



EARTH MATERIALS

Grade 2

LARRC

Language and Reading Research Consortium

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

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UNIT VOCABULARY

Cause and Effect

The relationship between an action and an event.
The cause is why something happens.
The effect is what happens because of the cause.



Particle

A very small piece of something



Conserve

To use something carefully so that it lasts a long time



Phrase

A small group of words which provides additional information about something



Nutrient

Things like water and vitamins that help plants and animals to grow



Horizon

- 1) The layer of soil that is different from the layers above and below it
- 2) The line where the sky seems to meet the land



Mineral

Hard objects that are made in nature



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- WRAP sets



UNIT OVERVIEW

EARTH MATERIALS

Let's learn about soil! Children will study the types and layers of soil, how soil forms, and why it is important to conserve soil.

CAUSE AND EFFECT

Throughout the unit, students will identify cause and effect relationships as they explore how soil forms.

CLOSE PROJECT

Each child will illustrate a poster to depict a cause and effect related to soil and write a title sentence to explain the relationship.

UNIT TEXTS

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

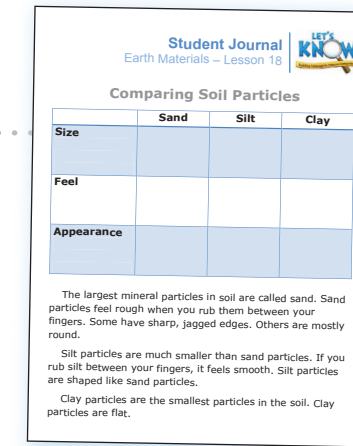
- Rocks and Soil by Charlotte Guillain
- Dirt by Steve Tomecek
- Soil by Sally M. Walker

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

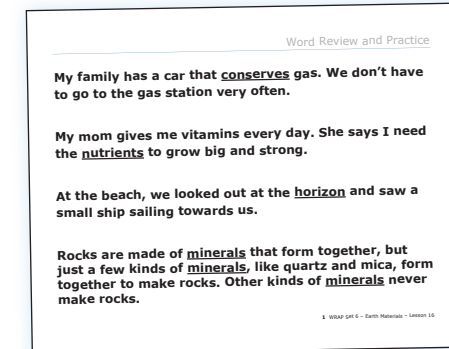
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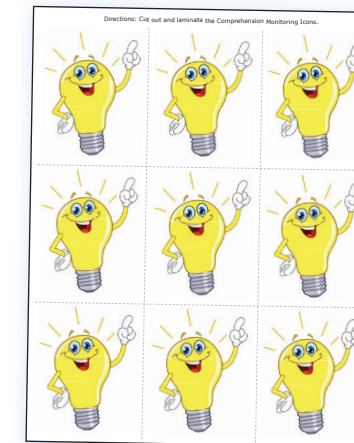
Teacher Journal*



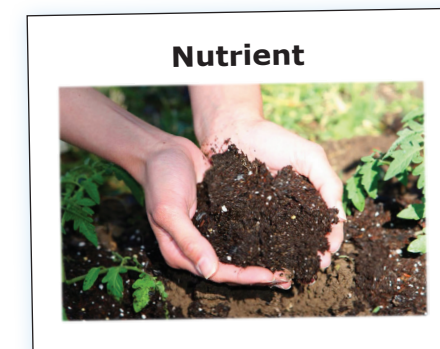
Student Journal



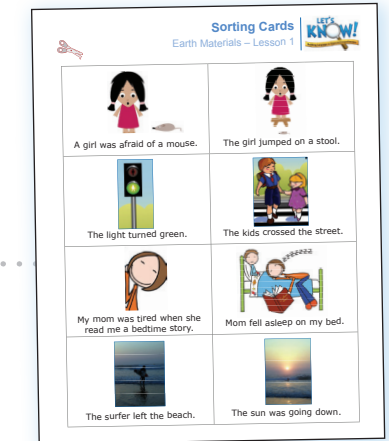
WRAP sets



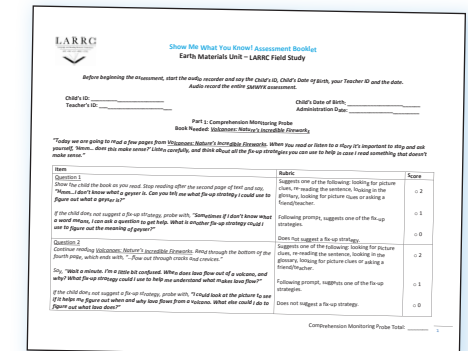
Comprehension Monitoring Icons



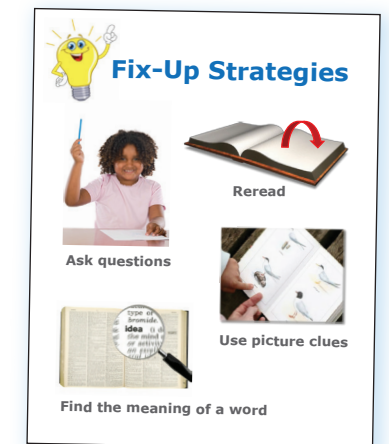
Vocabulary Picture Cards



Supplemental Materials*



Show Me What You Know Assessment



Fix-Up Strategies Poster

UNIT SCHEDULE

Week 1	Lesson 1 Lesson 2 Lesson 3 Lesson 4	Hook Read to Me Words to Know SMWYK Practice
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*Most materials are provided in print and for digital use.



Study Resources

- Student Tracking Sheet
- Contact Information
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Teaching Techniques

- Rich Discussion
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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:

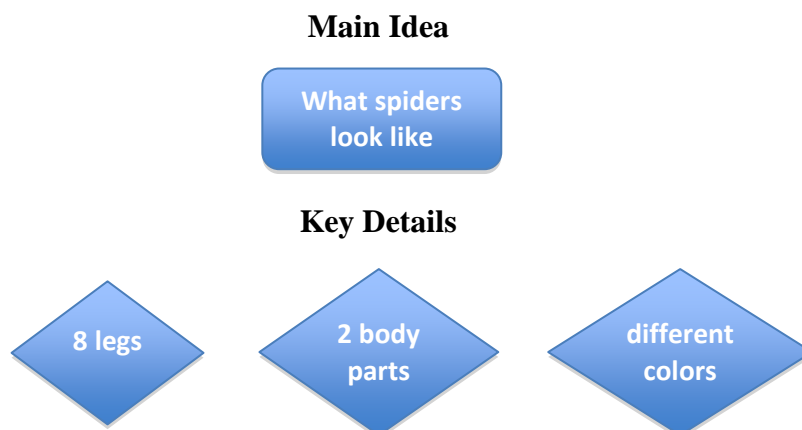
- 6) Remind students of the importance of finding the main idea and emphasize how repeated words (and phrases) in texts can help them find the main idea.

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.
- Kucan, L., & Beck, I.L. (1997). Thinking aloud and reading comprehension research: Inquiry, instruction, and social interaction. *Review of Educational Research*, 67, 271-299.
- Pressley, M., El-Dinary, P.B., Gaskins, I., Schuder, T., Bergman, J.L., Almasi, J., et al. (1992). Beyond direct explanation: Transactional instruction of reading comprehension strategies. *The Elementary School Journal*, 92, 513-555.



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.*
- Williams, J. P., Stafford, K. B., Lauer, K. D., Hall, K. M., & Pollini, S. (2009). Embedding reading comprehension training in content-area instruction. *Journal of Educational Psychology, 101*, 1-20.



WEEKLY LESSON PLANNER

EARTH MATERIALS

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 Earth Materials unit on soil and also to cause and effect. 	<ul style="list-style-type: none"> Identify when text doesn't make sense and apply fix-up strategies. Participate in collaborative conversation. 	<ul style="list-style-type: none"> Define target vocabulary words by providing a simple definition and using it in a sentence. 	<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>Rocks and Soil</u> by Charlotte Guillain 📖 	<ul style="list-style-type: none"> <u>Rocks and Soil</u> by Charlotte Guillain 	<ul style="list-style-type: none"> <u>Rocks and Soil</u> by Charlotte Guillain

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Computer, document camera, or interactive whiteboard 🖨️ 	<ul style="list-style-type: none"> Document camera 🖨️ Index cards 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 Cause and Effect slideshow for Lesson #1 🖨️ 	<ul style="list-style-type: none"> Fix-Up Strategies Poster Comprehension Monitoring Icons (optional) 	<ul style="list-style-type: none"> Vocabulary Picture Cards: cause and effect, particle, phrase 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	EARTH MATERIALS CAUSE AND EFFECT	HOOK LESSON 1
SHOW ME WHAT YOU KNOW! We will create a poster demonstrating the cause and effect relationships of soil.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Introduce students to the Earth Materials unit on soil and also to cause and effect. 		
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"> Mix-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Computer, document camera, or interactive whiteboard UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #1 Cause and Effect slideshow for Lesson #1 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Display Teacher Journal Lesson #1, p. 1 during the I Do section to demonstrate cause and effect; show the slideshow and p. 2 of the teacher journal during the We Do section. If you are unable to play the slideshow, you could print the pages and display them using a document camera. Display teacher journal, p. 3 during the You Do activity so students can practice finding and describing cause and effect relationships. 		
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 are starting our Earth Materials unit today, and it is about something we see every day. We find it on the street and in yards; we find it under our feet. You play in it when you play on the playground; you walk on it when you go to the park. We are going to learn about dirt! Another word for dirt is <i>soil</i>. The purpose of our lesson today is to investigate this question: Where does soil come from? We'll use cause and effect to answer this and some other questions."</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: "Cause and effect are two words that we use to explain why something happens. Something that makes something else happen is a cause. The effect is what happens as a result of the cause. For example, if you say, 'My shoe was untied so I tripped,' the cause was that your shoe was untied. The effect was what happened because your shoe was untied—you tripped. Look at the graphic organizer on the board. (display teacher journal, p. 1) The cause points to the effect. <i>My shoe was untied</i> is under cause and <i>I tripped</i> is under effect. We talk about these two things together using the phrase 'cause and effect.'</p> <p>"Here's another example: (point to second example on teacher journal, p. 1) If you aren't doing your work in class and your teacher wants to know why, you might say, 'I pressed hard on my pencil, and my pencil lead broke.' You use cause and effect to explain what happened. Look at the graphic organizer... The cause and effect are written in the two rectangles. <i>I pressed hard on my pencil</i> is the cause. <i>My pencil lead broke</i> is the effect. The arrow points from the cause to the effect. 'Cause and effect' is a phrase we use to explain how the two events are related. You could say, 'My pencil led broke <i>because</i> I pressed hard,' or 'I pressed hard on my pencil, <i>so</i> the lead broke.' Both sentences explain a cause and effect relationship."</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: “Let’s look at a slideshow presentation about cause and effect, and then we’ll discuss what’s in the slideshow.” Show the <u>Cause and Effect</u> slideshow for Lesson #1.</p> <p>Then display p. 2 of the teacher journal. You could say: “Now let’s think about soil using cause and effect. In the box marked cause we have <i>The sun heats up the rock</i>. The cause is the sun heating the rock. Let’s see what happens. Look at the box marked effect. What effect did it have? (pause for response) Yes, the rock cracks. You could say, ‘The rock cracks <i>because</i> the sun heats up the rock.’ Or you could say, ‘The sun heats up the rock, <i>so</i> the rock cracks.’</p> <p>“Now let’s look at another cause and effect. (point to second example) The cause is that plants grow in the cracks in the rock. What effect does it have? (pause for response) Yes, pieces of the rock are pushed further apart. That’s what is says in the effect box. You could say, ‘The plants grow in the cracks of the rock, <i>so</i> pieces of the rock are pushed further apart,’ or you could say, ‘The pieces of rock are pushed further apart <i>because</i> plants grown in the cracks.’”</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>Display teacher journal, p. 3. You could say: “With your partner, discuss the missing parts of this cause and effect chart. In the top chart you are given the cause. Look at the picture and read the words: <i>My shoes are muddy</i>. With your partner, discuss the possible effects of having muddy shoes. Think of at least three possible effects, and then tell your partner a sentence describing a cause and effect that you found. After that, discuss the next set of cause and effect boxes. This time, muddy boots are the effect. Discuss three different causes of having muddy boots, and then each of you will use a sentence to describe one of the causes and effects. When you’re ready, we’ll listen to some of your sentences.” Circulate around the room to provide feedback and support.</p> <p>As time allows, gather students and have some share their sentences with the whole group.</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: “Cause and effect helps us to answer questions about <i>why</i> something happens. The cause is why something happens, and the effect is what happened because of the cause. If I say, ‘My alarm didn’t go off, so I was late for school,’ what is the cause? (pause for response) What about the effect? (pause for response) We can find causes and effects everywhere in our world. When you go home tonight, find one cause and effect relationship that you can report tomorrow.”</p>

cause

My shoe
was
untied

effect

I tripped



cause

I pressed
hard on
my pencil

effect

My pencil
lead broke



cause

effect

The sun heats up the rock

The rock cracks



cause

effect

Plants grow in the cracks

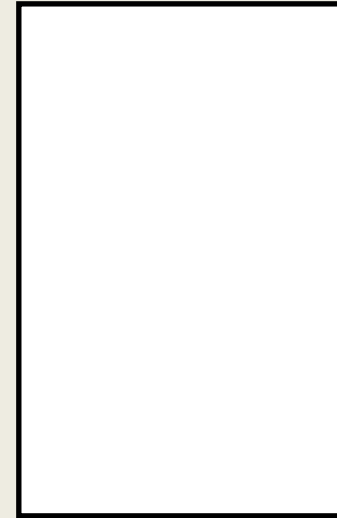
Pieces of the rock are pushed further apart



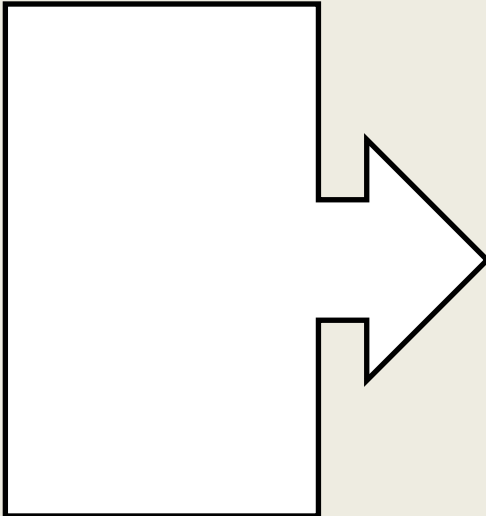
cause

My shoes
are
muddy

effect



cause



effect

My boots
are
muddy



LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	READ TO ME LESSON 2
SHOW ME WHAT YOU KNOW! We will create a poster demonstrating the cause and effect relationships of soil.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Identify when text doesn't make sense and apply fix-up strategies. Participate in collaborative conversation. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Comprehension Monitoring Rich Discussion LESSON TEXT: <ul style="list-style-type: none"> <u>Rocks and Soil</u> by Charlotte Guillain 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 Index cards Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Fix-Up Strategies Poster Comprehension Monitoring Icons (optional) 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Preview the lesson text. <ul style="list-style-type: none"> Use sticky notes to flag passages where you will model comprehension monitoring or prompt students to monitor their comprehension. Several examples are provided in the lesson, but you could use others. The following examples are used in the lesson routines: <ul style="list-style-type: none"> (p. 5) Reread to clarify the confusing concept of 'top layer' and rocks being found 'underneath water.' (p. 10) Use the glossary to find the meaning of the unknown word <i>erosion</i>. (p. 13) Use picture clues to clarify the meaning of <i>valleys</i> and how they form. (p. 16) This page includes a lot of information about soil; ask questions to clarify any confusion. You could also mark possible questions for rich discussion. Use of the Comprehension Monitoring Icons (Makes Sense/Doesn't Make Sense signs) is optional; you could have students raise their hands or use thumbs-up and thumbs-down signals to show their understanding. If using the icons, hold up the Doesn't Make Sense side to indicate confusion and switch to the other side when the confusion is resolved. You should refer to the Fix-Up Strategies Poster as you remind students to monitor their comprehension. 		
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 love to read. Every time I read nonfiction books, I imagine that the author is in the room with me, sharing interesting information. Today we are going to read the first book of this unit, <u>Rocks and Soil</u>. The purpose of our lesson is to read about soil, monitor our comprehension, and to practice using fix-up strategies to help us make sense of what we read. This is what good readers do! At the end we'll have time to discuss the interesting information we 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>Model comprehension monitoring as you begin reading the text. Signal confusion with the Comprehension Monitoring Icons or other chosen signals, and use fix-up strategies to clarify your confusion.</p> <p>You could say: "The book we are reading is <u>Rocks and Soil</u> by Charlotte Guillain. As I read, I will monitor my comprehension, making sure that I understand what I read. If I come to something I don't understand, I will use fix-up strategies to help me figure it out."</p>	

	<p>“Let’s look at the Fix-Up Strategies Poster (point to poster) and review what we can do when we don’t understand. We can reread the sentence. We can ask someone for help. We can look at the pictures for clues or look for definitions in a glossary. As I read I will think out loud so you can watch my comprehension monitoring... (begin reading)</p> <p>(after reading p. 5) “Now, I am confused because suddenly the author is talking about rocks under water. (display Doesn’t Make Sense icon or otherwise signal) Let me reread and see if it makes sense to me. (reread) Okay, now I understand; there are rocks everywhere, even under the ocean or the rivers and lakes. (flip icon)</p> <p>(p.10, stop after the word erosion) “I don’t understand what <i>erosion</i> means. (display icon or otherwise signal) I know that because it’s bold, I can look up the meaning of the word in a dictionary or in the glossary of my book. (look up erosion in glossary on p. 31) Okay, it means ‘wearing away of land by sun, wind, or water.’ Now I get it.” (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 or review other signals you would like students to use. Continue reading the text, encouraging students to indicate when they are confused.</p> <p>You could say: “I will read on. But now I want you to [raise your hand] if you don’t understand something. Then we will stop and use one of our fix-up strategies...”</p> <p>(p. 13; if students don’t indicate confusion, stop after the word valley) “I am not sure how erosion can form a valley. Are you? What can we do to fix our confusion? (pause for response) I can see, by looking at the picture, (point to picture) that the river wore the rock away and left a deep groove. The picture has a label that tells me this deep groove is a valley. So the deep groove created by the water is the valley. Now I understand.”</p> <p>Continue reading as much of the book as desired, stopping at least once or twice more to help students ‘fix-up’ their confusion. If students are not signaling when they don’t comprehend, provide prompts related to unfamiliar words, difficult sentences, or confusing concepts. Then guide students to use appropriate fix-up strategies. For example, you could stop on p. 16, which provides a lot of information about soil.</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>After reading, facilitate an extended discussion of topics from the text. Rich discussion should be a teacher-led but student-dominated conversation in which all students have an opportunity to participate. Prompt students to take multiple turns, to elaborate on their responses, and to follow up on their classmates’ ideas.</p> <p>You could use the following questions to facilitate a rich discussion:</p> <ul style="list-style-type: none"> • What would happen if you tried to grow plants for food in chalky soil? Why? • Do you think worms are good to have in a garden? Why or why not? • How can erosion help us? Explain.

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.

Distribute an index card to each student. You could say:

“What is comprehension monitoring? **(pause for response)** Yes, it’s making sure you understand what you hear or read. What can you do if you don’t understand? Tell your partner three different fix-up strategies. **(allow brief talk time)** Now tell your partner one new thing you learned today about soil. **(allow brief talk time)** On the card that I placed on your desk, write down one fix-up strategy. You can explain this to your family tonight. I will be watching for you to use your fix-up strategies when we read other books.”



Fix-Up Strategies



Reread



Ask questions



Use picture clues



Find the meaning of a word

Directions: Cut out and laminate the Comprehension Monitoring Icons.



Directions: Cut out and laminate the Comprehension Monitoring Icons.



LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	WORDS TO KNOW LESSON 3
SHOW ME WHAT YOU KNOW! We will create a poster demonstrating the cause and effect relationships of soil.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Define target vocabulary words by providing a simple definition and using it in a sentence. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> <u>Rocks and Soil</u> by Charlotte Guillain TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Rally Robin 	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: cause and effect, particle, phrase Teacher Journal Lesson #3 Student Journal Lesson #3 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... The text does not use the Words to Know directly; however, you can mark the following pages to share as context for the words. <ul style="list-style-type: none"> (p. 13) The illustration demonstrates cause and effect. (p. 16) The words 'tiny pieces' can be replaced by the word particles. (p. 29) The words 'natural resources' are an example of a phrase. The I Do and We Do routines are combined to facilitate introducing and practicing each word at once. During the I Do/We Do routine, show the first three Vocabulary Picture Cards and display the teacher journal as you discuss the words. Give students the student journal so they can easily see the words and definitions. WORDS TO KNOW <ul style="list-style-type: none"> cause and effect: The relationship between an action and an event. The cause is why something happens. The effect is what happens because of the cause. particle: A very small piece of something phrase: A small group of words which provides additional information about something 		
LESSON ROUTINE		
SET	<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>You could say: "When we study a new unit, we learn new words. Each one of those words helps to explain concepts that we are learning about. Learning new words is also a way to express ourselves better. The purpose of today's lesson is to learn the meaning of three new words from our unit on soil and to learn how to use the words."</p>	
I Do/ WE Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples of the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display the teacher journal and distribute the student journal.</p> <p>You could say: "Let's learn our three new words..."</p> <p>"Our first word is cause and effect. (show Vocabulary Picture Card) Cause and effect means 'the relationship between an action and an event.'</p> <ul style="list-style-type: none"> The cause is <i>why</i> something happens. <ul style="list-style-type: none"> For example, when you push your friend on the swing and you make him move back and forth, you cause the swing to move. In <u>Rocks and Soil</u>, we learned that water can change rock into soil. Water is the cause. 	

