideas. What did you use to organize your ideas? **(pause for response)** Great thinking! You used navigation words. How did you make your summary sound very interesting and smart? **(pause for response)** Yes, I bet your **complex sentences** made your summary more interesting.

“I hope you can see what the puzzle looks like now. You put the pieces together to create and describe the **life cycle** of a whale. Well done! We learned so much about animal **life cycles** during our Animals unit. Tonight you can share your summary of the **life cycle** of a whale at home.”



Tadpoles to Frogs

Page	Main Idea Sentences	Summary
10	Frogs go through big changes as they grow.	<p>Frogs go through big changes as they grow. First, the adult frog lays eggs. Then, the eggs hatch into tadpoles.</p> <p>Next, the tadpoles grow legs and lose their tails. Finally, the froglets become adult frogs and lay eggs.</p>
12	Frogs lay eggs.	
14	Frog eggs hatch into tadpoles.	
16	Tadpoles grow legs and breathe air.	
18	Tadpoles lose their tail; they are called froglets.	
20	Adult frogs mate and lay eggs.	

Sequence/Cycle
Explanation of the Text Structure
Describes items or events in order or tells the steps to do or make something.
Possible Graphic Organizers

Navigation Words
<p>First Beginning Second Next Then Before After Finally Following</p>

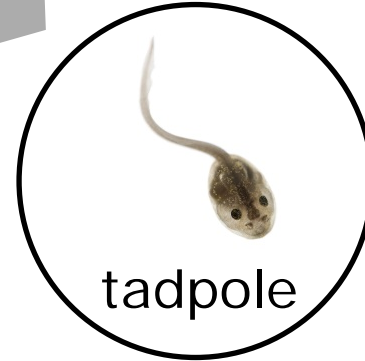
Group expectations:

- 1) Draw the life cycle of a whale.
- 2) Write a summary of the life cycle; use three **navigation words** and two **complex sentences**.

Connecting Words

- A:** after, although, as, as if, as long as, as much as, as soon as, as though
- B:** because, before, by the time
- E:** even if, even though
- I:** if, in order to, in case
- O:** once, only if
- S:** since, so that
- T:** than, that, though, till
- U:** unless, until
- W:** when, whenever, where, wherever, while

THE LIFE CYCLE



Frogs go through big changes **as** they grow. **First**, the adult frog lays eggs. **Then**, the eggs hatch into tadpoles.

Next, the tadpoles grow legs and lose their tails. **Finally**, the froglets become adult frogs. **When** they are adults, frogs can mate and lay eggs.



The Life Cycle of a Whale

Page	Main Idea Sentences	Summary
12	Whale calves are born tail first.	
13	The mother whale pushes the baby to the surface so it can breathe.	
14	The calf drinks the mother's rich milk.	
16	The calf swims above its mother so it can get to the surface for air.	
21: 1-3	A juvenile whale is weaned and no longer drinks milk. It grows big and plays with other juvenile whales.	
21:4	It takes 4-8 years until a whale becomes an adult ready to mate. They swim to the breeding grounds.	
25	The male whales sing, blow bubbles and jump out of the water to attract a female whale.	

Sequence/Cycle
Explanation of the Text Structure
Describes items or events in order or tells the steps to do or make something.
Possible Graphic Organizers
Navigation Words
<p>First</p> <p>Beginning</p> <p>Second</p> <p>Next</p> <p>Then</p> <p>Before</p> <p>After</p> <p>Finally</p> <p>Following</p>

Group expectations:

- 1) Draw the life cycle of a whale.
- 2) Write a summary of the life cycle; use three **navigation words** and two **complex sentences**.