	<ul style="list-style-type: none"> The word effect is what happens because of the cause. <ul style="list-style-type: none"> When you push your friend on the swing, he moves back and forth. Moving back and forth is the effect. In our book <u>Rocks and Soil</u>, we learned that water broke the rock into small particles of soil. That was the effect. Cause and effect go together. (show p. 13) On this page, we can see the river flowing and the deep valley that it created. This is an example of cause and effect. Say the words cause and effect with me: cause and effect. Now let's spell cause and effect... Look at the definition of the words and read it with me: The relationship between an action and an event... On your student journal, write down an example of a cause and effect you know. <p>(particle) Our next word is particle. (show picture card) Particle means 'a very small piece of something.'</p> <ul style="list-style-type: none"> For example, if you play at the beach, you get small particles of sand in your shoes. In our book <u>Rocks and Soil</u>, the author tells us that sand is made of tiny pieces of shell and rock. So it is made of particles of shell and rock. (show p. 18) Say the word particle with me: particle. Let's spell the word particle: P-A-R-T-I-C-L-E. Look at the definition of the word. Read it with me: A very small piece of something. Write down a particle you might see today on your student journal. <p>(phrase) The last word for today is phrase. (show picture card) Phrase means 'a small group of words which provides additional information about something.'</p> <ul style="list-style-type: none"> For example, during the holidays people use a lot of special phrases. They say, 'Happy Holidays,' and 'Happy New Year.' (show p. 29) Here, the author uses the phrase 'natural resources.' This phrase is often used to talk about material from Earth that we can use. Let's say the word phrase: phrase. Now let's spell phrase: P-H-R-A-S-E. Look at the definition of the word. Read it with me: A small group of words which provides additional information about something. Write down a phrase, or small group of words, you know on your student journal."
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>Divide students into pairs. You could say: "Look at your student journal page. Face your partner. One of you is partner A, and the other is partner B. I will say a vocabulary word, and then partner A will say one example of the word. For example, the word is phrase. Partner A will say a phrase, such as 'Happy Birthday.' Partner B then says a different phrase than Partner A. Take turns. After you each take a turn, write your example on your journal page (or on the back if you don't have room). When I give the signal to stop sharing examples, I'll give you the next vocabulary word." Use the procedure described above to have students generate examples of each word. After you complete the partner activity, invite students to share examples with the whole group.</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 added three new words and their meaning to your vocabularies: phrase, cause and effect, and particle. Learning new words is an important part of learning language; they help you understand new ideas and information. From your student journal, tell your neighbor a cause and effect, a phrase, and a particle. (allow sharing time) Tell your family one of your examples when you go home tonight."</p>



Word: Cause and effect

Definition: The relationship between an action and an event. The cause is why something happens. The effect is what happens because of the cause.

Write an example of cause and effect.

Word: Particle

Definition: A very small piece of something

Write an example of a kind of particle.



Word: Phrase

Definition: A small group of words which provides additional information about something

Write an example of a phrase you know.



Word: cause and effect

Definition: The relationship between an action and an event. The cause is why something happens. The effect is what happens because of the cause.

Write an example of cause and effect.



Word: particle

Definition: A very small piece of something

Write an example of a kind of particle.



Word: phrase

Definition: A small group of words which provides additional information about something.

Write an example of cause and effect.



LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	SMWYK PRACTICE LESSON 4
SHOW ME WHAT YOU KNOW! We will create a poster demonstrating the cause and effect relationships of soil.		
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>Rocks and Soil</u> by Charlotte Guillain 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

EARTH MATERIALS

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"> Use the suffixes <i>-er</i> and <i>-est</i> in written and spoken contexts. 	<ul style="list-style-type: none"> Use a variety of different types of words to convey thoughts and meanings in spoken or dictated text. 	<ul style="list-style-type: none"> Make inferences by applying prior knowledge to a written text. 	<ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Use writing and/or drawing to recount text with appropriate facts and relevant description.
Lesson Texts	<ul style="list-style-type: none"> <u>Rocks and Soil</u> by Charlotte Guillain 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> <u>Rocks and Soil</u> by Charlotte Guillain 	<ul style="list-style-type: none"> N/A

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Computer, document camera, or interactive whiteboard Lined paper (1 per student) 	<ul style="list-style-type: none"> Document camera or interactive whiteboard Blank paper (1 per student) 	<ul style="list-style-type: none"> Computer, document camera, or interactive whiteboard 	<ul style="list-style-type: none"> Teacher's Bookshelf books Blank paper (1 per student) Sticky notes (4 per student) Completed sample cause and effect 'booklet'
Unit Materials Provided	<ul style="list-style-type: none"> WRAP set #1 Vocabulary Picture Cards: cause and effect, particle, phrase <u>Suffixes</u> slideshow for Lesson #5 	<ul style="list-style-type: none"> Teacher Journal Lesson #6 (print or digital) Word web (optional) 	<ul style="list-style-type: none"> <u>Inferencing</u> slideshow for Lesson #7 	<ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: cause and effect, particle, phrase



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

**LET'S KNOW!
GRADE 2**

**EARTH MATERIALS
CAUSE AND EFFECT**

**TEXT MAPPING
LESSON 5**

SHOW ME WHAT YOU KNOW! We will create a poster demonstrating the **cause and effect** relationships of soil.

TEACHING OBJECTIVE:

- Use the suffixes *-er* and *-est* in written and spoken contexts.

TEACHING TECHNIQUE:

- Using Think-Alouds

LESSON TEXT:

- Rocks and Soil by Charlotte Guillain

TALK STRUCTURE FOR WE DO/YOU DO:

- Mix-Pair-Share

LESSON MATERIALS YOU PROVIDE:

- Computer, document camera, or interactive whiteboard
- Lined paper (1 per student)

UNIT MATERIALS PROVIDED:

- WRAP set #1
- Vocabulary Picture Cards: **cause and effect, particle, phrase**
- Suffixes Slideshow for Lesson #5

SPECIAL INSTRUCTIONS FOR THIS LESSON:

- Use the slideshow throughout the lesson to introduce suffixes and practice using them with students. If you are unable to play the slideshow, you could print the pages and display them using a document camera.

LESSON ROUTINE

SET

START THE LESSON WITH WRAP SET #1: CAUSE AND EFFECT, PARTICLE, PHRASE

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:

"When I order a soda at a restaurant, I have to tell the cashier what size I want to get. Do I want the big drink, the *bigger* drink, or the *biggest* drink of all? When I use words like *bigger* and *biggest*, I use the suffixes *-er* and *-est* to help explain what I want. The purpose of our lesson today is to learn to use the suffixes *-er* and *-est* correctly. When we know what suffixes mean, it helps us understand what we read and hear."

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.

Play the Suffixes slideshow for Lesson #5. Use the script below to accompany each slide.

You could say:

"Let's look at this slideshow..."

(slide 2) "I use the suffixes *-er* and *-est* when I compare two or more things. Look at the three elephants in the picture. The first elephant is big, but the second elephant is bigger than the first one. To show this, I add the suffix, *-er* to the end of the base word *big* to get *bigger*. Did you notice that I had to add an extra *g* when I added the *-er*? The last elephant is the biggest of the three. I added the suffix *-est* to the base word *big*. I had to add another *g* again to get *biggest*. When I look at this picture, I can say, 'The first elephant is *big*, but the second elephant is *bigger* than the first, and the last elephant is the *biggest* of them all.' I add the suffix *-er* or *-est* to the end of the base word *big* to describe what I see when I compare two or more things.

(slide 3) "Let's look at the next slide. When you build a tower with building bricks, you can compare what you and a friend are building. I see that the first tower is tall, but the second tower has more blocks than the first one. To describe the second tower, I can add the suffix *-er* to the base word *tall* to make the word *taller*. The second tower is *taller* than the first. The third picture shows the *tallest* building in the world. That is much taller than a tower made of blocks!"

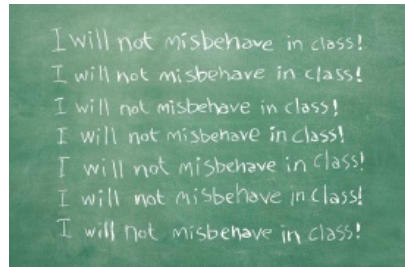
	<p>(slide 4) “Now listen to this because it is a little tricky. The suffix <i>-er</i> has another meaning. I can add the suffix <i>-er</i> to words to show what someone does. On this slide, you see that <i>-er</i> has been added to several base words. When you see <i>-er</i> at the end of an action word like this, it means <i>a person who does the action</i>. So, a person who welds is a <i>welder</i>; a person who sings is a <i>singer</i>; a person who farms is a <i>farmer</i>. So we see that <i>-er</i> can mean <i>more</i> as in <i>bigger</i>, or it can mean <i>one who does something</i> like in <i>singer</i>. The suffix <i>-er</i> can mean two different things!”</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: “Let’s do the next two together...”</p> <p>(slide 5) “A man can run fast. Now think of a car... Is a car fast? Yes. How fast does the car go compared to the man? (pause for response) Yes, the car goes fast-<i>er</i>! You add <i>-er</i> to tell me that the car is <i>faster</i> than the man. What if I see an airplane? (pause for response) Yes, the airplane is <i>faster</i> than the car, it is <i>faster</i> than the man, and it is also the <i>fastest</i> one of all! What did I add to the base word to explain that the airplane is the fastest of all? (pause for response) Yes, I added <i>-est</i>.”</p> <p>Show slide 6 and use the same procedure to guide students to identify and use the two suffixes.</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>Display slide 7 of the <u>Suffixes</u> slideshow. You could say: “Take out a sheet of lined paper. With your partner, look at the picture on the board. Think of words that can describe the children using the suffixes <i>-er</i> and <i>-est</i>. Write down as many words you can think of on your paper. Remember to write down words that make sense based on the picture.” Circulate the room to provide feedback and support. Students may use the picture as a starting point and extend the ideas to generate as many words as possible.</p> <p>As time allows, have students share the words they wrote with the whole group.</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: “Suffixes are word parts that are added to base words to change their meaning. When you know what suffixes mean, it helps you understand words. Today we learned about the suffixes <i>-er</i> and <i>-est</i>. Add <i>-er</i> to the word <i>farm</i> and what do you get? (pause for response) Yes, <i>farmer</i>—a person who farms. Add the suffix <i>-est</i> to the word <i>quick</i> and what do you get? (pause for response) Yes, <i>quickest</i>, like the quickest person to raise their hand. Now if we add the suffix <i>-er</i> to the word <i>heavy</i>, what do we get? (pause for response) Yes, <i>heavier</i>. I am heavier than you! As you read, watch for these two suffixes that change the meaning of words.”</p>

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	WORDS TO KNOW LESSON 6
SHOW ME WHAT YOU KNOW! We will create a poster demonstrating the cause and effect relationships of soil.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Use a variety of different types of words to convey thoughts and meanings in spoken or dictated text. 		
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 Blank paper (1 per student) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #6 (print or digital) Word web (optional) 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> Before the lesson... You may use the print or digital version of the teacher journal. If using the print version, you may want to cut out the images so you can place them on your word webs. You will need four copies of the word web. Use the teacher journal and/or word webs to map the Words to Know to their related words. You can either insert the provided words and pictures or write related words in the outer circles. WORDS TO KNOW <ul style="list-style-type: none"> cause and effect: The relationship between an action and an event. The cause is why something happens. The effect is what happens because of the cause. particle: A very small piece of something phrase: A small group of words which provides additional information about something SUGGESTED RELATED WORDS <ul style="list-style-type: none"> cause and effect: <i>ripples, bubbles, consequence, why, events</i> particle: <i>crumbs, dust, dots</i> phrase: <i>sentence, expression, saying</i> 		
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: "When someone talks about you and your family, they might say that you are related. <i>Related</i> means that people are connected together in a special way. In your family, you and your brothers or sisters are related because you have the same parents. Words can be related, too. They might have a similar or opposite meaning from each other. The purpose of our lesson today is to discover words related to our Words to Know. When we know many words, it's easier to understand what we read or hear."	
I DO	Teach main concept or skill using clear explanations and/or steps. Model two examples of the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. You could say: "Words can be related because they mean almost the same thing. For example, the words <i>happy</i> and <i>joyful</i> are related because they both describe happy emotions. But sometimes words are related because they mean the opposite, like <i>happy</i> and <i>sad</i> . Other words are related because we use them when we talk about the same idea. For example, if I think about the word <i>birthday</i> , I can think of a lot of words that are related to birthday, like <i>celebration, party, born, and year</i> . I can also think of related words like <i>cake, candles, friends, family, and presents</i> . The words don't mean the same thing as <i>birthday</i> , but they are related because they connect to the same idea."	

	<p>Display the teacher journal or a word web. Thing aloud as you generate related words for phrase and model filling in a word web (or point out the related words on the teacher journal).</p> <p>You could say: “Let’s look at one of our new Words to Know. The word is phrase. I have the word in the middle circle of this word web. When I think of the word phrase, I think that a phrase is often a part of a sentence. So am going to say that <i>sentence</i> is a related word. (point out or add to web) [I’ll write the word <i>sentence</i> in a circle in the web]. I think the word <i>expression</i> is related, too; an <i>expression</i> is a small phrase that people use a lot, like ‘Happy Birthday.’ (point out or add to web) I can also use the word <i>saying</i> as a related word because <i>sayings</i> are usually phrases like ‘Be cool!’ I’ll put the word <i>sayings</i> in the web, too. (point out or add to web) Now I have three related words for phrase: <i>sentence</i>, <i>expression</i>, and <i>saying</i>.”</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 make a word web for particle. Ask students to suggest related words to add to the web; you may add their ideas as well as the suggested related words provided. Discuss with students how the words are related.</p> <p>You could say: “Let’s think of related words for the word particle. Can you think of any words to add to the web? (elicit responses) Good thinking. [<i>Crumb, dust, and dots</i>] will work... (add ideas to web) Can you tell me <i>how</i> one of these words is related to particle?” (elicit responses)</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 pass out blank paper. You could say: “Now you will work with a partner to make a word web. Your Word to Know is cause and effect. Work with your partner to think of related words for cause and effect. First write cause and effect in the middle of your paper and draw a circle around the words. Add a line and a new circle for each related word you can think of. You can add as many circles as you need. I will call on you to share your best related word when we are ready to report.”</p> <p>Circulate the room to provide feedback and support as students work with their partners. Students may think of examples of cause and effect if they can’t think of words with similar meanings.</p> <p>When students have finished their webs, have them share answers and explain why their words are related. You could also share the word web from the teacher journal or the suggested related words from the Special Instructions. Encourage students to continue adding words to their webs.</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 concentrated on our new Words to Know and thought of other words that were related. If the word was <i>dirty</i>, what related word would be the opposite? (pause for response) <i>Clean</i> would be an opposite. What related word would mean something similar? (pause for response) <i>Grubby</i> or <i>filthy</i> are similar, too. What other words connect to this idea? (pause for response) Good thinking, everyone. When you know related words, it helps you understand what you read and helps you create interesting writing. I’ll be watching for you to use related words in your writing.”</p>



phrase



sentence



expression



saying



particle



crumbs



dust



dots



cause & effect



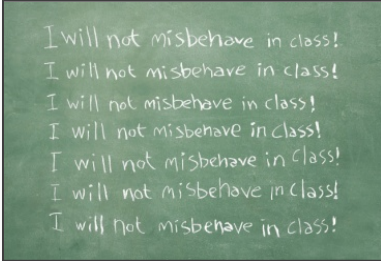
ripples



bubbles



consequence



sentence



saying



phrase



expression



crumbs



dust



particle



dots



bubbles



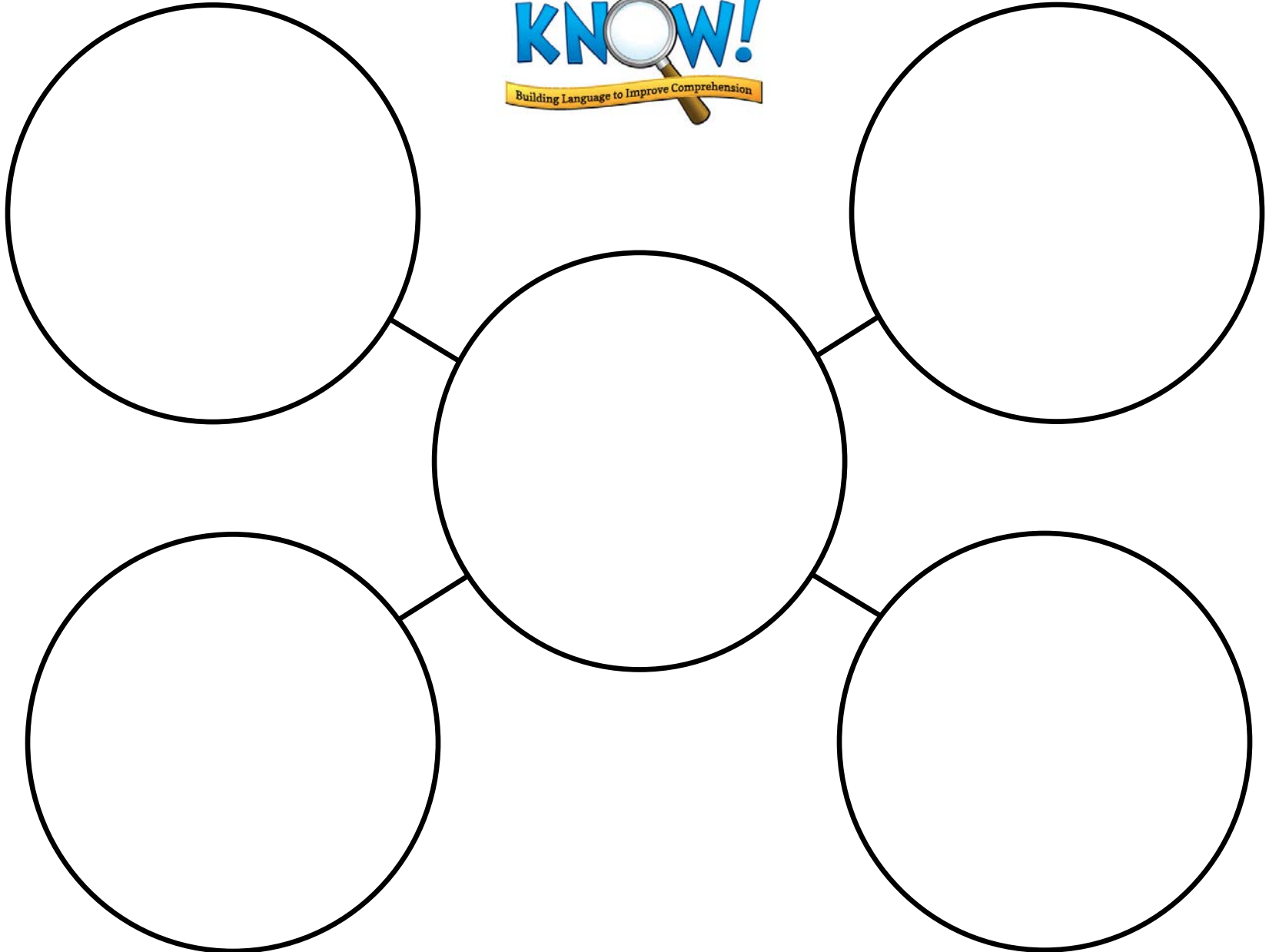
ripples



**cause &
effect**



consequence



LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	INTEGRATION LESSON 7
SHOW ME WHAT YOU KNOW! We will create a poster demonstrating the cause and effect relationships of soil.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> • Make inferences by applying prior knowledge to a written text. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> • Inferencing LESSON TEXT: <ul style="list-style-type: none"> • <u>Rocks and Soil</u> by Charlotte Guillain 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"> • Computer, document camera, or interactive whiteboard UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • <u>Inferencing</u> slideshow for Lesson #7 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> • You will use the slideshow throughout the lesson to model and practice making inferences with students. If you are unable to play the slideshow, you could print the pages and display them using a document camera. 		
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: "If you came home and saw a birthday cake with candles on the kitchen counter, what would you think? You would guess that it was someone's birthday, right? Seeing a birthday cake with candles makes you remember all of the other times you saw a birthday cake, and every time it was someone's birthday. When you use what you already know to guess about something, you are making an <i>inference</i>. The purpose of our lesson today is to understand how to use clues and what we already know to make <i>inferences</i>—to figure out what is happening or what something means."</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>Begin playing the <u>Inferencing</u> slideshow for Lesson #7 and model how to make inferences. Use the script below to accompany each slide.</p> <p>You could say: "We are going to watch a slideshow to help us make some inferences. Ready?"</p> <p>(slide 2, top row) "Here in this first picture, a boy is sitting on the sidewalk. His knee is hurt, and a man is helping him. A bicycle is on the ground. I can look at the clues and put them together using what I know so that the picture makes sense. I <i>infer</i> that the boy fell down while riding his bike. I don't know if it's true, but it is an inference.</p> <p>(slide 2, bottom row) "Good readers make inferences while they read, too. When an author writes a book, he or she expects us to make inferences while we read. An author never writes everything he knows in one book! Readers have to use their thinking and imagination. For example, on page 4 of <u>Rocks and Soil</u>, the author writes, 'Rocks and soil are nonliving.'" (point to quote on second row) She does not tell us what <i>nonliving</i> means, though. However, I know that I am alive. I eat, breath, and I can move my body—I am <i>living</i>, like the kids in this picture. (point to picture) I know rocks can't do those things. If the author says rocks are <i>nonliving</i>, I can infer that she just means they are not alive."</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: “Let’s keep making inferences about our slideshow. I want you to help me make some inferences...”</p> <p>(slide 3, top row) “Let’s look at the next picture. (read pp. 19–20 of <u>Rocks and Soil</u>) On this page, we read, ‘Chalk is not a good soil for growing plants.’ In the picture (point to slide) we see a green field of growing plants. We know quite a lot about soil from our reading. What inference can we make about the soil in this picture? (elicit inferences, guiding students as needed) I bet the soil in this picture is not chalky, because the crops look healthy. It must be good soil, maybe with more silt that is good for growing plants. Farmers probably try to make sure they have good soil in their fields.</p> <p>(slide 3, bottom row) “Let’s look at our next row. (read p. 6) The author said, ‘There is a thick layer of rock all over Earth’s surface.’ We know there are rocks underneath the soil, and the book says there are rocks at the beach and by rivers. Let’s think about the text and about what we already know. What is an inference that we can make? (elicit inferences, guiding students as needed) One inference we could make is that there are also rocks underwater, since that is part of Earth’s surface, too. I have seen lots of rocks in lakes. This picture shows rocks on the bottom of a creek or stream.”</p> <p>When students are ready, move to independent practice. If students need more support with inferencing, you could complete the You Do segment as a whole 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>Divide students into pairs. You could say: “Work with a partner. For each slide, I will read a selection from the book. Try out your inferencing skills by reading the words and looking at the pictures on the slide. What inference can you make? Can you make more than one inference? After you make inferences, we can share them with each other.”</p> <p>Show slides 4 and 5, reading the selections indicated below. Provide pairs time to make inferences about each slide, and then have them share ideas. The last two slides show possible inferences students could make.</p> <ul style="list-style-type: none"> • (slide 4) Read pp. 12 and 18, and then direct students to make inferences using the pictures on the slide. Students might infer that water and wind wear down, or erode, rock into fine sand and shape the land at the beach (refer to slide 6, if needed). • (slide 5) Read p. 22 and direct students to study the pictures and make inferences. Students might infer that in order to grow a healthy garden, one needs tools, seeds, good weather, or good soil (refer to slide 7, if needed).
<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 inferences. Tell your partner how you make an inference. (allow brief talk time) To make an inference, you combine what you already know with the information in the text, and you make an educated guess. Can you think of an inference you already made today? Share it with your partner...”</p>