Connecting Words

A: after, although, as, as if, as long as, as much as, as soon as, as though

B: because, before, by the time

E: even if, even though

I: if, in order to, in case

O: once, only if

S: since, so that

T: than, that, though, till

U: unless, until

W: when, whenever, where, wherever, while



Unit Resources

- Teacher's Bookshelf
- Word Web
- Unit Vocabulary
- Vocabulary Picture Cards
- WRAP sets



Teacher's Bookshelf

Animals – Grade 2

Required Books:

From Egg to Snake
by Suzanne Slade
ISBN-10: 1404851534
ISBN-13: 978-1404851535

Tadpoles to Frogs
by Bobbie Kalman
ISBN-10: 0778739759
ISBN-13: 978-0778739562

The Life Cycle of a Whale
by Bobbie Kalman
ISBN-10: 0778706834
ISBN-13: 978-0778706533

Optional Books:

During independent reading, students should have the opportunity to select books from your classroom library that are related to the unit theme. Consider topics such as animal **life cycles**, **migration**, frogs, snakes, whales, and various animal **species**. Following is a list of suggested books you can check out from your school or public library to accompany the Animals unit.

Caterpillar to Butterfly by Laura Marsh
ISBN-10: 1426309201
ISBN-13: 9781426309205

The Life Cycle of Reptiles by Darlene Stille
ISBN-10: 1432949829
ISBN-13: 9781432949822

A Tiger Grows Up by Anastasia Suen
ISBN-10: 1404818014
ISBN-13: 9781404818019

Frogs by Nic Bishop
ISBN-10: 0439877555
ISBN-13: 9780439877558

All about Frogs by Jim Arnosky
ISBN-10: 0590481657
ISBN-13: 9780590481656

It's a Butterfly's Life by Irene Kelly
ISBN-10: 082341860X
ISBN-13: 9780823418602

Dazzling Dragonflies: A Life Cycle Story
by Linda Glaser
ISBN-10: 0822567539
ISBN-13: 9780822567530

Growing Inside this Egg
by Mia Posada
ISBN-10: 0822561921
ISBN-13: 9780822561927

Animals Grow and Change
by Bobbie Kalman
ISBN-10: 0778732274
ISBN-13: 9780778732273

All about Rattlesnakes
by Jim Arnosky
ISBN-10: 0590467956
ISBN-13: 9780590467957

Forest Food Chains
by Bobbie Kalman
ISBN-10: 077871943X
ISBN-13: 9780778719434

Waiting for Wings
by Lois Ehlert
ISBN-10: 0152026088
ISBN-13: 9780152026080

Animal Migration
by Janet McDonnell
ISBN-10: 1567664024
ISBN-13: 9781567664027

The Life Cycle of a Shark
by John Crossingham
ISBN-10: 0778706990
ISBN-13: 9780778706991

A Koala is not a Bear!
by Hannelore Stozek
ISBN-10: 0865057397
ISBN-13: 9780865057395

Gentle Manatees
by Kathleen Martin-James
ISBN-10: 0822524414
ISBN-13: 9780822524410

It's a Hummingbird's Life
by Irene Kelly
ISBN-10: 0823416585
ISBN-13: 9780823416585

Monarch and Milkweed
by Helen Frost
ISBN-10: 1416900853
ISBN-13: 9781416900856

Clever Raccoons
by Kristin L. Nelson
ISBN-10: 0822536447
ISBN-13: 9780822536444

What is Migration?
by John Crossingham
ISBN-10: 0865059659
ISBN-13: 9780865059658

How Do Animals Adapt?
by Bobbie Kalman
ISBN-10: 0865059578
ISBN-13: 9780865059573

The Life Cycle of a Frog
by Bobbie Kalman
ISBN-10: 0778706818
ISBN-13: 9780778706816

The Life Cycle of a Sea Turtle
by Bobbie Kalman
ISBN-10: 0778706826
ISBN-13: 9780778706823

The Life Cycle of a Bat
by Rebecca Sjonger
ISBN-10: 0778707016
ISBN-13: 9780778707011

Building Beavers
by Kathleen Martin-James
ISBN-10: 0822536323
ISBN-13: 9780822536321

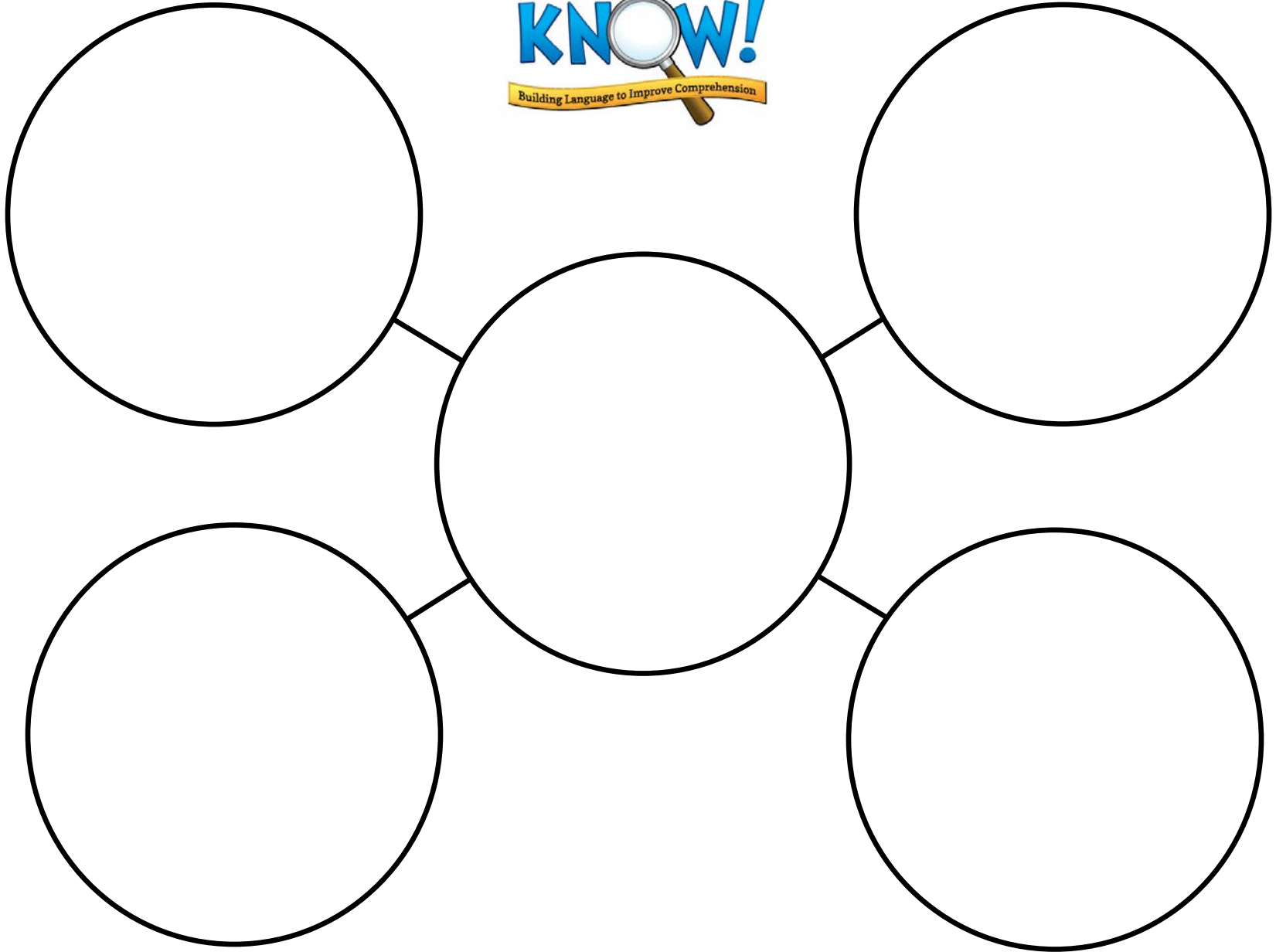
The Life Cycle of an Ant
by Hadley Dyer
ISBN-10: 0778707008
ISBN-13: 9780778707004