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	READ TO KNOW LESSON 8
<p>SHOW ME WHAT YOU KNOW! We will create a poster demonstrating the cause and effect relationships of soil.</p>		
<p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> • Exhibit sustained attention to and engagement in reading activities. • Use writing and/or drawing to recount text with appropriate facts and relevant description. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> • Engaging Readers <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"> • Teacher's Bookshelf books • Blank paper (1 per student) • Sticky notes (4 per student) • Completed sample cause and effect 'booklet' <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> • WRAP set #2 • Vocabulary Picture Cards: cause and effect, particle, phrase 	
<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. The texts should in some way be related to the unit theme but may vary in genre, topic, complexity, and so on. ○ Choose a book from your classroom library or one of the Teacher's bookshelf books and mark some causes and effects in the text with sticky notes. Then complete a sample of the You Do assignment—a cause and effect booklet—to share as a model during the I Do routine; see the I Do routine for more details. • If students have difficulty writing sentences, you could have them draw and share orally instead. 		
<p>LESSON ROUTINE</p>		
<p>SET</p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p>START THE LESSON WITH WRAP SET #2: CAUSE AND EFFECT, PARTICLE, PHRASE</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: "I like to go to the library. I check out books that I think I will enjoy reading, and I bring them home. I like to spend some time reading by myself. It means that I have the opportunity to learn something new and to enjoy what the author has to say. In today's lesson, your purpose is to look for a cause and effect that you find interesting in a book. When you read with a purpose, it helps you better understand what you read."</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>Review the Read to Know procedure and expectations, if needed.</p> <p>To establish a goal for children's reading, you could say: "I have placed books around the room that are about topics related to soil. As you're reading, you'll use sticky notes to mark pages in your book where you find a cause and effect. In one book, I found two places where I read an interesting cause and effect. I marked each page with a sticky note so that I could find it again when I'm done. (show sample book with marked pages)</p>	

	<p>“After you finish reading, make a cause and effect booklet by folding a piece of blank paper in half. Write Cause on the front and Effect on the inside right hand side, like this. (show your completed sample booklet) Then write a sentence about the cause on the front under the title, and write a sentence about the effect on the second page. My cause sentence is, ‘[Earthworms tunnel in the soil],’ and the effect is, ‘[Earthworms put air and nutrients in the soil].”</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 sticky notes to each student and have them choose their books. Allow them to engage with their texts for [10–15] minutes on their own.</p> <p>You could say: “Find a book that interests you and mark the causes and effects in your book with sticky notes as you’re reading.”</p> <p>Circulate the room to monitor students and assist them with cause and effect as they read independently.</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 blank paper to each student. Have them write or draw their causes and effects and then share what they learned in pairs.</p> <p>You could say: “Now it’s time to stop, fold your paper, refer to your sticky notes, and write a cause and effect that you found in your book. Write the cause on the front and the effect inside your booklet. Then write sentences for the cause and the effect. When you’re finished, share what you found with your partner.”</p> <p>Allow students time to write/draw and share with their partners. Circulate the room to monitor and engage in students’ discussions.</p> <p>As time allows, invite volunteers to share their causes and effects with the whole group.</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: “Good readers read with a purpose. When you know why you are reading something, it helps you think about what you read, and that helps you understand what you read. You can find causes and effects in many of the books you read. It is also interesting to share what you learn with someone else. Turn to a new partner, trade booklets, and read what the other person discovered...”</p>



WEEKLY LESSON PLANNER

EARTH MATERIALS

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"> Use prior knowledge and information within a text to make, confirm, and revise predictions. Participate in collaborative conversation. 	<ul style="list-style-type: none"> Identify similarities and differences across primary expository text structures: cause and effect, description, compare and contrast, cycles and sequences. 	<ul style="list-style-type: none"> Use inferencing by applying prior knowledge to a written text. 	<ul style="list-style-type: none"> Define target vocabulary words by providing a simple definition and using it in a sentence.
Lesson Texts	<ul style="list-style-type: none"> <u>Dirt</u> by Steve Tomecek 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> <u>Dirt</u> by Steve Tomecek 	<ul style="list-style-type: none"> <u>Dirt</u> by Steve Tomecek

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Document camera Sticky notes 	<ul style="list-style-type: none"> Computer, document camera, or interactive whiteboard 	<ul style="list-style-type: none"> Sticky notes Lined paper (1 per student) 	<ul style="list-style-type: none"> Document camera, interactive whiteboard, or chart paper
Unit Materials Provided	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: cause and effect, particle, phrase Teacher Journal Lesson #10 <u>Text Structures</u> slideshow for Lesson #10 	<ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: cause and effect, particle, phrase Teacher Journal Lesson #11 (print or digital) 	<ul style="list-style-type: none"> Vocabulary Picture Cards: conserve, nutrient, horizon, mineral Teacher Journal Lesson #12 Student Journal Lesson #12



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	READ TO ME LESSON 9
SHOW ME WHAT YOU KNOW! We will create a poster demonstrating the cause and effect relationships of soil.		
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 conversation. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> • Predicting • Rich Discussion LESSON TEXT: <ul style="list-style-type: none"> • <u>Dirt</u> by Steve Tomecek TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Think-Pair-Share • Group Discussion 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Document camera • Sticky notes 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... <ul style="list-style-type: none"> ○ This lesson has the potential to run longer than 30 minutes, so watch time closely. Preplanning may help you make best use of the time. ○ You could use sticky notes to flag pages on which you will model predicting or ask prediction questions. Suggestions are provided in the lesson routines, but you could use others. • Review the Predicting technique with students. Remind them that predicting is making educated guesses based on background information and clues in the text. • Predicting helps students activate their background knowledge and link that knowledge to new information in the text; this helps students create a more precise mental model of a text. 		
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: “Before I watch a TV show about animals, I think about what I already know about animals. Then I <i>predict</i> what I might learn from the show. For example, the other night I saw a special on sharks. I already knew that sharks eat meat with their sharp teeth, but I didn't know how they caught their prey. I thought I might find this out from the show, and sure enough I did! I can do the same thing when I read a book—I can think about what I know and predict what the author will tell me in the next few pages. The purpose of this lesson is to practice thinking about what we already know about dirt, and to predict what else the author might teach us that we don't already know.”</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: “The book that we are reading today is <u>Dirt</u> by Steve Tomecek. First I will think about what I already know about dirt. Then, as I read, I will stop when I get to a place where I can make a prediction. Then I will read on to see what the author said and to see if my prediction was correct.”</p> <p>Model predicting as you begin reading the text. Use the examples suggested below or other pages that you have flagged. You could say: “Let's start reading...</p> <ul style="list-style-type: none"> • (after reading p. 5) Think about what we read in <u>Rock and Soil</u>, about what you already know. What do you predict the author might talk about in this book? I think the author might talk about different kinds of dirt and why we need dirt. Let's keep reading and see if I'm right. 	

	<ul style="list-style-type: none"> • (after reading p. 8) The book says, ‘Soils usually include a mix of four sizes of sediments.’ Hmm... I wonder what those four sizes might be? In <u>Rocks and Soil</u> we learned about types of soil, such as sand, silt, chalk, and clay. I know that silt and clay are very fine, or small, but some soils are bigger; some have chunks and rocks. Maybe these types of soils are different sizes, and we will learn more about that. (read pps. 8-9 and confirm or revise your prediction) • (p. 10, first paragraph) Here it says, ‘These sediments all affect how water will act in soil.’ Let’s predict how water will act when it goes on gravel... I bet soil with a lot of sand might suck up water fast. But maybe water would not go through clay quite as easy. What do you think about silt? (allow students to share ideas) Let’s keep reading and see if we predicted correctly.” (read rest of page and model confirming or revising predictions)
<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>Continue reading selections from the text. Ask students questions and have them share their predictions with partners; you might ask students to then share ideas with the whole group. Encourage students to also make their own predictions as they listen.</p> <p>You could say: “Now I will read on. I will stop and ask you to make predictions as we go. When I stop, turn to your partner and tell them your prediction. You can also raise your hand to share a prediction as I read...”</p> <ul style="list-style-type: none"> • (p. 14) What other things do you think might live in soil? • (p. 16, after first sentence) This says, ‘Some of the most important creatures found in the soil are earthworms.’ Predict what makes earthworms so important. • (p. 20, after first sentence) ‘It takes hundreds or even thousands of years for some soils to form.’ How do you think soils are formed? Make a prediction.”
<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>After reading, facilitate a rich discussion of topics from the text. Ask higher-order questions and then allow students time to share ideas in pairs. After each question, or after all questions have been discussed by pairs, have students share their ideas with the whole group.</p> <p>You could say: “As we read, we discovered that we knew some of the information in this book and some of our predictions were correct. Let’s take some time to discuss this information. I’m going to ask you some questions related to the information we just covered. After I ask the question, discuss your answer with your partner...”</p> <p>You could use the following questions to evoke rich discussion:</p> <ul style="list-style-type: none"> • If you were growing your own food, what are some things you might need in your garden so that you could grow healthy plants? Why? • People use pesticides and insecticides to get rid of insects that might harm plants. Is this a good thing to do? Why or why not? • Are the four horizons found in the soil different? Describe them.
<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: “It’s very important to think about what you already know about a subject when you are reading a book and to predict what you might learn next. This helps you understand what you read. Tell your partner one thing you learned from our book today. (allow brief talk time) When we read other books, I might stop and ask you what you think you will learn next. You can ask yourself the same question when you are reading books yourself!”</p>

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	TEXT MAPPING LESSON 10
SHOW ME WHAT YOU KNOW! We will create a poster demonstrating the cause and effect relationships of soil.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Identify similarities and differences across primary expository text structures: cause and effect, description, compare and contrast, cycles and sequences. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Using Think-Alouds 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"> Computer, document camera, or interactive whiteboard UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: cause and effect, particle, phrase Teacher Journal Lesson #10 <u>Text Structures</u> slideshow for Lesson #10 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> You will use the slideshow throughout the lesson to introduce and discuss text structures with students. If you are unable to play the slideshow, you could print the pages and display them using a document camera. Read the text from each slide for a given text structure type; then fill in the chart from Teacher Journal Lesson #10 with the characteristics for that text structure. Teacher journal, p. 2 shows a completed chart. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 10px; margin: 0 auto; width: 80%;"> START THE LESSON WITH WRAP SET #3: CAUSE AND EFFECT, PARTICLE, PHRASE </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: "Can you think of different reasons why we might call someone on the phone? I might call my friend to describe an amazing thing I saw on a hike, or I might call a friend to ask them how to make a fancy dessert. I called for different purposes. When authors write books, they write different kinds of information for different purposes. They use different kinds of words for different purposes. For example, sometimes an author wants to <i>describe</i> something to the reader. But sometimes the author wants to <i>explain</i> how to do something or they want to <i>compare and contrast</i> two things. The purpose of our lesson today is to look at paragraphs that were written for different purposes."</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>Play the <u>Text Structures</u> slideshow for Lesson #10, filling in the chart on teacher journal, p. 1 as you read each slide. Fill in the purpose of a text structure in the top row and the navigation (or describing) words used in the bottom row. You may refer to teacher journal, p. 2 for guidance.</p> <p>You could say: "This slideshow will show us text that the author wrote for different purposes. As we look at each type of text, we will fill in a chart. (display teacher journal, p. 1) Let's look at the first slides...</p> <p>(slide 2) "In the first paragraph, the author <i>describes</i> what humus looks like—this text structure is called description. (read slide) There are lots of adjectives and descriptive details that tell more about the humus, like 'dark brown,' 'black,' and 'bits of dead plants and animals.' I will write the purpose of this text structure—to describe—in our chart under <i>Description</i>. (add purpose to chart) I will write the describing words the author used in the second row.</p>	

	<p>(slide 3) “The paragraph on the next slide has a different purpose. (read slide) Here, the author tells about the order, or <i>sequence</i>, of how soil is formed. The author uses words like <i>first</i>, <i>next</i>, <i>then</i> and <i>finally</i> which tells you that the order is important. I will write the purpose in our chart under <i>Sequence</i>. (add purpose) Then I will put the navigation words in the second row. (fill in <i>first</i>, <i>next</i>, <i>then</i>, and <i>finally</i>)</p> <p>“So the author used different kinds of words in these paragraphs for different purposes. In the first one, the author used words to describe. In the second paragraph, the author used sequence, or order, words. These words that help us identify the kind of text structure the author is using are called <i>navigation words</i>.”</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: (slide 4) “Let’s talk about the kind of information the author included in these paragraphs. (read text) What was the author’s purpose? (elicit responses, guiding students by pointing out features in the text) Yes, the author wanted to <i>compare</i> and <i>contrast</i> two different things, water and wind. When we compare and contrast, we want to show how things are the... (pause for response) Yes, we show how things are the same and different. I will write that as the purpose. (fill in purpose in top row of chart on teacher journal) What navigation words does the author use to compare and contrast? (pause for response) Let’s add <i>different</i>, <i>both</i>, <i>but</i>, <i>also</i>, and <i>unlike</i> to our chart.” (add to chart)</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>Display slide 5. You could say: “Now you and your partner are going to work together. Your job is to look at this last paragraph and decide two things—what was the author’s purpose and what navigation words did the author use? You can report what you found to the group afterwards, and then we’ll finish our chart.” Circulate the room to monitor students’ discussions and provide feedback.</p> <p>Once students have made their decisions, have them share ideas as a whole group. After you come to a consensus as a class, reveal slide 6 to show the correct answer. Then ask students to tell you what to fill in for the last column of 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 we identified four different purposes for writing. Tell your partner the four purposes we found in our paragraphs. (allow brief talk time) The purposes we studied today were description, sequence, compare and contrast, and cause and effect. Tell me, what kind of words does an author use to help us know what text structure we are reading. (pause for response) Yes, <i>navigation words</i>. When you are writing, you want to decide the purpose for your text; then you want to include navigation words to help the reader understand what you write. I’ll be watching for navigation words the next time I read your writing.”</p>

Text Structures

Description	Sequence	Compare and contrast	?

Text Structures

Description	Sequence	Compare and contrast	Cause and effect
<p>What things look like</p>	<p>The order that things happen</p>	<p>How things are the same and different</p>	<p>How something is caused by another thing</p>
<p>Describing words: Dark brown Black Dead</p>	<p>Navigation words: First Next Then Finally</p>	<p>Navigation words: Both Same Different But Unlike</p>	<p>Navigation words: Because So Causes</p>

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	INTEGRATION LESSON 11
SHOW ME WHAT YOU KNOW! We will create a poster demonstrating the cause and effect relationships of soil.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Use inferencing by applying prior knowledge to a written text. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Inferencing LESSON TEXT: <ul style="list-style-type: none"> <u>Dirt</u> by Steve Tomecek 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"> Sticky notes Lined paper (1 per student) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: cause and effect, particle, phrase Teacher Journal Lesson #11 (print or digital) 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... You could use sticky notes to mark the following pages (which are used in the lesson routines) and any other pages you will use to practice inferencing: pp. 9, 13, 17, 18, 24, 26, and 28. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #4: CAUSE AND EFFECT, PARTICLE, PHRASE </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: "Your mom comes home and finds a backpack on the kitchen counter. She tells you to come and put your backpack away. How does she know it belongs to you? Maybe she thinks about the color of the backpack and who is already home. She uses facts and what she already knows to help her make an inference. The purpose of today's lesson is to practice using facts and what we already know to make inferences."</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 and use the chart as you model making inferences.</p> <p>You could say: (p. 1, top row) "After reading <u>Dirt</u> by Steve Tomecek, I can make an inference: <i>Clay is not the best soil to have in my garden.</i> (point to inference on chart) I make this inference after reading some facts from the book. First, I read on page 10 that water 'has a hard time flowing through clay.' Page 9 also says, 'When clay is dry, it forms hard clumps.' If I think about these two facts, and I think about what I already know about plants, my inference makes sense. It would be difficult for plants to stay healthy in a garden full of clay soil.</p> <p>(p. 1, bottom row) "I can also infer that if I put vegetable and fruit peels from the kitchen into the soil, it will help my plants grow. (point to inference) Why? I read two facts on page 13. 1) 'Organic matter comes from living things such as plants and animals,' and 2) 'When organic matter rots, or decays, it puts nutrients into the soil that plants and animals need to grow.' I know that vegetable and fruit peels are organic materials. My inference makes sense."</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>Continue using the teacher journal to make inferences, inviting students to participate.</p> <p>You could say: (p. 2, top row) “Here is an inference based on something we read in the book: <i>Worms in a garden are good for plants</i>. Can you think of two facts from our reading that would show that this inference makes sense? (allow students time to discuss and respond; you might cover up the second column) Yes, on page 17, the book tells us that worms make tunnels for the roots of plants to grow, and the worms make spaces for water and air to get into the soil.”</p> <p>Repeat the procedure used above with the inference from the bottom row of the chart.</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. You could say: “Take out a sheet of lined paper. Now work with a partner. As I display two facts from the book <i>Dirt</i>, look at the facts, discuss what you already know, and on your paper write down one or two inferences that would make sense...”</p> <p>Display the remaining slides from the teacher journal and have students use the facts displayed to make inferences.</p> <ul style="list-style-type: none"> • (slide 3) Provide students time to make inferences. Once they have recorded a couple inferences, display slide 4 and have students share the other inferences they made. Emphasize that there is not one correct answer when inferencing. • (slide 5) Provide students time to make inferences. Once they have recorded a couple inferences, display slide 6 and have students share the other inferences they made.
<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: “When you make an inference, you use clues, facts, and what you know to reach a conclusion that makes sense. Let’s try one more... Your aunt is putting food in the cooler, tells you to get your bathing suit and a towel, and walks out to the car. Are you going to the park or are you going to the lake? (pause for response) Right, the lake. When you know how to make good inferences, it helps you understand what you hear and read.”</p>

Inference

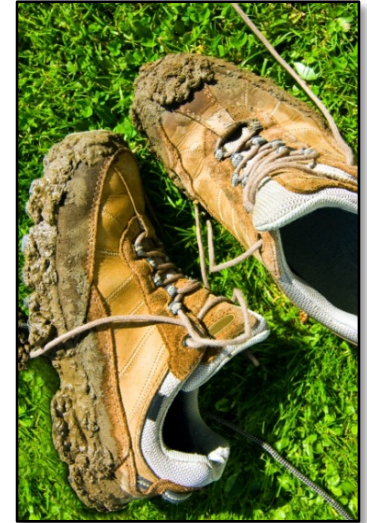
Clay is not the best soil to have in my garden.

Facts from the Book

Water has a hard time flowing through clay.

When clay is dry, it forms hard clumps.

pgs. 9, 10





I can put vegetable and fruit peels from the kitchen in the soil to help plants grow.

Organic matter comes from living things such as plants and animals.