Hibernation
by Margaret Hall
ISBN-10: 0736896163
ISBN-13: 9780736896160

Porcupines
by Diane Swanson
ISBN-10: 077872980X
ISBN-13: 9780778729808

How and Why Animals Prepare for Winter
by Elaine Pascoe
ISBN-10: 1574716646
ISBN-13: 9781574716641

Ocean Animal Adaptations
by Julie Ann Murphy
ISBN-10: 1429670290
ISBN-13: 9781429670296





Unit Vocabulary

Animals – Grade 2

Life Cycle

Changes that happen from the beginning to the end of a living thing



Finally

The last thing



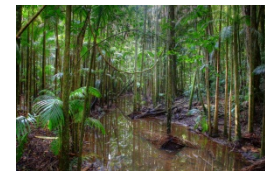
Index

An alphabetized list of names, places, and subjects that tells you where to find them in a book



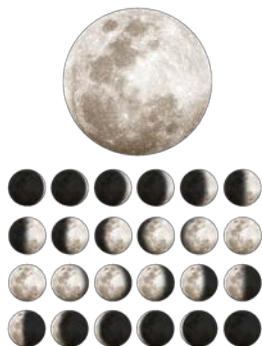
Environment

The conditions or things that are around you



Series

A number of objects or events arranged in order one after the other



Species

A group of related living things that can have babies together



Migration

A group moving together from one place to another



Complex Sentence

A sentence with two clauses joined together by a connecting word

I read a book **while** I laid in bed.

Life Cycle





Life Cycle

Changes that happen from
the beginning to the end
of a living thing

Finally





Vocabulary Picture Card
Animals – Word 2 – Finally

Finally

The last thing

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Investigators
See: Detective Agencies
Investment Advisers
See Also: Financial Consultants
Ironfounders
Ironing Services
Ironmongers-Retail
Ironmongers-Wholesale



Index

An alphabetized list of names, places, and subjects that tells you where to find them in a book

Environment

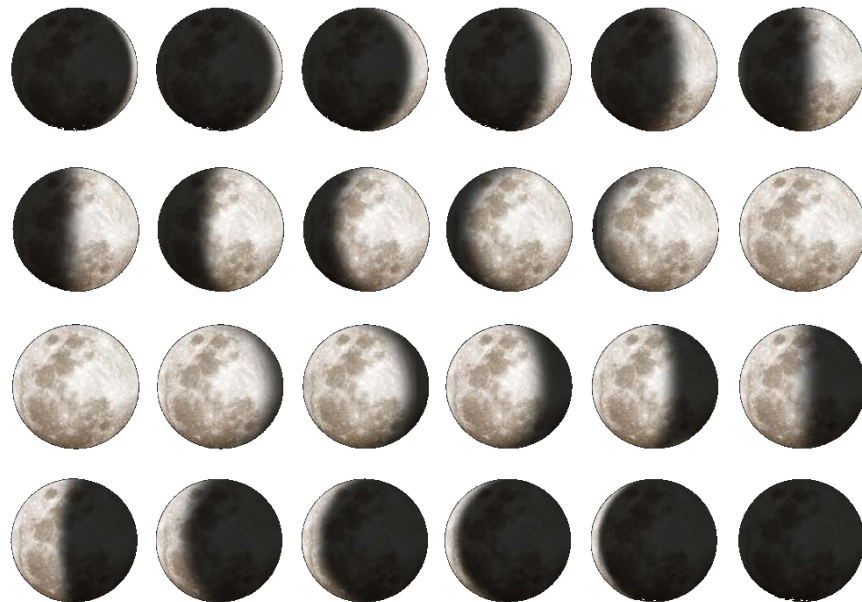




Environment

The conditions or things
that are around you

Series





Series

A number of objects or events arranged in order one after the other

Species





Species

A group of related
living things that can
have babies together

Migration





Migration

A group moving together
from one place to another

Complex Sentence

I read a book **while** I laid in bed.



Complex Sentence

A sentence with two clauses joined together by a connecting word

Every living thing experiences changes from the beginning to the end of its life, and then a new life starts. These changes are called a life cycle.