When organic matter rots, or decays, it puts nutrients into the soil that plants and animals need to grow.

pg. 13



Inference	Facts from the Book
<p>Worms in a garden are good for plants.</p>	<p>By tunneling through the soil, earthworms give plant root places to grow.</p> <p>These tunnels also make spaces for water and air to get into the soil.</p> <p>pg. 17</p> 
<p>If we remove soil from the surface it will be difficult to grow food.</p>	<p>The topsoil is important for plants because it's the layer where they put their roots.</p> <p>The humus has lots of organic matter.</p> <p>pg. 24</p> 

Inference

Facts from the Book

**Two facts you know
from our unit on soil:**



Soils with rich topsoil
can be used for
planting.



Once soil is lost, it
takes a long time to
come back.

pgs. 26, 28

Inference

We have to conserve our soil.



Facts from the Book

Two facts you know from our unit on soil:



Soils with rich topsoil can be used for planting.



Once soil is lost, it takes a long time to come back.

pgs. 26, 28

Inference

Facts from the Book

**Two facts you know
from our unit on soil:**



Earthworms, insects,
and microbes help to
recycle nutrients in the
soil.



Nutrients help plants
grow, and plants
provide the food and
oxygen you need to
live.

pg. 18

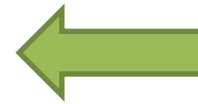
Inference

We have to take care of living things, including insects and worms.



Facts from the Book

Two facts you know from our unit on soil:



Earthworms, insects, and microbes help to recycle nutrients in the soil.



Nutrients help plants grow, and plants provide the food and oxygen you need to live.

pg. 18

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	WORDS TO KNOW LESSON 12
SHOW ME WHAT YOU KNOW! We will create a poster demonstrating the cause and effect relationships of soil.		
TEACHING OBJECTIVE:		
<ul style="list-style-type: none"> Define target vocabulary words by providing a simple definition and using it in a sentence. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> <u>Dirt</u> by Steve Tomecek TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Rally Robin 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera, interactive whiteboard or chart paper UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Vocabulary Picture Cards: conserve, nutrient, horizon, mineral Teacher Journal Lesson #12 Student Journal Lesson #12 	
SPECIAL INSTRUCTIONS FOR THIS LESSON		
LESSON ROUTINE		
SET	<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>You could say: "Every time we study something new, we can add words to our vocabulary. In this unit we have already learned the Words to Know phrase, cause and effect, and particle. The purpose of today's lesson is to learn four more words that we can add to our vocabulary. When you know more words, you can understand more ideas when you read or listen."</p>	
I Do/ WE DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples of the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal Lesson #12 and distribute the student journal.</p> <p>You could say: "Let's learn our new Words to Know..."</p> <p>"Our first word today is conserve. Conserve means 'to use something carefully so that it lasts a long time.' (show Vocabulary Picture Card)</p>	

- For example, on page 28, **(show page)** the author explains that soil, water, and air are something we depend on. We **conserve** water when we turn off the faucet while we brush our teeth. If we plant trees and grass, we can **conserve** our soil because plants can keep the soil from washing away in a storm.
- Say the word **conserve** with me: **conserve**. Let's spell the word **conserve: C-O-N-S-E-R-V-E**.
- Now read the definition of the word with me: To use something carefully so that it lasts a long time.
- Now fill in the blank and read the sentence from your student journal out loud.

(nutrient)

"The next word is **nutrient**. **Nutrients** are 'things like water and vitamins that help plants and animals to grow.' **(show nutrient picture card)**

- On page 13 of the book *Dirt*, **(show page)** we read that 'When organic matter rots, or decays, it puts nutrients into the soil that plants and animals need to grow.'
- People get **nutrients** for their bodies when they eat fruits, vegetables, and protein.
- Say the word **nutrient** with me: **nutrient**. Spell the word **nutrient: N-U-T-R-I-E-N-T**.
- Read the definition of the word with me: Things like water and vitamins that help plants and animals to grow.
- Now fill in the blank and read the sentence from your student journal out loud.

(horizon)

"A **horizon** is a layer of soil that is different from the layers above and below it. It is also the line where the sky seems to meet the land. **(show horizon picture card)**

- For example, on page 22 of the book *Dirt*, **(show page)** the author writes, 'Over time, sediment piles up to make different layers of soil. Scientists call these layers horizons.'
- You can also say, 'The sun is setting on the **horizon**.'
- Say the word **horizon** together: **horizon**. Let's spell the word **horizon: H-O-R-I-Z-O-N**.
- Read the definition of the word with me: The layer of soil that is different from the layers above and below it, OR the line where the sky seems to meet the land.
- Now fill in the blank and read the sentence from your student journal out loud.

(mineral)

"Our last word for today is **mineral**. **Minerals** are hard objects that are made in nature. **(show mineral picture card)**

- Sodium, which we use for salt, is one kind of mineral.
- On page 12 in our book, we read 'Minerals help plants grow. Without minerals in the soil, most plants would die.'
- Now say the word **mineral: mineral**. Spell the word **mineral** out loud: **M-I-N-E-R-A-L**.
- Read the definition of the word with me: Hard objects that are made in nature.
- Now fill in the blank and read the sentence from your student journal out loud."

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.

Display Teacher Journal Lesson #12, p. 2. You could say:

"Now work with a partner to create sentences using the Words to Know. Look at the first sentence: 'Minerals are _____. ' Complete the sentence. The question 'What?' is a prompt to help you think of what you could add—Minerals are *what*? Take turns creating new endings to the sentence. Tell your partner your sentence."

Have students continue for the next three words, using the prompts from teacher journal, p. 2. Circulate the room to provide feedback and support.

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 added four new Words to Know to the words you know—**mineral, nutrient, horizon,** and **conserve**. Give me a thumbs-up for *yes* or a thumbs-down for *no*.

- **Minerals** are the same as vegetables. **(no)**
- Dogs need **nutrients**. **(yes)**
- You can eat the **horizon**. **(no)**
- If you forget to shut off your hose outside, you are **conserving** water. **(no)**

When you know more words, you can express yourself better and you can understand what you hear and read. I wonder what **nutrients** you will have for dinner today? Tell someone about it when you are eating your dinner.”



Word: mineral

Definition: Hard objects that are made in nature

Sentence: Gold is a very popular _____.



Word: nutrient

Definition: Things like water and vitamins that help plants and animals to grow

Sentence: The _____ are important for the plant to grow healthy.

Word: horizon

Definition: 1) The layer of soil that is different from the layers above and below it; 2) The line where the sky seems to meet the land

Sentence: I can see the sunrise on the _____.



Word: conserve

Definition: To use something carefully so that it lasts longer

Sentence: I shut off the water while brushing my teeth to _____ water.



Creating an Extended Sentence

Minerals are _____.

--	--

Minerals are very small.

--	--	--

Horizons are _____.

--	--	--

Horizons are _____.
What?

--	--	--	--

Plants need nutrients.

--	--	--

Plants need nutrients _____.
Why? Where?

--	--	--	--

I conserve soil.

--	--	--

I conserve soil _____.
How? Why?

--	--	--	--

Student Journal

Earth Materials – Lesson 12



Word: mineral

Definition: Hard objects that are made in nature

Sample Sentence: Gold is a very popular

_____.

Word: nutrient

Definition: Things like water and vitamins that help plants and animals to grow

Sample Sentence: _____

are important for the plant to grow healthy.



Word: horizon

Definition: 1) The layer of soil that is different from the layers above and below it
2) The line where the sky seems to meet the land

Sample Sentence: I can see the sunrise on the _____.



Word: conserve

Definition: To use something carefully so that it lasts a long time

Sample Sentence: I shut off the water while brushing my teeth to _____ water.



CONSERVE WATER





WEEKLY LESSON PLANNER

EARTH MATERIALS

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 adverbial phrases related to manner, time, and place. 	<ul style="list-style-type: none"> Summarize with detail from two separate texts. 	<ul style="list-style-type: none"> Use a variety of different types of words to convey thoughts and meanings in spoken or dictated text. 	<ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Use writing and/or drawing to recount text with appropriate facts and relevant description.
Lesson Texts	<ul style="list-style-type: none"> <u>Dirt</u> by Steve Tomecek 	<ul style="list-style-type: none"> <u>Dirt</u> by Steve Tomecek <u>Rocks and Soil</u> by Charlotte Guillain 	<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"> Lined paper (1 per student) 	<ul style="list-style-type: none"> Document camera or interactive whiteboard Sticky notes 	<ul style="list-style-type: none"> Document camera, chart paper, or interactive whiteboard Blank paper (1 per student) 	<ul style="list-style-type: none"> Teacher's Bookshelf books Blank paper (1 per student) Sticky notes (4 per student) Completed sample of You Do activity
Unit Materials Provided	<ul style="list-style-type: none"> Teacher Journal Lesson # 13 	<ul style="list-style-type: none"> WRAP set #5 Vocabulary Picture Cards: conserve, horizon, nutrient, mineral Teacher Journal Lesson #14 Student Journal Lesson #14 	<ul style="list-style-type: none"> Teacher Journal Lesson #15 (print or digital) Word web (optional) 	<ul style="list-style-type: none"> WRAP set #6 Vocabulary Picture Cards: conserve, nutrient, horizon, mineral



Digital/Tech



Prep Materials



Preview the Text



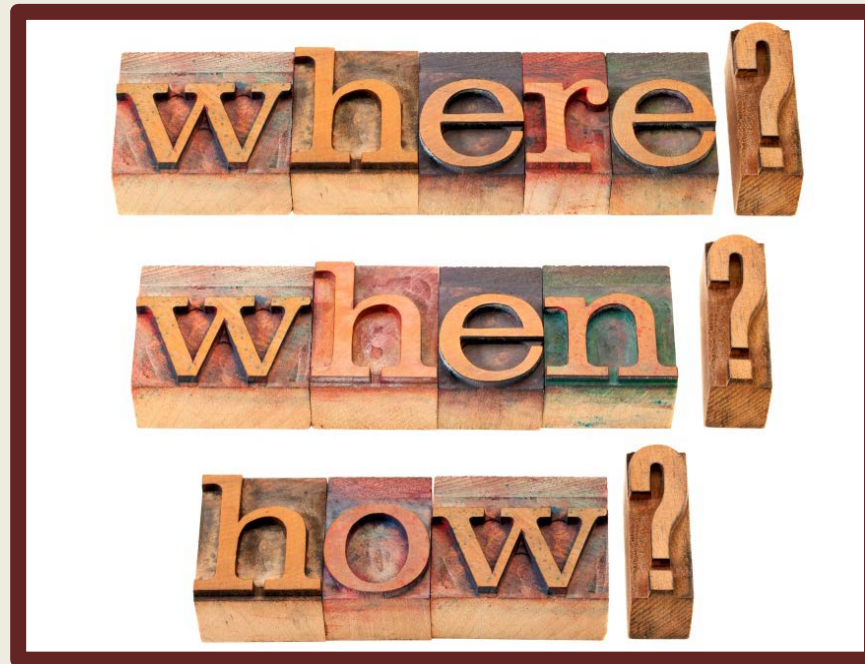
Game



Save Materials

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	TEXT MAPPING LESSON 13
SHOW ME WHAT YOU KNOW! We will create a poster demonstrating the cause and effect relationships of soil.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Use adverbial phrases related to manner, time, and place. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Selected by teacher LESSON TEXT: <ul style="list-style-type: none"> <u>Dirt</u> by Steve Tomecek 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"> Lined paper (1 per student) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #13 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> This lesson focuses on adverbial phrases. The teacher journal gives a succinct intro to adverbs and adverbial phrases; you may want to briefly preview it before the lesson. 		
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: "Has your parent ever asked you, 'What did you do at school today?' You might have answered with just two words, like 'I studied' or 'I played.' If you did, you missed telling your parent a lot of information that they wanted to know. If you had added an <i>adverbial phrase</i>, they would know a lot more! Today we are going to study adverbial phrases and see how we can add them to a sentence to give more information to our listener."</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, p. 1. You could say: "An <i>adverbial phrase</i> is part of a sentence that tells where, when, or how something happens. Adverbs describe verbs—they add information about the verbs. For example, someone asks me, 'What do you do?' and I answer, 'I write.' (display p. 2) It's true, but I can also add an adverbial phrase that gives more information to my listener. I can say 'I write <i>every night</i>.' Adding the phrase 'every night' explains WHEN I write. It tells more about the verb <i>write</i>. I could also change the adverbial phrase to tell WHERE I write. I could say 'I write... <i>in the kitchen</i>.' And HOW do I write? I could say, 'I write <i>quickly</i>.'</p> <p>Look at the next picture. I wash... When?...I wash <i>before I eat</i>. 'Before I eat' is the adverbial phrase. I wash... Where?...I wash <i>at the sink</i>. 'At the sink' is the adverbial phrase. I wash...How?...I wash <i>with soap</i>. 'With soap' is the adverbial phrase."</p> <p>"Remember, an adverbial phrase can tell me <i>how, where, or when</i> the action happened."</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>Display Teacher Journal Lesson #13, p. 3. Create adverbial phrases with students. You could say: "Look at this first picture and read the three words at the top of the page. We are going to make three different adverbial phrases to add to the sentence. I eat..."</p>	

	<ul style="list-style-type: none"> • When? Can you add an adverbial phrase to the sentence that explains <i>when</i> you eat? (elicit responses) Yes, very good. I eat [<i>every day</i>]. • Where? I eat... <i>where</i>? (elicit responses) Very good. I eat [<i>outside</i>]. • How? Change the adverbial phrase to tell <i>how</i>. (elicit response) I eat [<i>with my hands</i>]. Great job, everyone!"
<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>Display teacher journal, p. 4 and divide students into pairs. You could say: "Take out a sheet of lined paper. Now look at the picture on my journal page. On your paper, write three sentences about what you see. Each sentence should have an adverbial phrase, one that tells <i>when</i>, one that tells <i>where</i>, and one that tells <i>how</i>. You can work with your partner to write and share sentences. Use your most descriptive adverbs!"</p> <p>Circulate the room to provide support and feedback as students work. Ensure that their sentences tell <i>when, where, and how.</i></p> <p>Repeat with teacher journal, p. 5.</p> <p>Once students have written sentences for both images, have them share with another pair or with the 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: "What kind of words do adverbs describe? (pause for response) Right, verbs. And what do adverbial phrases tell us? Tell your partner. (allow brief talk time) Adverbial phrases can tell <i>when, where, or how</i> something happened. When your parent asks you, 'What did you do at school today?' you could use an interesting adverbial phrase to tell about your day. Then tell your parents that you just used an adverbial phrase. They will love that!"</p>



Adverbs tell more about verbs.

An adverbial phrase is the part of the sentence that tells **where**, **when** or **how** something happened.

When? Where? How?



I write **every night**.
I write **in the kitchen**.
I write **quickly**.



I wash **before I eat**.
I wash **at the sink**.
I wash **with soap**.

When? Where? How?



I eat [when].
I eat [where].
I eat [how].



I celebrate [when].
I celebrate [where].
I celebrate [how].



They screamed [when].
They screamed [where].
They screamed [how].

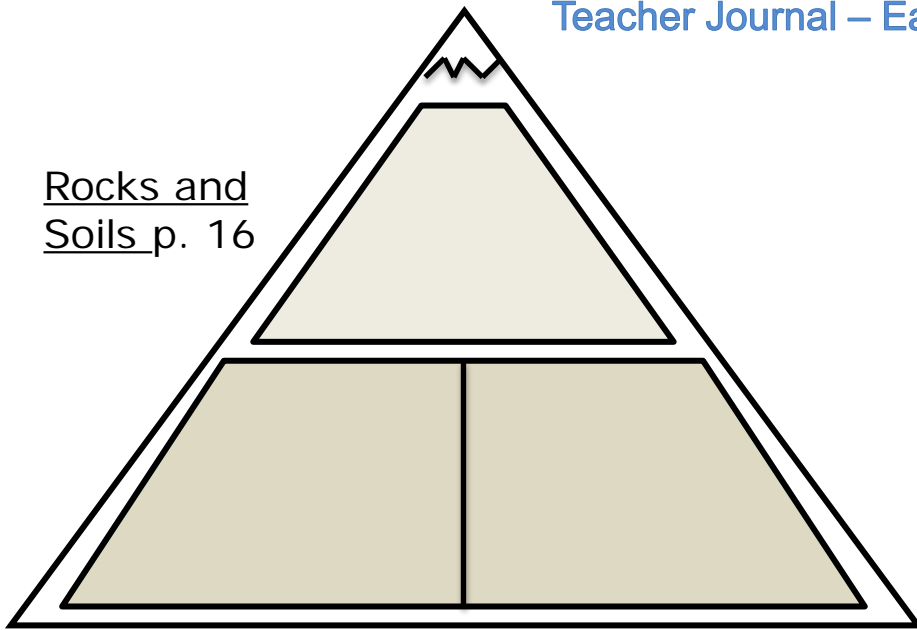


They celebrated [when].
They celebrated [where].
They celebrated [how].

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	INTEGRATION LESSON 14
SHOW ME WHAT YOU KNOW! We will create a poster demonstrating the cause and effect relationships of soil.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Summarize with detail from two separate texts. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Summarizing LESSON TEXTS: <ul style="list-style-type: none"> <u>Dirt</u> by Steve Tomecek <u>Rocks and Soil</u> by Charlotte Guillain 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 Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #5 Vocabulary Picture Cards: conserve, horizon, nutrient, mineral Teacher Journal Lesson #14 Student Journal Lesson #14 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... The following pages from the lesson texts are used in the lesson routines. You may want to flag them with sticky notes. <ul style="list-style-type: none"> <u>Rocks and Soil</u>, pp. 16, 22, and 26 <u>Dirt</u>, pp. 13, 16, and 26 The blank graphic organizer on teacher journal, p. 1 can be filled in as the lesson progresses. Alternately, you could use the completed organizer on p. 2 and uncover the boxes as you teach the lesson. You will read a page from each of the lesson texts for the You Do activity. You could display the text using a document camera after reading the page if students need to reference the text again. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #5: CONSERVE, HORIZON, NUTRIENT, MINERAL </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 you go to a movie and a friend asks you what it’s about, they don’t want the entire story of the movie. What they want is the <i>main idea</i> and a few <i>details</i>; they want you to <i>summarize</i> the movie for them. That’s our purpose today—to summarize by finding the main idea and some details from two of our books. When we can summarize and identify the main idea and key details it shows that we understand the information in the book.”</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 and read the selections indicated. As you find the main idea and details of a selection, fill in the graphic organizer. Then use the information to write a brief summary below it. (Refer to teacher journal, p. 2 for ideas.)</p> <p>You could say: “I’m going to read this page from <u>Rocks and Soil</u> and show you how to summarize it. (read <u>Rocks and Soil</u>, p. 16) I know that the page is about soil because of the header and what the paragraph says. I’ll write <i>Soil</i> in the top space of our organizer, the main idea. (fill in main idea) Then I see two details. The first sentence talks about pieces of rock, so that will be the first detail. (add detail) It also talks about pieces of plants and animals, so that will be the second detail. If I look at what I’ve written, I can summarize the page like this: <i>Soil is made up of pieces of rock, plants, and animals.</i></p>	

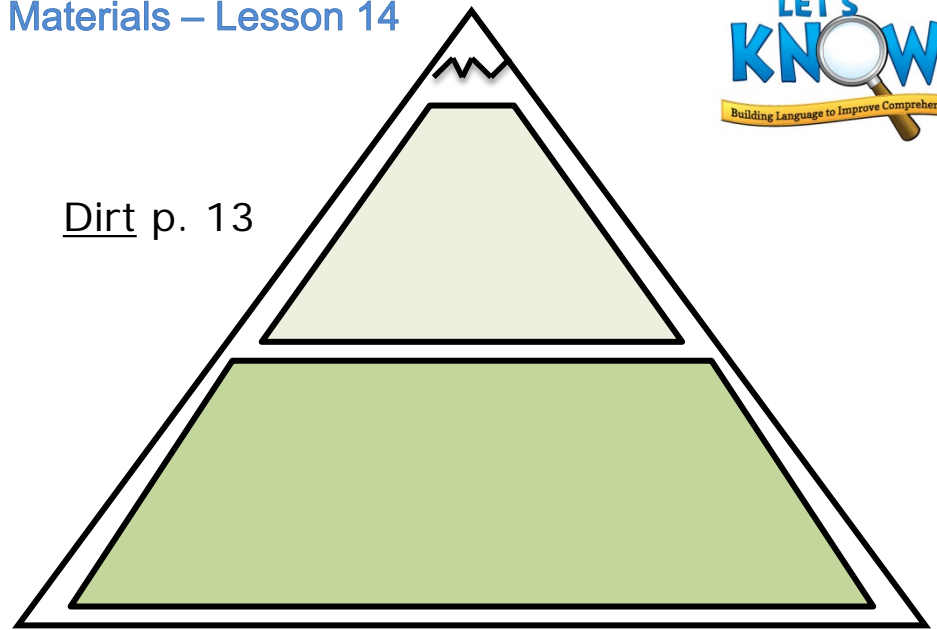
	<p>“Now let’s look at page 13 from <i>Dirt</i>. It doesn’t have a header, so I’ll have to read it to find out the main idea. (read <i>Dirt</i>, p. 13) It looks like the main idea is soils, so <i>Soils</i> goes in the top space. (add main idea) The first detail is about organic matter, but I don’t see another detail about soils. (add <i>Organic matter</i> as a detail) Now listen to my summary: <i>Soil contains organic matter.</i>”</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>Finish filling in the graphic organizers from the teacher journal by reading the remaining selections. Work with students to identify the main idea and details and develop a brief summary.</p> <p>You could say: “Here’s another page to summarize and this time, you can help me. I’ll read the page first and then we’ll decide on the main idea, details and summary...”</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>Distribute the student journal and divide students into pairs.</p> <p>You could say: “Now I’ll read you a page from each book. After I read it, I want you to discuss the page with your partner and choose the main idea and two details from the boxes beside the graphic organizer in your student journal. There will be one box that will not be included in the mountain. You may either write the main idea and details in the spaces or draw lines to the correct spaces. Then I’ll read the second page, and you’ll do the same for the next mountain. After that, you and your partner will decide how you would summarize each page. You won’t need to write the summaries; you’ll just discuss what you think they would be, and then you can share your results with the class.”</p> <p>Read the selections indicated on the student journal. After reading each selection, allow time for students to work and develop summaries.</p> <p>Once students have completed their journals, invite them to share their summaries with the whole group.</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: “You did an amazing job learning how to summarize today. Tell me the first thing we need to find to help us summarize. (pause for response) Right, the main idea. What do we need next? (pause for response) Details. When we combine the main idea with key details, what do we have? A summary. Here’s a challenge for you... Give a summary of what you did in this lesson to someone in your family tonight. Let’s see if you can apply what we learned today in school to what you do at home.”</p>

Rocks and
Soils p. 16



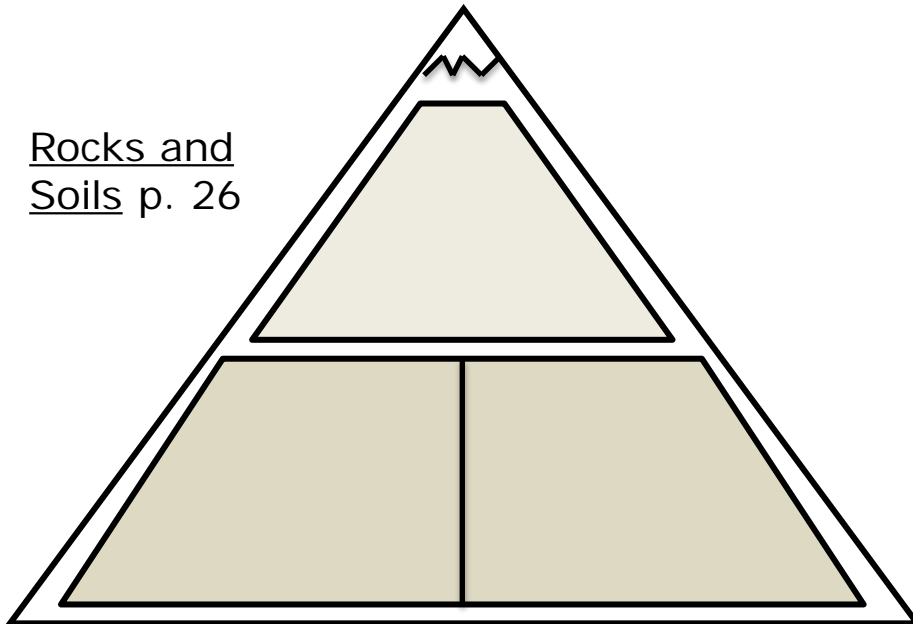
Summary:

Dirt p. 13



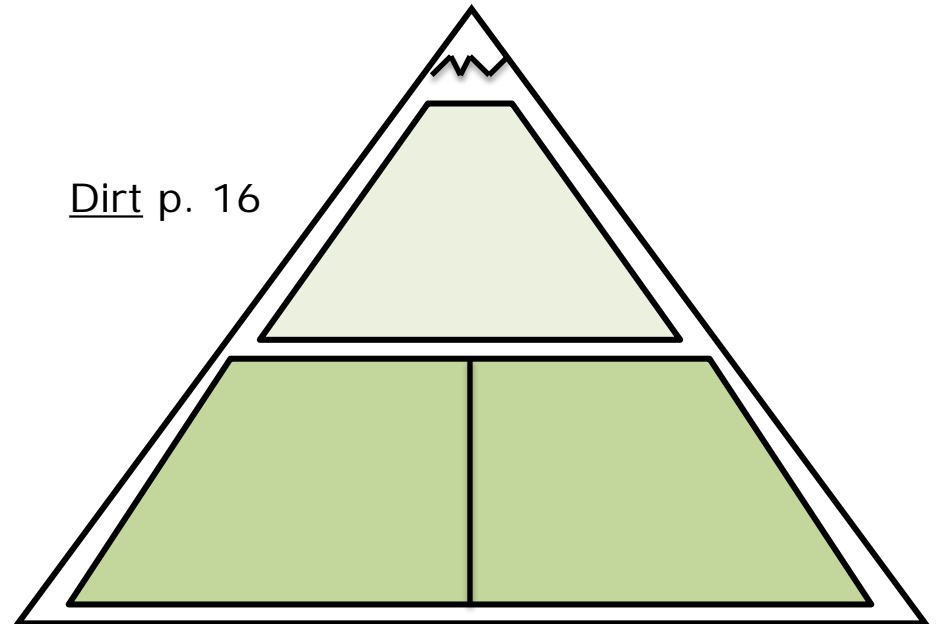
Summary:

Rocks and
Soils p. 26



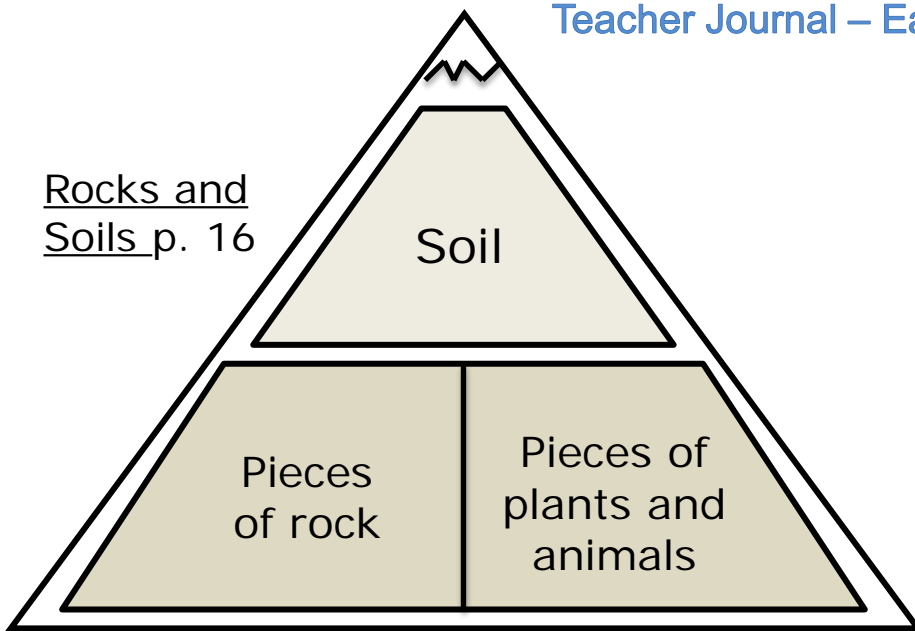
Summary:

Dirt p. 16



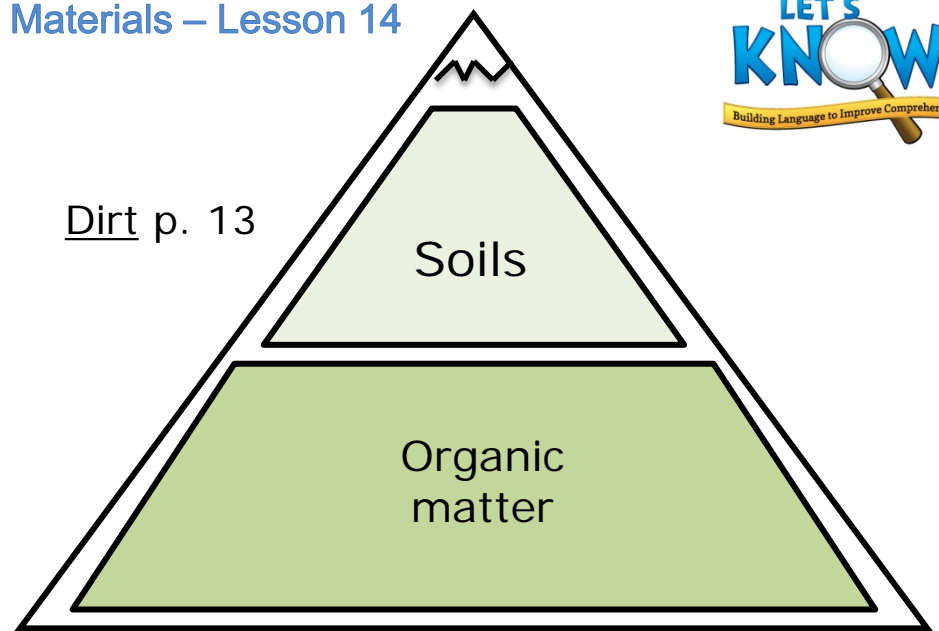
Summary:

Rocks and Soils p. 16



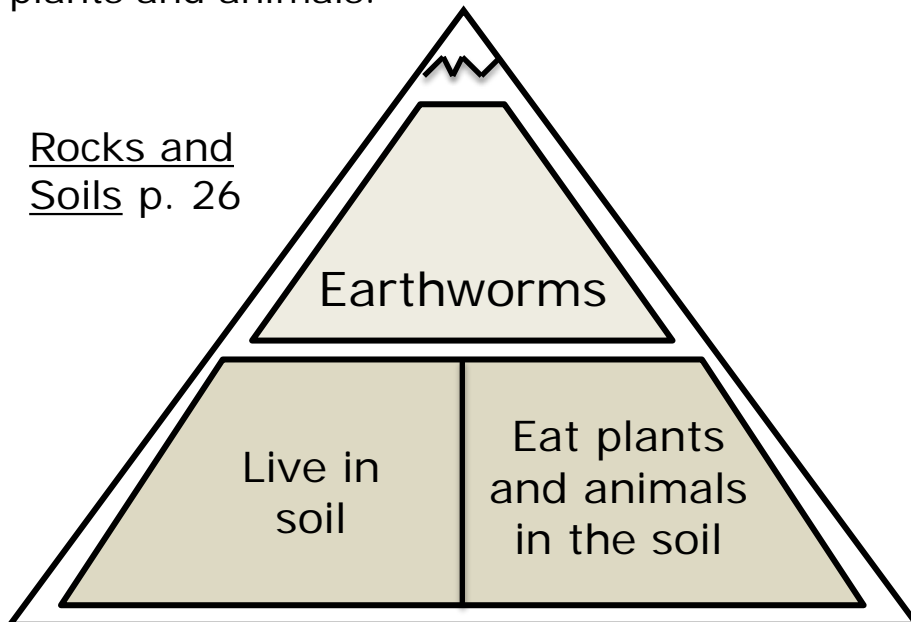
Summary: Soil is made up of pieces of rock, plants and animals.

Dirt p. 13



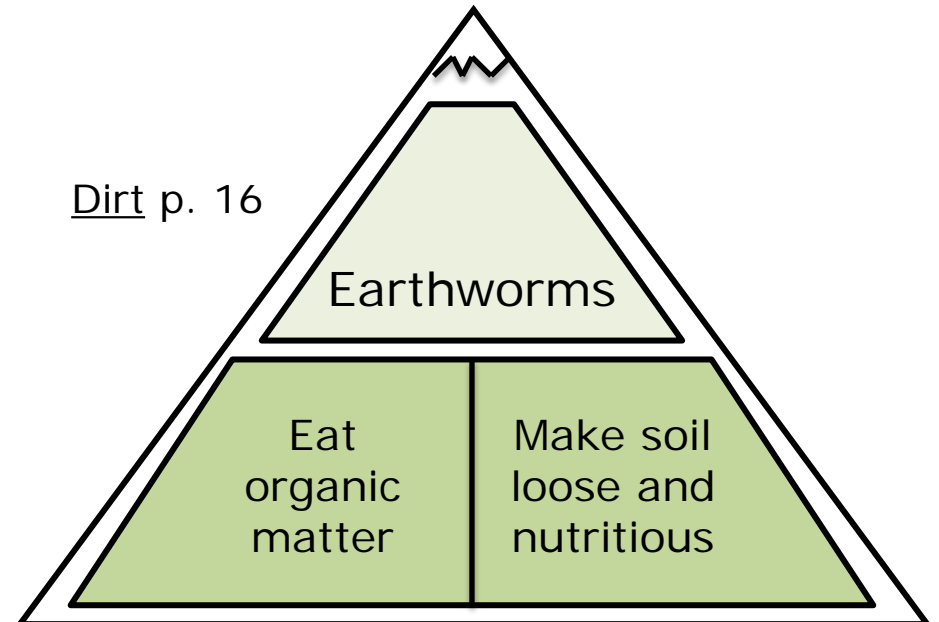
Summary: Soil contains organic matter.

Rocks and Soils p. 26



Summary: Earthworms live in the soil and eat plants and animals in the soil.

Dirt p. 16



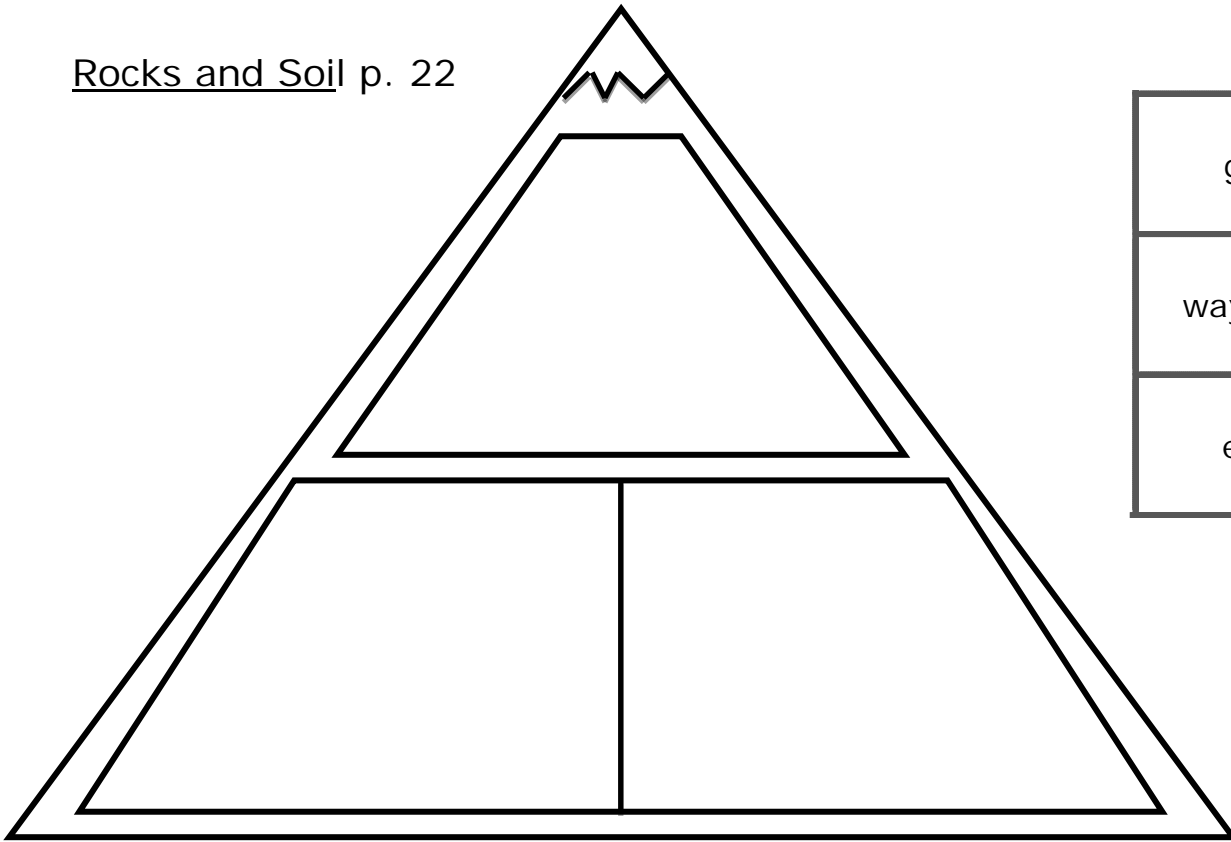
Summary: Earthworms eat organic matter and make the soil loose and nutritious.

Student Journal

Earth Materials – Lesson 14

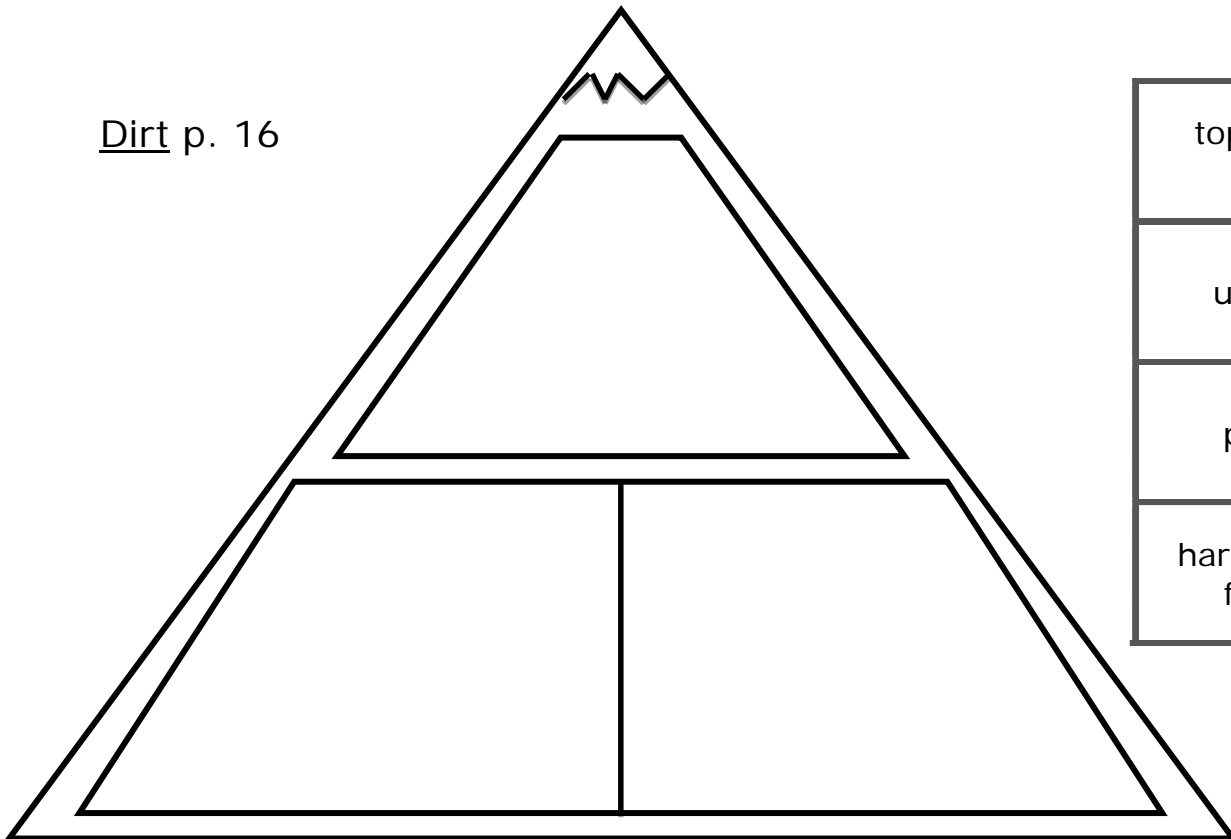


Rocks and Soil p. 22



grow plants
ways we use soil
earthworms

Dirt p. 16



topsoil used for planting
uses for soils
parking lots
hard soil used for foundations

**LET'S KNOW!
GRADE 2**

**EARTH MATERIALS
CAUSE AND EFFECT**

**WORDS TO KNOW
LESSON 15**

SHOW ME WHAT YOU KNOW! We will create a poster demonstrating the **cause and effect** relationships of soil.

TEACHING OBJECTIVE:

- Use a variety of different types of words to convey thoughts and meanings in spoken or dictated text.