Finally is the last thing that happens. For my birthday, first we had pizza, then we went bowling, and finally we had birthday cake.

Most books have an index at the back. The index includes an alphabetized list of names, places, and subjects in the book.

The environment includes everything around you. Everyone in our family is very interested in protecting the environment.



WRAP Set 1 – Lesson 5

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

In their life cycle, frogs go through separate stages that look completely different from each other. An egg is the first stage of their life cycle. The egg hatches into a tadpole; then the tadpole then turns into a frog, who lays more eggs.

I have been working on a report about the life cycle of snakes. First I read books about snakes, second I visited the snake house at the zoo, and finally I wrote a report to share with my class.

A book index is a very useful tool. The index can be used to guide you to sections of the book you most want to read.

The snakes at the zoo require a controlled environment. The same temperature and humidity is maintained throughout the year.



WRAP Set 2 – Lesson 8

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

The life cycle of a whale includes three stages: baby, adolescent, and adult. Then the adult has a baby. Some species of whales take longer to become adults than other species.

Jan has been waiting for her juvenile snake to become an adult. First it was an egg, then a juvenile snake, and finally it will become a mature snake.

The index of a book provides more information than the table of contents. The index provides a list of names, places, and subjects in the book, but the table of contents just tells you chapters and page numbers.

The quiet library provides the perfect environment for reading. It is much easier for me to concentrate in the library than in our classroom.



WRAP Set 3 – Lesson 10

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

The life cycle of a snake has three stages. It begins with an egg. Then the juvenile snake matures into an adult within 2 to 4 years. The mature snake then starts the cycle over by laying eggs.

It was August when our tadpole finally turned into a frog. The tadpole formed tiny teeth and skin started to grow over its gills right before it turned into an adult.

I looked up 'life cycle' in the index of our science book. It helped me find the page that describes a life cycle.

We have a friendly school environment. This helps all of the students in our school feel welcome.



WRAP Set 4 – Lesson 11

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

Our class is watching a three-part television series on the life cycle of whales. The shows are arranged in order, one after the other.

There are several thousand species of frogs in the world. A species is a group of related living things that can have babies together.

Migration is a group moving together from one place to another. Some animals migrate to find food, water, or shelter. Other animals migrate to find a place to raise their young.

You can make a complex sentence by joining two clauses together. If you join, "I want to stay up" and "I am sleepy" with the word *but*, you make the complex sentence "I want to stay up, but I am sleepy."



WRAP Set 5 – Lesson 14

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

The hallways of our school open into a series of classrooms. The classrooms are numbered and arranged in order, one after the other.

When people think about endangered species, they don't usually think of snakes, but some snakes are at risk of extinction.

People come from all over the world to watch whales migrating. You can see whales move together from the north, where they stay in the winter, to their breeding grounds in the Caribbean ocean.

A complex sentence is formed when you use a connecting word to join two clauses. Tell me if this is a complex sentence: "I like to play soccer."



WRAP Set 6 – Lesson 16

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

Nate arranged his books in a series using alphabetic order, beginning with authors whose last names started with A.

The bull frog species is an invader because bull frogs eat anything that doesn't eat them first, as long as it fits in their mouths. Bull frog populations grow so quickly because a female bullfrog can lay up to 20,000 eggs at one time.

The migration season is about to begin. Groups of birds will be heading south for the winter. They move from one place to another in search of food and a warmer environment.

My teacher doesn't want us to write simple sentences like "The flowers were pretty." She wants us to write complex sentences like, "The flowers were pretty, but the butterflies were prettier."



WRAP Set 7 – Lesson 18

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

More than 5,000 species of birds migrate for winter. Scientists are conducting a series of experiments to figure out how birds find their way.

Green anacondas are the largest species of snake. Anacondas do not lay eggs. Instead, they give birth to live young.

Human migration is the movement of a group of people from one place to another in the world. In the United States, settlers migrated from the east to the west during the 1800s.

The story was hard to understand because it had many complex sentences, but they made the story a lot more interesting!



WRAP Set 8 – Lesson 20

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.