TEACHING TECHNIQUE:

- Rich Instruction

LESSON TEXT:

- N/A

TALK STRUCTURE FOR WE DO/YOU DO:

- Think-Pair-Share

LESSON MATERIALS YOU PROVIDE:

- Document camera, chart paper, or interactive whiteboard
- Blank paper (1 per student)

UNIT MATERIALS PROVIDED:

- Teacher Journal Lesson #15 (print or digital)
- Word web (optional)

SPECIAL INSTRUCTIONS FOR THIS LESSON:

- **Before the lesson...** You may use the print or digital version of the teacher journal. If using the print version, you may want to cut out the images so you can place them on your word webs. You will need four copies of the word web.
- Use the teacher journal and/or word webs to map the Words to Know to their related words. You can either insert the provided words and pictures or write related words in the outer circles.
- **WORDS TO KNOW**
 - **conserve:** To use something carefully so that it lasts a long time
 - **nutrient:** Things like water and vitamins that help plants and animals to grow
 - **horizon:** 1) The layer of soil that is different from the layers above and below it; 2) The line where the sky seems to meet the land
 - **mineral:** Hard objects that are made in nature
- **SUGGESTED RELATED WORDS**
 - **conserve:** *protect, manage, save*
 - **nutrient:** *food, vitamin, healthy*
 - **horizon:** *skyline, sunrise, border*
 - **mineral:** *gold, rock, diamond*

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 use related words all the time and may have never noticed! When I meet people, they often say, 'Hi, how are you?' And I say, 'Good!' But sometimes I say, 'Great!' These words—<i>good</i> and <i>great</i>—are related because they have a similar meaning. But words can be related because they mean opposite things, too. Instead of saying, 'Great,' I could say, 'Terrible!' Those are opposites, right? Words can also be related by an idea. If someone asks me how I am, I could respond with a related word like <i>happy</i>, <i>sad</i>, or <i>sick</i>. All of these words are related because they express how I could be feeling. The purpose of the lesson today is to think about words related to our Words to Know—conserve, nutrient, horizon, and mineral."</p>
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples of the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display the teacher journal or a word web. Think aloud as you generate related words for mineral and model filling in a word web (or point out the related words on the teacher journal).</p> <p>You could say: "Let's look at one of our new Words to Know. We are going to think about related words and write them in our word web. Let's start with the word mineral..."</p>

	<p>"We have the word mineral in the center of the web. If I think of the word mineral, I think that a mineral is something hard that is made in nature. So I am going to say that <i>rock</i> is a related word. (point out or add to web) [I'll write the word <i>rock</i> in the web]. I think the word <i>gold</i> is related, too, because <i>gold</i> is a mineral. (point out or add to web) Another mineral is a <i>diamond</i>. A <i>diamond</i> is a beautiful mineral." (point out or add to web)</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, insuring active participation of all students. Check for understanding, insuring that students are ready for independent practice before moving to YOU DO.</p> <p>Work with students to make a word web for horizon. Ask students to suggest related words to add to the web; you may add their ideas as well as the suggested related words provided under Special Instructions. Discuss with students how the words are related.</p> <p>You could say: "Let's find some related words for horizon. Horizon has two definitions: 'the layer of soil that is different from the layers above and below it,' and 'the line where the sky seems to meet the land.' How many related words we can think of? Remember, words can mean something similar to horizon, they can be opposites, or they can be related by an idea. Let's add some related words to the web." Elicit responses to add to the web, encouraging students to explain the word relationships. If students struggle, ask guiding questions, model generating other related words, and/or show the examples from the teacher 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>Divide students into pairs and pass out blank paper. You could say: "Now you will work with a partner. The next word web is for nutrient. Write nutrient in the middle of your paper and circle it. Your task is to think of related words to complete your web. Add as many circles as you need. When you're finished, turn your paper over and make a web for the word conserve. When you're finished, you can report how many related words you found." Circulate the room to provide support and offer feedback on students' related words.</p> <p>Once students have completed their webs, you could show the examples from the teacher journal and ask students to add other related words that they generated. Encourage students to continue adding words to their webs.</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: "Let's review. A related word can be similar, opposite, or connected to the same idea.</p> <ul style="list-style-type: none"> • I am going to say two words. If they are similar hold up one finger, if they are opposites hold up two fingers... <ul style="list-style-type: none"> ○ conserve and <i>spend</i> (opposite) ○ nutrient and <i>vitamin</i> (similar) • Now tell your partner a word related to this word... <ul style="list-style-type: none"> ○ horizon ○ mineral <p>When you know many related words, it helps you understand what you read, and it helps you write in interesting ways. Try to find related words the next time you read, or use them in your writing."</p>



mineral



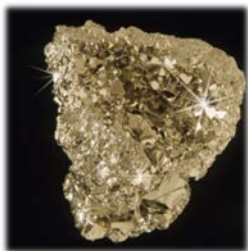
horizon



nutrient



conserve



gold



skyline



healthy



save



diamond



sunrise



food



protect



rock



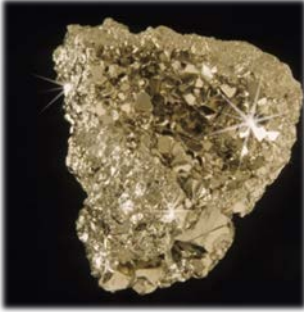
border



vitamins



manage



gold



rock



mineral



diamond



skyline



border



horizon



sunrise



healthy



vitamins



nutrient



food



save



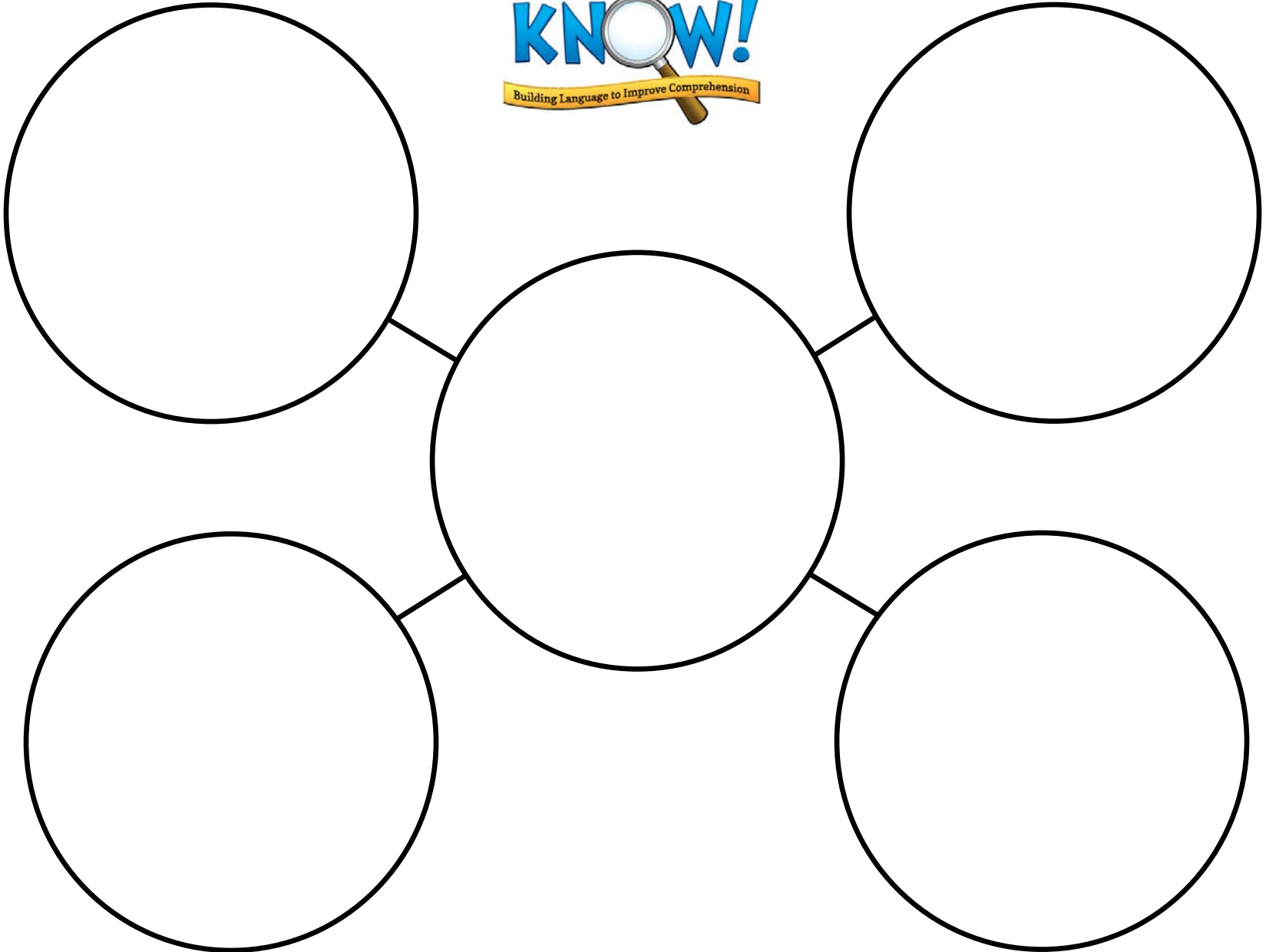
manage



conserve



protect



**LET'S KNOW!
GRADE 2**

**EARTH MATERIALS
CAUSE AND EFFECT**

**READ TO KNOW
LESSON 16**

SHOW ME WHAT YOU KNOW! We will create a poster demonstrating the **cause and effect** relationships of soil.

TEACHING OBJECTIVES:

- Exhibit sustained attention to and engagement in reading activities.
- Use writing and/or drawing to recount text with appropriate facts and relevant description.

TEACHING TECHNIQUE:

- Engaging Readers

LESSON TEXT:

- N/A

TALK STRUCTURE FOR WE DO/YOU DO:

- Mix-Pair-Share

LESSON MATERIALS YOU PROVIDE:

- Teacher's Bookshelf books
- Blank paper (1 per student)
- Sticky notes (4 per student)
- Completed sample of You Do activity

UNIT MATERIALS PROVIDED:

- WRAP set #6
- Vocabulary Picture Cards: **conserve, nutrient, horizon, mineral**

SPECIAL INSTRUCTIONS FOR THIS LESSON:

- **Before the lesson...**
 - Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. The texts should in some way be related to the unit theme but may vary in genre, topic, complexity, and so on.
 - Select a book from your classroom library or your bookshelf books; use sticky notes to mark four places where you find particularly interesting facts. Then fold a piece of blank paper into fourths and write a new fact you learned on each quarter; you will share this as a model of the You Do activity.
- Students with limited writing skills could draw a picture of interesting facts or use the marked pages of their books to describe the new facts they learned to their partners.

LESSON ROUTINE

SET

START THE LESSON WITH WRAP SET #6: CONSERVE, NUTRIENT, HORIZON, MINERAL

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:

"With each book we read we learn a little bit more about soil. In the book Dirt I discovered that worms are a very important animal to have in soil. They help plants keep healthy. In this lesson you are going to read a book by yourself; your job is to discover four new facts today. The more we engage with books, the more we learn and the more we understand."

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.

Review the Read to Know procedure and expectations, if needed.

To establish a goal for children's reading, you could say:


"I have placed books around the room that are about topics related to soil. As you're reading your book, you'll mark four new facts that you learn with sticky notes. Here's a book that I enjoyed reading. **(show book)** I marked four places where I learned something new with a sticky note so that I could find it again. **(display marked pages)** Then after I finished, I wrote the four new facts that I learned from my book on a piece of paper folded in fourths. **(share completed sample)** Then I explained to my partner the four new things that I learned after reading my book."

<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 sticky notes to each student and have them choose their books. Allow them to engage with their texts for [10–15] minutes on their own.</p> <p>You could say: “It’s time to choose a book to read. I’ll be coming around with the sticky notes while you read. When you find a new interesting fact, mark the page with a sticky note.”</p> <p>Circulate the room to monitor students as they read independently.</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 blank paper to each student. Have them write or draw the interesting facts they learn from their books; then have them share in pairs.</p> <p>You could say: “Now I am handing out some blank paper. When you get your paper, fold it into quarters and write one of the interesting new facts you found in each square. After you’re finished, take turns with your partner telling the interesting facts from your book.”</p> <p>Allow students time to write/draw and share with their partners. Circulate the room to monitor and engage in students’ discussions.</p> <p>As time allows, invite volunteers to share some facts they learned with the whole group.</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: “Reading independently is a time to learn about something that is interesting to you. Turn to a person other than your partner and take turns explaining two facts that you discovered in your reading today. (allow brief talk time) You can learn all kinds of new and interesting things from books. When you watch for interesting information that you don’t already know when you read, this helps you understand what you are reading. Let’s keep reading and learning more facts about our world!”</p>







WEEKLY LESSON PLANNER

EARTH MATERIALS

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"> Identify when text doesn't make sense and apply a targeted fix-up strategy. Participate in collaborative conversations. 	<ul style="list-style-type: none"> Extract information from one type of text, or set of texts, and translate the information into a new kind of text. 	<ul style="list-style-type: none"> Summarize the main ideas and key supporting details of a multi-paragraph, grade-level informational text. 	<ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Use writing and/or drawing to recount text with appropriate facts and relevant description.
Lesson Texts	<ul style="list-style-type: none"> <u>Soil</u> by Sally M. Walker  	<ul style="list-style-type: none"> <u>Soil</u> by Sally M. Walker 	<ul style="list-style-type: none"> <u>Soil</u> by Sally M. Walker 	<ul style="list-style-type: none"> N/A

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Document camera  Sticky notes 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Document camera or interactive whiteboard  	<ul style="list-style-type: none"> Teacher's Bookshelf books  Lined paper (1 per student) Sticky notes (1 per student) Completed list of vocabulary 
Unit Materials Provided	<ul style="list-style-type: none"> Fix-Up Strategies Poster Comprehension Monitoring Icons (optional) 	<ul style="list-style-type: none"> WRAP set #7 Vocabulary Picture Cards: conserve, nutrient, horizon, mineral Teacher Journal Lesson #18 Student Journal Lesson #18 	<ul style="list-style-type: none"> Teacher Journal Lesson #19 Student Journal Lesson #19 	<ul style="list-style-type: none"> WRAP set #8 Vocabulary Picture Cards: conserve, nutrient, horizon, mineral



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	READ TO ME LESSON 17
SHOW ME WHAT YOU KNOW! We will create a poster demonstrating the cause and effect relationships of soil.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Identify when text doesn't make sense and apply a targeted fix-up strategy. Participate in collaborative conversations. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Comprehension Monitoring Rich Discussion LESSON TEXT: <ul style="list-style-type: none"> <u>Soil</u> by Sally M. Walker TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Group Discussion 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Fix-Up Strategies Poster Comprehension Monitoring Icons (optional) 	
<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>Soil</u> by Sally M. Walker. <ul style="list-style-type: none"> This text is quite long; select the chapters you'd like to read to keep the lesson at the appropriate length. Use sticky notes to flag passages where you will model comprehension monitoring or prompt students to monitor their comprehension. Several examples are provided in the lesson, but you could use others. The following examples are used in the lesson routines: <ul style="list-style-type: none"> (p. 9) Reread to clarify the meaning of the word <i>resource</i>. (p. 11) Use picture clues to understand how rocks break apart. (p. 13) Find the definition for the unknown word <i>glaciers</i> in the glossary. (p. 16) Look up <i>humus</i> in the glossary as well. You could also note questions for rich discussion. Use of the Comprehension Monitoring Icons (Makes Sense/Doesn't Make Sense signs) is optional; you could have students raise their hands or use thumbs-up and thumbs-down signals to show their understanding. You should refer to the Fix-Up Strategies Poster as you remind students to monitor their comprehension. 		
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: "Today we are going to read the last book in our unit, <u>Soils</u> by Sally M. Walker. It has quite a few chapters, so we won't read all of them today. We will, however, monitor our understanding of the parts we do read and use fix-up strategies when we don't understand something in the book. The purpose of our lesson is to continue using fix-up strategies when we need to, and to discuss some interesting questions about what we 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>Model comprehension monitoring as you read. Signal confusion with the Comprehension Monitoring Icons or other signals. Then use fix-up strategies to clarify the confusion.</p> <p>You could say: "As I read <u>Soil</u> by Sally M. Walker, I will stop when I don't understand something and use a fix-up strategy to make sense of what I read. (point to Fix-Up Strategies Poster) Remember that we can reread the sentence or paragraph, ask questions, look at the pictures for clues, or find the meaning of a word. Let's start... (begin reading)</p>	

	<p>(p. 9, after first sentence) “The author says that ‘soil is a natural <i>resource</i>.’ I have heard this word before, but I am not sure what it means. (show Doesn’t Make Sense icon or otherwise signal) I am going to read on. (continue reading page) Now that I read on, I see that natural resources are ‘materials found on Earth that help living things.’ They are made by nature, not by people. Hmm... Let me read that again! (reread) Now I understand—water, minerals, and soil are all <i>natural</i> resources because they are made by nature and they help living things. (flip icon)</p> <p>(after reading p. 11) “I don’t understand how rushing water breaks rocks. (show icon or otherwise signal) I am going to look at the picture. (display picture) The author says the water makes the rocks ‘roll and tumble.’ I can imagine the water pushing rocks together so hard that the rocks crash together. I look at the picture of the waterfall, and I can see exactly how this could happen!” (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 or review other signals you would like students to use. Continue reading the text, encouraging students to indicate when they are confused.</p> <p>You could say: “Now it’s time for you to raise your hand if you don’t understand something. Then we’ll stop and use one of our fix-up strategies...”</p> <p>(p. 13; if students don’t raise their hands, stop after the word <i>glaciers</i>) “I am not sure what a <i>glacier</i> is, but I see the pronunciation of the word here. When an author includes the pronunciation, they often write the definition in the text. Let me read on and see if the next few words explain what this word means. (continue reading) Yes, the author tells me that <i>glaciers</i> are ‘giant, moving slabs of ice.’ This is very helpful!”</p> <p>Read on as far as you would like, encouraging students to display their icons or raise their hands to indicate confusion. Then guide them to apply appropriate fix-up strategies. Practice at least one more example of comprehension monitoring with students before moving to 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>After reading, facilitate an extended discussion of topics from the text. Ensure that all students have an opportunity to participate. Prompt students to take multiple turns, to elaborate on their responses, and to follow up on their peers’ ideas.</p> <p>You could use the following questions to facilitate rich discussion:</p> <ul style="list-style-type: none"> • Why is soil so important to living beings? • If I had soil that had a lot of rocks in it, how could I make it better so I could grow vegetables? • Where would we find the most soil? Why?
<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: “Using comprehension strategies helps us become better readers by reminding us to make sense of what we read. One strategy tells us to think about what we know and ask questions about what we read. Turn to someone sitting close to you and share one question you still have about soil. (allow brief talk time) Asking questions is a good way to find out about what you don’t know. Try it tonight at home.”</p>

**LET'S KNOW!
GRADE 2**

**EARTH MATERIALS
CAUSE AND EFFECT**

**TEXT MAPPING
LESSON 18**

SHOW ME WHAT YOU KNOW! We will create a poster demonstrating the **cause and effect** relationships of soil.

TEACHING OBJECTIVE:

- Extract information from one type of text, or set of texts, and translate the information into a new kind of text.

TEACHING TECHNIQUE:

- Using Think-Alouds

LESSON TEXT:

- Soil by Sally M. Walker

TALK STRUCTURE FOR WE DO/YOU DO:

- Think-Pair-Share

LESSON MATERIALS YOU PROVIDE:

- N/A

UNIT MATERIALS PROVIDED:

- WRAP set #7
- Vocabulary Picture Cards: **conserve, nutrient, horizon, mineral**
- Teacher Journal Lesson #18
- Student Journal Lesson #18

SPECIAL INSTRUCTIONS FOR THIS LESSON:

- The text from the teacher journal and student journal pages is drawn from pp. 32–33 and 30–31 of Soil by Sally Walker.
- Teacher Journal Lesson #18, p. 1 includes a blank chart that you can fill in as you read the selection; p. 2 includes a completed chart for your reference; p. 3 can be used after the You Do activity for students to check their answers from the student journal.

LESSON ROUTINE

SET

START THE LESSON WITH WRAP SET #7: CONSERVE, NUTRIENT, HORIZON, MINERAL

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:

"It's interesting to read books. I enjoyed learning about soil. But sometimes I like to organize what I learn into a different kind of text. This helps me to understand what the author is saying. The purpose of today's lesson is to read a passage from our book Soil by Sally Walker and change the way the text is organized so that we can see it in a new way."

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.

Display Teacher Journal Lesson #18, p. 1. Read the text as you model transferring information to the chart.

You could say:

"When I look at this page, I see a blank chart and some text from our book, Soil. The text gives me information that we can transform to complete the chart.

"The chart has three headings across the top: *Sand, Silt, and Clay*. **(point to headings)** It has two headings on the side: *Size of spaces*, and *Water*. Information from the text will go in the chart so that it matches the headings both at the top and on the side of the chart. For example, the first heading at the top is *Sand*, and the first one on the side is *Size of spaces*. So, the words that go in the corresponding space must tell the size of spaces found in sand.

	<p>(begin reading the text from the teacher journal) “The first sentence says, ‘Sand particles have big air spaces between them.’ This sentence matches the information needed for the chart. Sand has big spaces between particles. The word <i>big</i> describes the size of the spaces. I’ll write <i>big</i> in the space. (add to chart)</p> <p>“What describes how water acts in sand? The text says, ‘Water drains quickly through the spaces.’ I’ll write <i>Drains quickly</i> next to the heading <i>Water</i> and under the heading <i>Sand</i>. (add to chart) Those two words describe the action of water in sand.”</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 filling in the chart. You could say: “Let’s complete the chart together. What is the next heading? (pause for response) Yes, <i>Silt</i> is at the top, and <i>Size of space</i> is on the side. Let’s read more of the text and find the information that tells the size of the space in silt. (continue reading) Can anyone tell me what to put in the chart? (pause for response) Very good. The spaces are smaller. I’ll write <i>Smaller</i> in this space. (add to chart) The next heading on the side says <i>Water</i>. What about the water in silt. (pause for response) Yes, the water drains slower. I’ll write <i>Drains slower</i>.” (add to chart)</p> <p>Continue reading and complete the chart for the <i>Clay</i> column.</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 #18 and divide students into pairs.</p> <p>You could say: “On your student journal, you have another chart and another excerpt of text from our book. Work together with your partner. Take information from the text on your page and complete the missing information on the chart. When you are done, we will go over our charts together.”</p> <p>Circulate the room to provide feedback and support as students work.</p> <p>Once students have completed their journal, display the completed chart from Teacher Journal Lesson #13, p. 3. Have student share and discuss their answers 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: “Information is often presented in written paragraphs. But we can organize the same information in different ways. Today we changed information from a written text—from paragraphs—into a chart. When you can change the organization of information, sometimes it helps you understand it better. Which do you like better, a list, a table, or a written paragraph?”</p>

Comparing Soil Particles

	Sand	Silt	Clay
Size of spaces			
Water			

Sand particles have big air spaces between them. Water drains quickly through the spaces. So puddles rarely form in sandy soil. Silt particles have smaller spaces between them. Water takes longer to drain through small spaces. Flat clay particles get squeezed together. The spaces between clay particles are tiny. Water has a hard time trickling through tiny air spaces. Clay particles also soak up water. So it takes a long time for water to drain through soil that has a lot of clay.

Comparing Soil Particles

	Sand	Silt	Clay
Size of spaces	Big	Smaller	Smallest
Water	Drains quickly	Drains slower	Drains slowest

Sand particles have big air spaces between them. Water drains quickly through the spaces. So puddles rarely form in sandy soil. Silt particles have smaller spaces between them. Water takes longer to drain through small spaces. Flat clay particles get squeezed together. The spaces between clay particles are tiny. Water has a hard time trickling through tiny air spaces. Clay particles also soak up water. So it takes a long time for water to drain through soil that has a lot of clay.

Comparing Soil Particles

	Sand	Silt	Clay
Size	Largest	Smaller	Smallest
Feel	Rough	Smooth	Flat
Appearance	Round, sharp, jagged edges	Round, sharp, jagged edges	

The largest mineral particles in soil are called sand. Sand particles feel rough when you rub them between your fingers. Some sand-sized particles have sharp, jagged edges. Others are mostly round.

Silt particles are much smaller than sand particles. It's hard to see silt particles. If you rub silt between your fingers, it feels smooth. Silt-sized particles are shaped like sand particles.

Clay particles are the smallest particles in the soil. They are too small to see without a microscope. Clay particles are flat.

Comparing Soil Particles

	Sand	Silt	Clay
Size			
Feel			
Appearance			

The largest mineral particles in soil are called sand. Sand particles feel rough when you rub them between your fingers. Some have sharp, jagged edges. Others are mostly round.

Silt particles are much smaller than sand particles. If you rub silt between your fingers, it feels smooth. Silt particles are shaped like sand particles.

Clay particles are the smallest particles in the soil. Clay particles are flat.

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	INTEGRATION LESSON 19
SHOW ME WHAT YOU KNOW! We will create a poster demonstrating the cause and effect relationships of soil.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Summarize the main ideas and key supporting details of a multi-paragraph, grade-level informational text. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Summarizing LESSON TEXT: <ul style="list-style-type: none"> <u>Soil</u> by Sally M. Walker 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"> Teacher Journal Lesson #19 Student Journal Lesson #19 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Display the teacher journal during the I Do and We Do routines. <ul style="list-style-type: none"> Blank charts are found on pp. 1–2; corresponding completed charts are on pp. 3–4 for your reference. If you prefer, you could reveal the answers from the completed charts instead of filling in the answers as you teach the lesson. Use the completed charts on pp. 5–6 for students to check their work after the You Do activity. 		
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: “My friend asked me about my weekend. I didn’t tell her every little thing that I did; instead, I <i>summarized</i> my weekend. I told her only the <i>main idea</i> and a few <i>details</i>. We summarize all the time. Our purpose today is to summarize some of <u>Soil</u> so we can understand what’s in the text without having to tell every little detail. The ability to summarize is a very important life skill to have because it 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 the teacher journal. Read the selections from the text indicated below and model filling in main ideas and details on the chart. Then demonstrate how you would use the chart to develop a summary.</p> <p>You could say: “I’m going to show you how to summarize by filling in this graphic organizer. First we can keep track of main ideas and details; then we can use them to summarize what’s in the text. The title of this chapter is ‘How Soil Forms,’ so I’m going to keep that idea in my head as I work...</p> <ul style="list-style-type: none"> (read p. 10) It says that a material in soil is ‘bits of rock.’ Bits of rock is our main idea, so I’ll write that in the top box of the mountain. (add <i>Bits of rock</i> to chart) (read p. 11) How do we get bits of rock? The text says that there are different ways rock breaks apart. One way is by rushing water. That sounds like an important detail. Let’s write it in a details box and read on. (add to chart) (read p. 12) It looks like another detail I can write is <i>Ice cracks rocks apart</i>. (add to chart) <p>“Now I can use the organizer to summarize this part like this: (point to the boxes as you summarize) Bits of rock in soil come from rushing water and ice. That’s a good summary, but we have more to do!”</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 find additional details from the next pages of the text and add them to the teacher journal.</p> <p>You could say: “Now you can help me find the details to finish our mountain. Pay attention as I read...”</p> <ul style="list-style-type: none"> • (read p. 13) Remember, bits of rock is our main idea. What’s the next important detail? What else makes bits of rock? (pause for response) Yes, glaciers grind rocks into smaller pieces, too. I will add <i>Glaciers grind rocks</i> as another detail. (add to chart) • (read p. 14) What’s another detail from this page? What else makes bits of rock? (pause for response) Wind. Good thinking. It scrubs off rock. I will write <i>Wind scrubs off rock</i> on our chart. (add to chart) <p>“Now let’s use our mountain graphic organizer to summarize this entire part. What could we say? (elicit responses) How about this: Bits of rock in soil are formed by rushing water, ice, glaciers, and wind. That’s a great summary of these pages.</p> <p>(display teacher journal, p. 2) “You are doing so well, let’s do another...”</p> <ul style="list-style-type: none"> • (read p. 16) What is the second material in soil? We’re talking about humus, that’s our main idea. (add Humus to top of organizer) • Now let’s look for details. The second paragraph says that humus is made by what? (pause for response) Bacteria, that’s right. That sounds like an important detail; I’ll write <i>Humus made by bacteria</i> to our first detail box. (add detail) • (read p. 17) What do the bacteria do? (pause for response) The text says they ‘eat dead plants and animals.’ That’s the first sentence and it is usually very important, so let’s write that detail in the box under bacteria. (add detail) • Then the book says that the bacteria ‘break the plants and animals into tiny pieces.’ That sounds like an important detail, too. I’ll write that as my final detail. (add to organizer) <p>“Now let’s use the organizer to summarize the main ideas and details of this section: Humus is made by bacteria that eat dead plants and animals and break them into tiny pieces.”</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 the student journal and divide students into pairs.</p> <p>You could say: “Now it’s your turn to find a main idea and details for another section of the book. I’ll read the book. You and your partner will work together to find the main idea and details for the paragraph. Then you can write the information on the journal page; use the boxes in the middle to help you decide what to write in the graphic organizer boxes. Afterward, we’ll summarize the text.”</p> <p>Read each selection indicated below. If you have a document camera, you can display the pages from the book for students to reference after you read.</p> <ul style="list-style-type: none"> • Read p. 18, and then allow students time to fill in the first graphic organizer. Circulate the room to provide feedback as students work. • Then read p. 20–21 and repeat the procedure. <p>When students have finished their journals, regroup as a class. Help students summarize the text using their graphic organizers; you may show pp. 5–6 of the teacher journal for students to check their answers.</p>

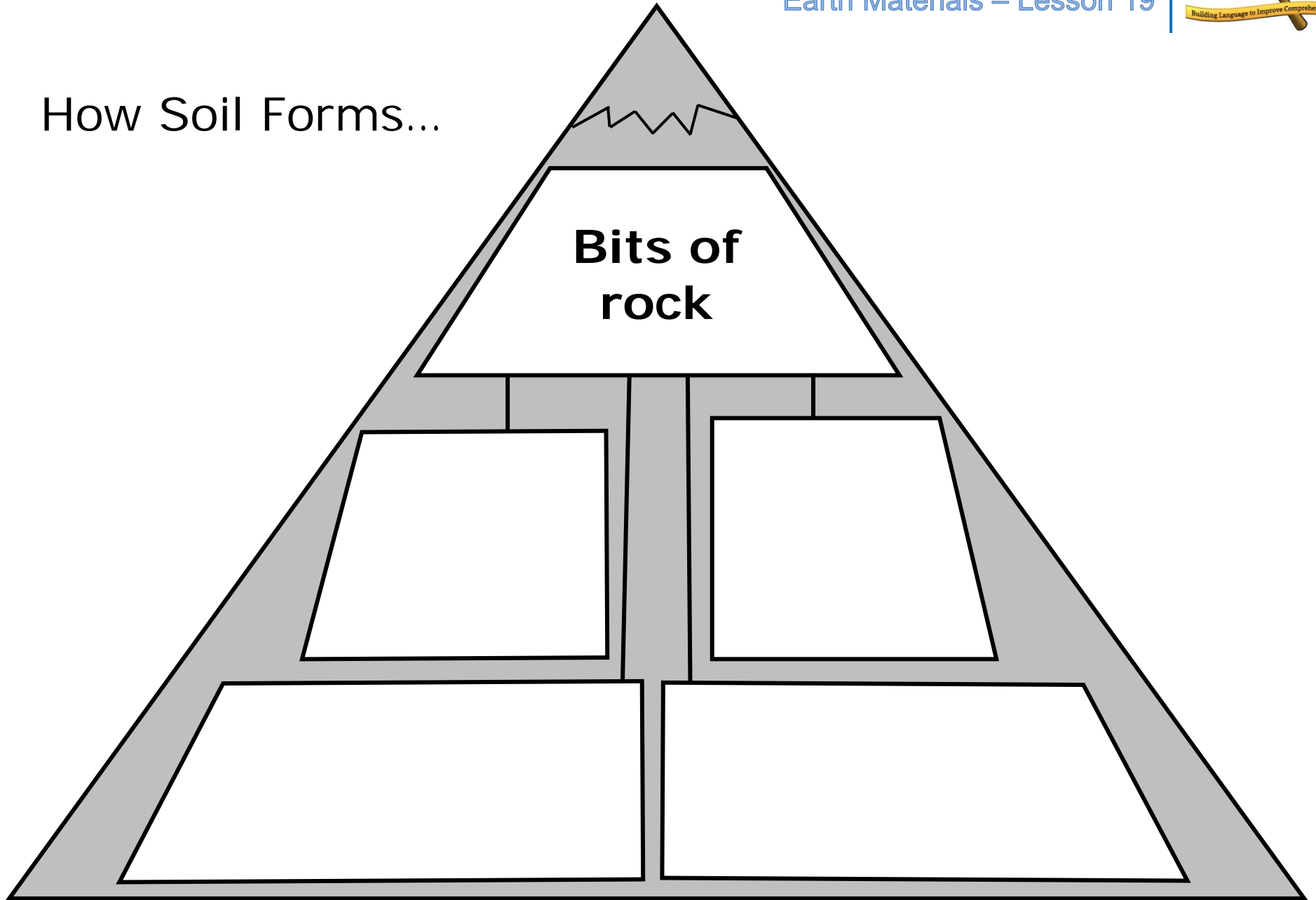
CLOSE

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.

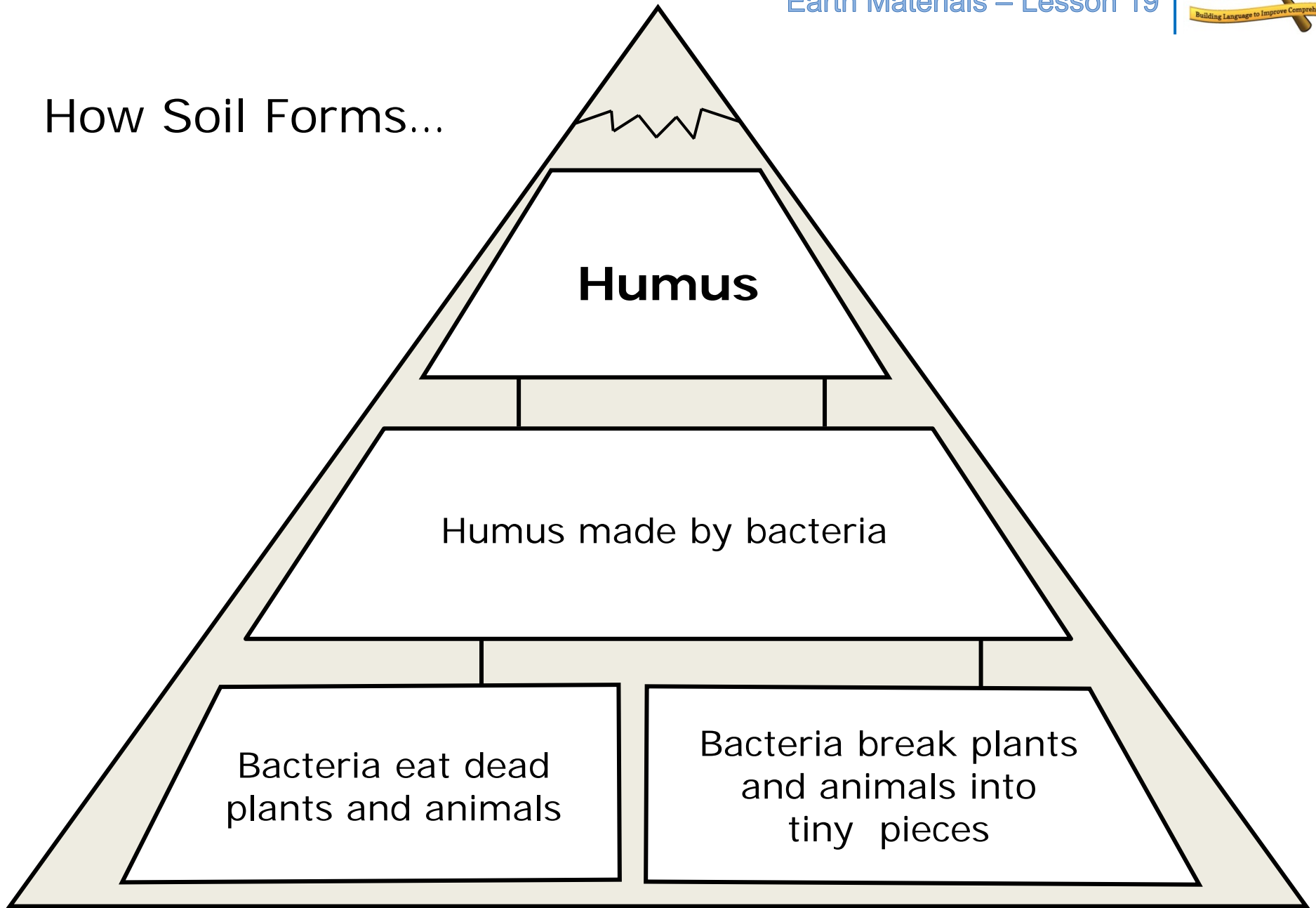
You could say:

“Today you practiced summarizing; tell your partner the two things we found first. **(allow brief talk time)** We found the main idea and details. Then we summarized. You are getting very good at summarizing. Good readers and writers can make good summaries. When you go home tonight, summarize your day for your family.”

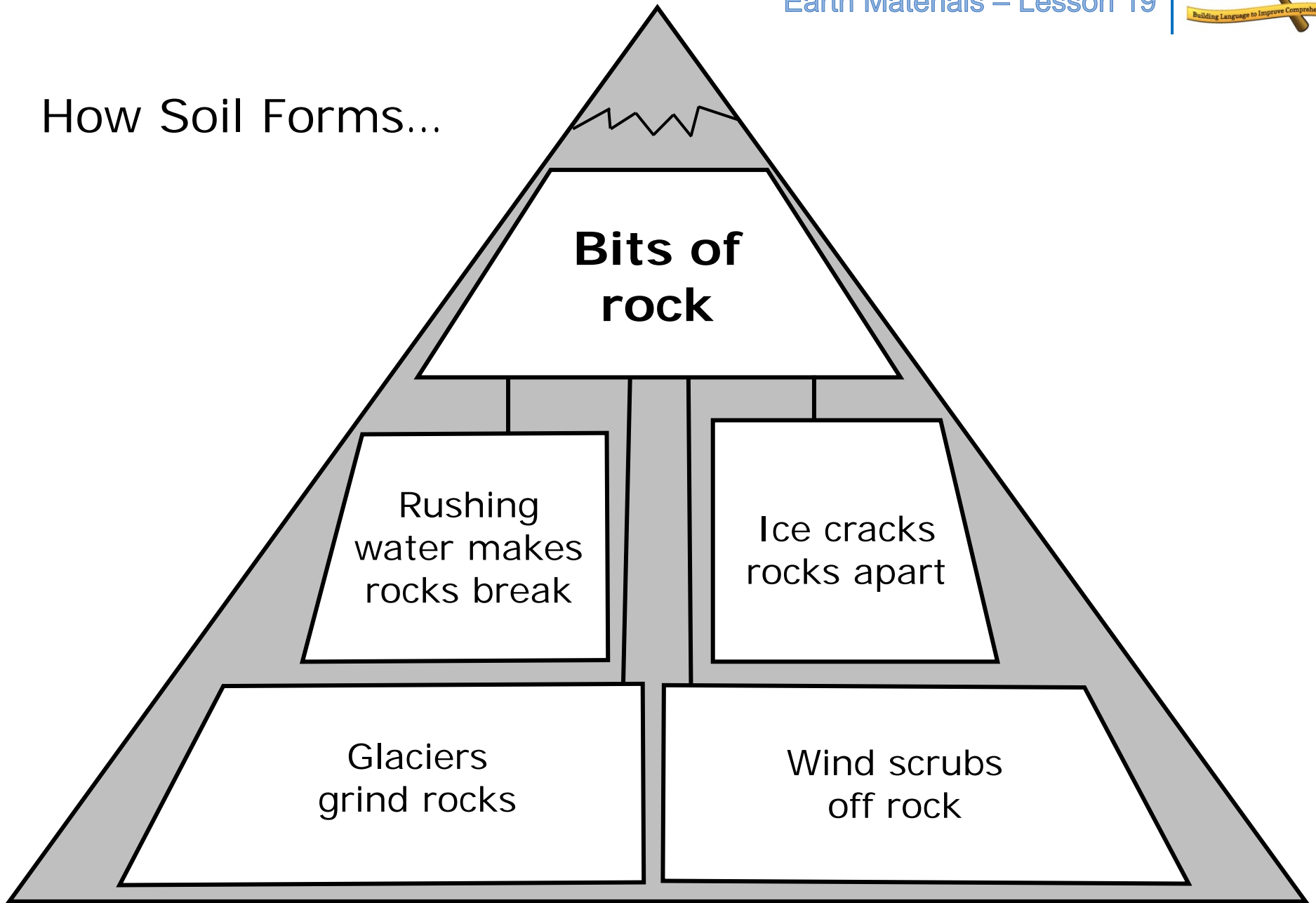
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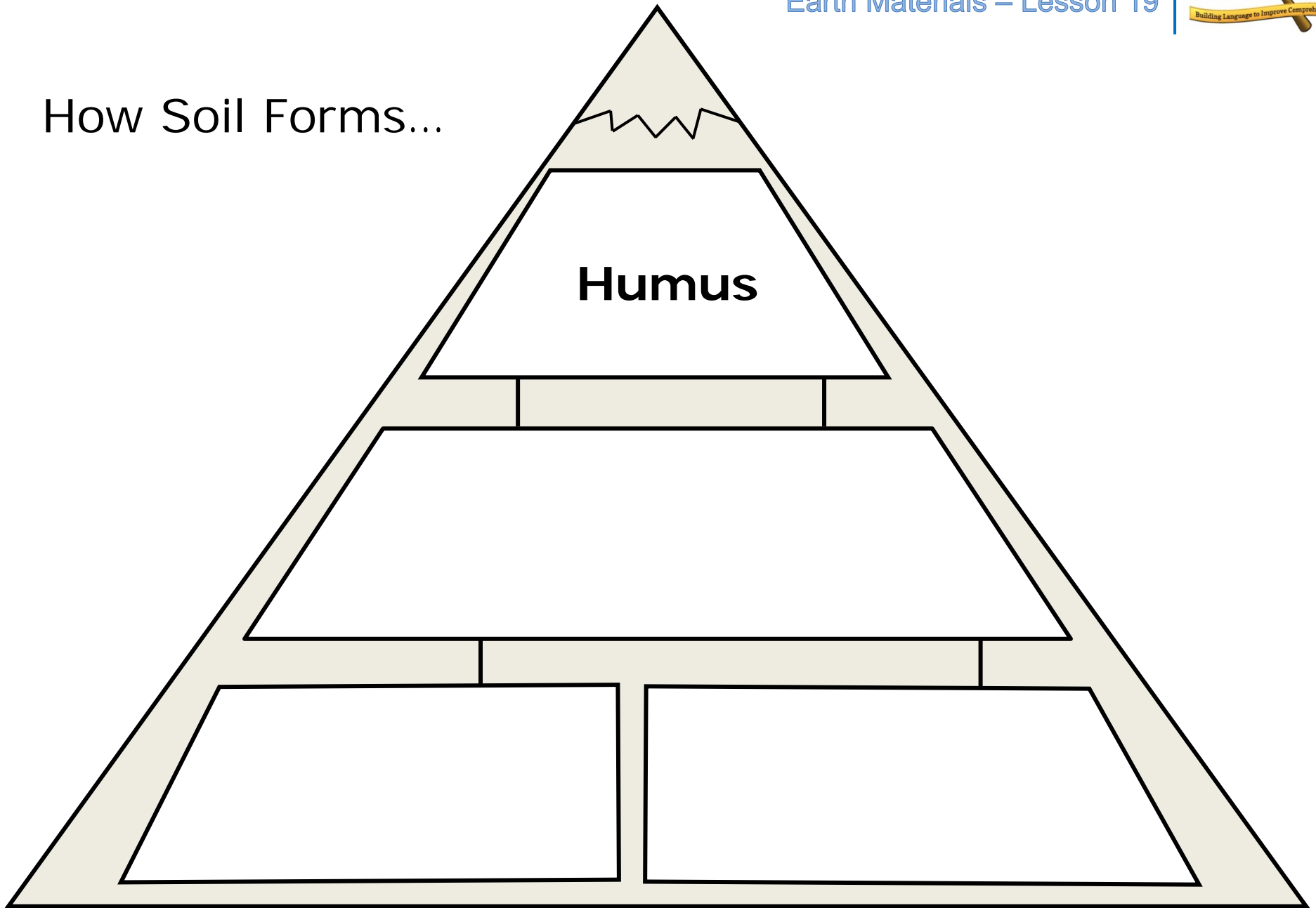
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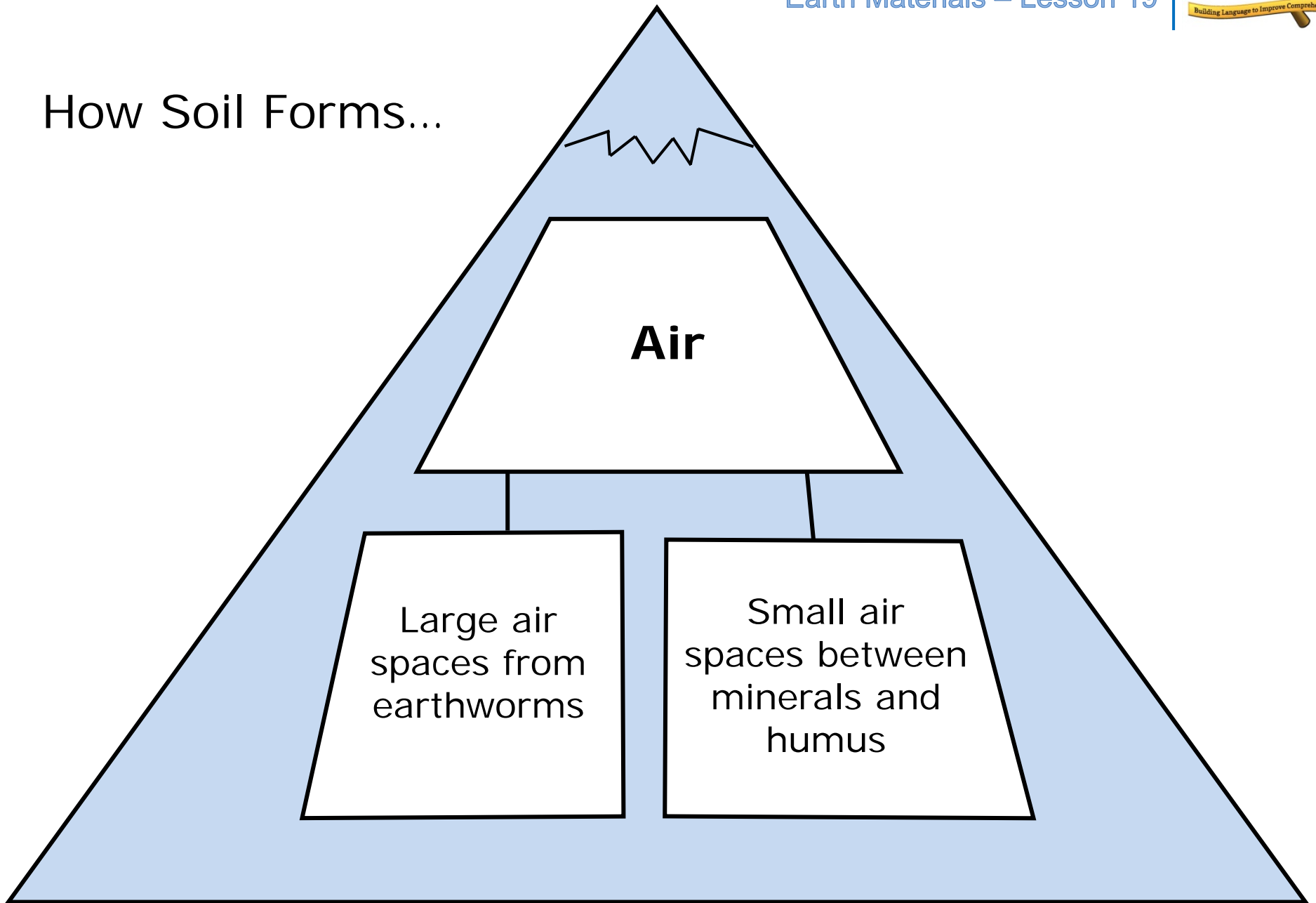
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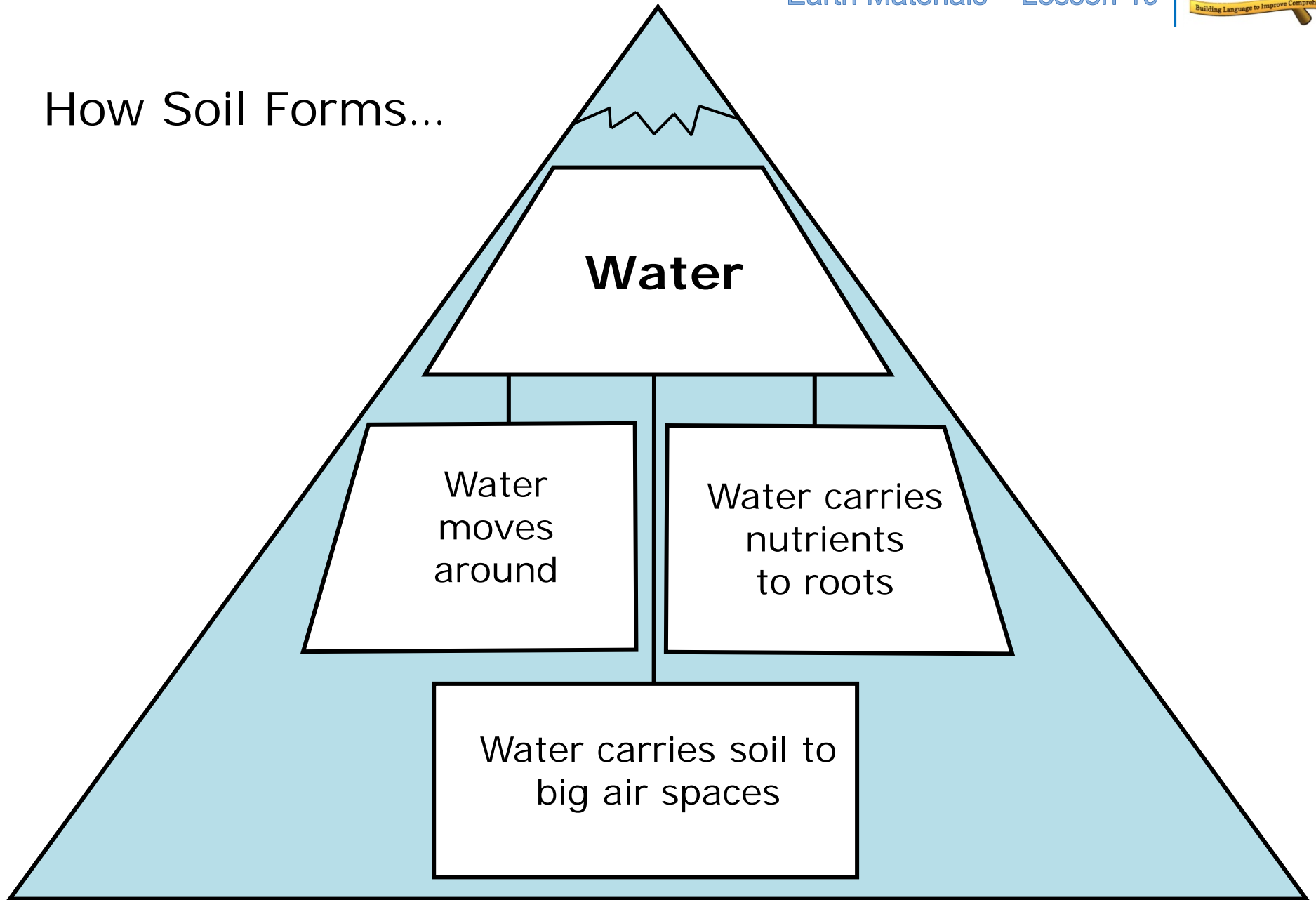
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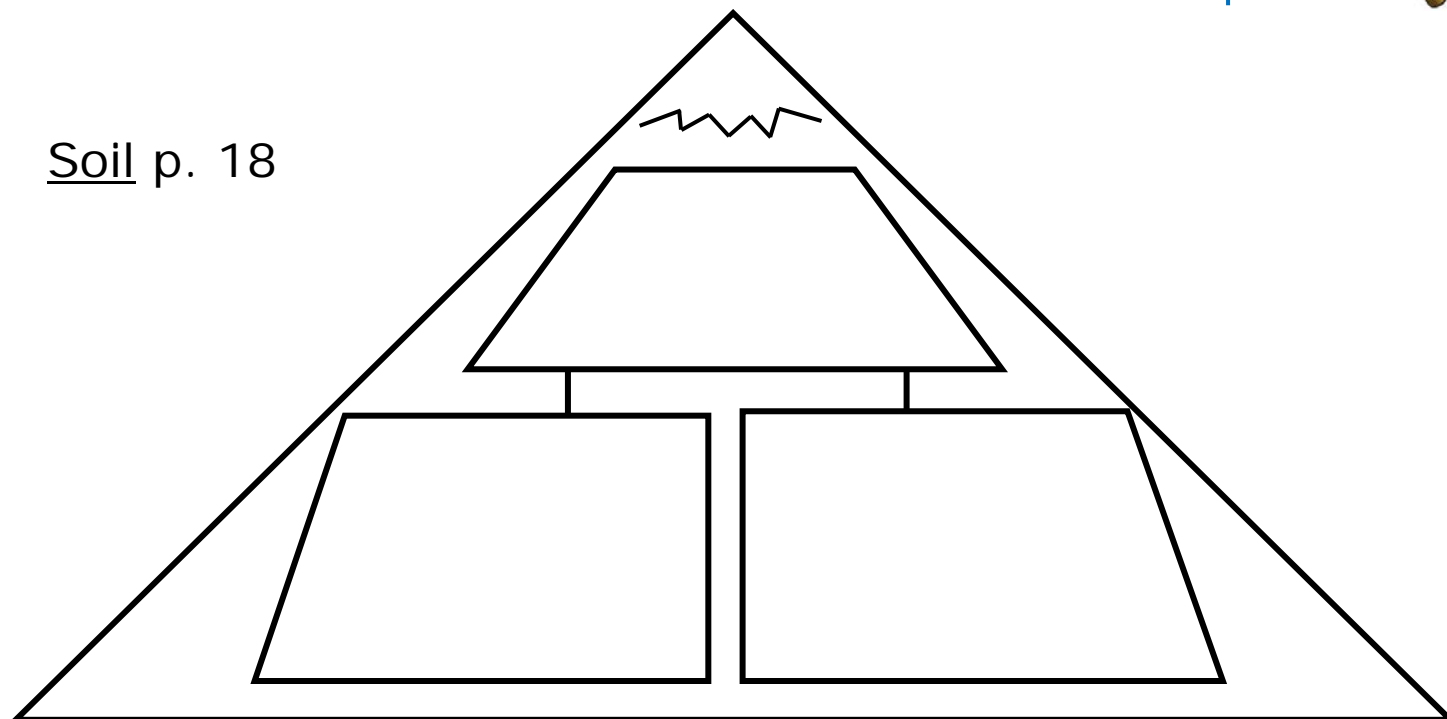
How Soil Forms...



How Soil Forms...

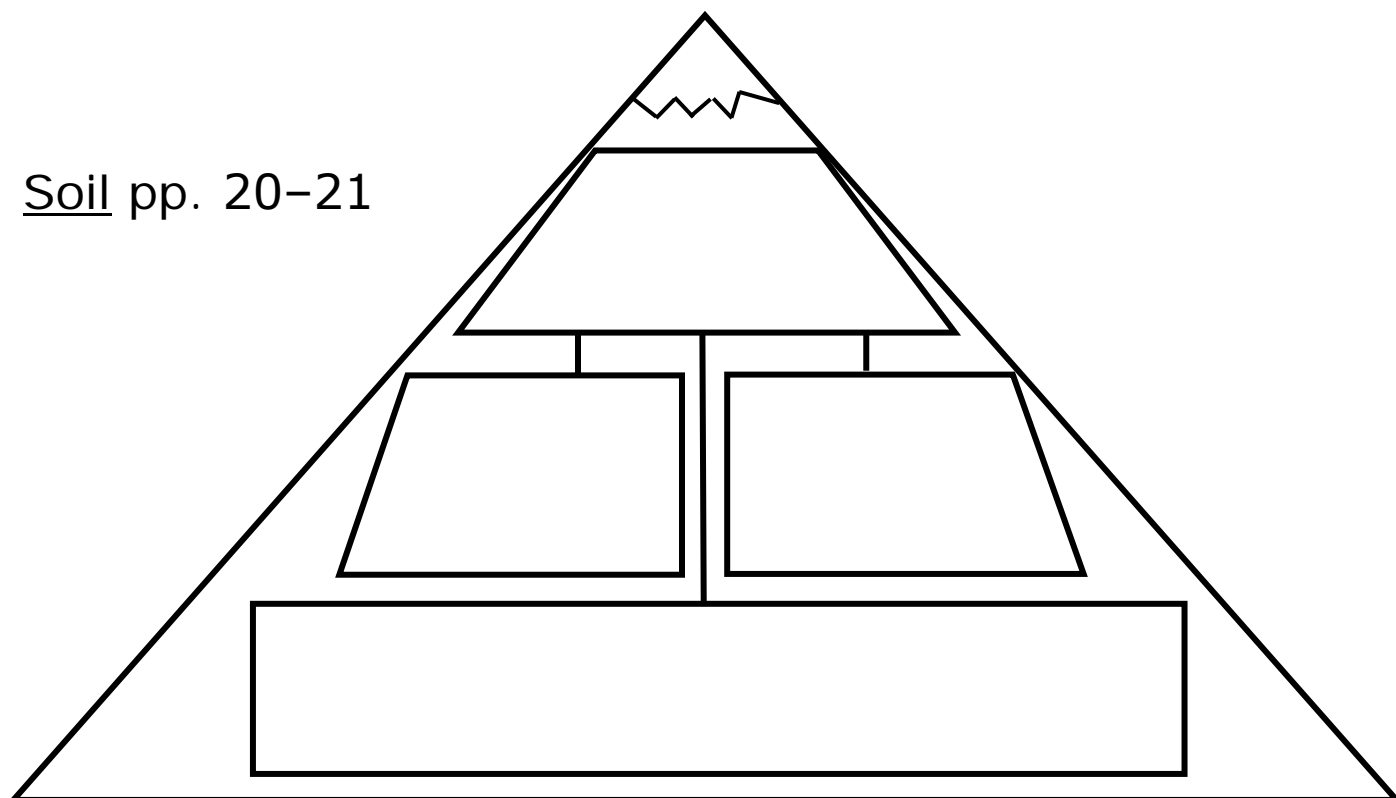


Soil p. 18



water	air	large spaces from earthworms	moves around	carries nutrients into roots	small spaces in humus
wind blows sand	humus	carries soil into air spaces	ice breaks rocks into pieces	soil	rocks

Soil pp. 20–21



LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	READ TO KNOW LESSON 20
SHOW ME WHAT YOU KNOW! We will create a poster demonstrating the cause and effect relationships of soil.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Exhibit sustained attention to and engagement in reading activities. • Use writing and/or drawing to recount text with appropriate facts and relevant description. 		
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) • Sticky notes (1 per student) • Completed list of vocabulary UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • WRAP set #8 • Vocabulary Picture Cards: conserve, nutrient, horizon, mineral 	
<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. The texts should in some way be related to the unit theme but may vary in genre, topic, complexity, and so on. ○ Select a book and use sticky notes to mark new vocabulary words. List the words and their definitions on lined paper as a sample of the You Do activity students will complete; see the I Do routine for details. • If students have difficulty writing words and definitions, they could draw and share orally instead. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #8: CONSERVE, NUTRIENT, HORIZON, MINERAL </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: "Independently reading a variety of books helps us develop a strong vocabulary. In this unit we learned many new words like nutrient and mineral. In today's lesson, your purpose is to read independently and to be on the lookout for words you have never heard before. When we find new words we don't know, we can look for the meaning and that helps us understand what we 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 the Read to Know procedure and expectations, if needed.</p> <p>To establish a goal for children's reading, you could say: "I have placed books around the room that are about topics related to soil. As you read today, you should mark places where you find new vocabulary words. I have used sticky notes in this book to show places where the author introduced a vocabulary word that was new to me. (show sample book) I did this so that I could find them again when I need to. When I'm done, I'll take some lined paper, fold it in half, and then unfold it. I'll write the new word in the left column, and if the book gives a definition, I'll write it on the right side like this. (display completed vocabulary list) I'll write the second new word below the first word and then write the definition.</p>	

	<p>“Not all books will have the definition, so if you can’t find the definition, maybe you and your partner can think of a definition to write using other information from the book. You could also keep your list and look the word up in a dictionary later.”</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>Distribute sticky notes to each student and have them choose their books. Allow them to engage with their texts for [10–15] minutes on their own.</p> <p>You could say: “It’s time to choose a book and read. Mark at least two new vocabulary words in your book with sticky notes.”</p> <p>Circulate the room to monitor students as they read independently.</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>Distribute blank paper to each student so they can list the vocabulary words and definitions they flagged in their books; then have them share the new words in pairs.</p> <p>You could say: “It’s time to stop reading. Now fold your lined paper in half. Write the new words on the left side and the definitions on the right side.”</p> <p>Allow students time to write and share with their partners. Circulate the room to monitor and engage in students’ discussions.</p> <p>As time allows, have students share some of the new vocabulary words they discovered with the whole group.</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: “Reading independently is an opportunity to discover new words and to learn what they mean. Give me a thumbs-up or thumbs-down...”</p> <ul style="list-style-type: none"> • Good readers only read when a teacher tells them to. • Reading independently helps you add new words to your vocabulary. <p>Now turn to your neighbor and tell them one new word you found and what it means...”</p>



WEEKLY LESSON PLANNER

EARTH MATERIALS

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 writing and/or drawing to recount text with appropriate facts and relevant description. 	<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>Rocks and Soil</u> by Charlotte Guillain 	<ul style="list-style-type: none"> <u>Rocks and Soil</u> by Charlotte Guillain 	<ul style="list-style-type: none"> <u>Rocks and Soil</u> by Charlotte Guillain

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Teacher's Bookshelf books Blank paper (1 per student) Sticky notes (1 per student) Completed sample cause and effect diagram 	<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"> N/A 	<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	EARTH MATERIALS CAUSE AND EFFECT	READ TO KNOW LESSON 21
<p>SHOW ME WHAT YOU KNOW! We will create a poster demonstrating the cause and effect relationships of soil.</p>		
<p>TEACHING OBJECTIVES:</p> <ul style="list-style-type: none"> • Exhibit sustained attention to and engagement in reading activities. • Use writing and/or drawing to recount text with appropriate facts and relevant description. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> • Engaging Readers <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"> • Mix-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> • Teacher's Bookshelf books • Blank paper (1 per student) • Sticky notes (1 per student) • Completed sample cause and effect diagram <p>UNIT MATERIALS PROVIDED:</p> <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... <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. The texts should in some way be related to the unit theme but may vary in genre, topic, complexity, and so on. ○ Select a book and mark examples of cause and effect with sticky notes. Complete a sample diagram depicting the cause and effect relationship to share as a model of the You Do activity. See the I Do routine for details. • If students have difficulty drawing, they could share orally instead of drawing. 		
<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: "I like reading books that have pictures and diagrams. They help me understand what the author is saying. We saw many drawings and photographs in all three books for this unit. In this lesson, you are going to read independently and find one illustration that helps you to understand a cause and effect relationship in your book. Then you'll have the chance to create your own diagram of cause and effect. When you can take information from what you read and draw diagrams about it, it shows that you understand what you are reading, and often it helps you to understand the information better."</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>Review the Read to Know procedure and expectations, if needed.</p> <p>To establish a goal for children's reading, you could say: "I have placed books around the room that are about topics related to soil. As you're reading today, your job is to find an illustration in the book that explains a cause and effect and mark it with a sticky note. In one book, I found a really interesting picture of cause and effect and marked the page with a sticky note so that I could find it again, just like you'll do. (show sample book) After you finish reading, you'll draw a diagram of the illustration. You can label it if you want. You can see the diagram that I drew from a [photo] in the book I read. (share sample diagram) Then you'll discuss the cause and effect with your partner and listen to the cause and effect relationship from their 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>Distribute sticky notes to students and have them choose their books. Allow them to engage with their texts for [10–15] minutes on their own.</p> <p>You could say: “Find an interesting book to read and mark one example of a cause and effect relationship.”</p> <p>Circulate the room to monitor students and help them with cause and effect as they read.</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 blank paper to each student. Have them draw diagrams of the cause and effect relationships they found in their books.</p> <p>You could say: “On your paper, draw something from your book that shows a cause and effect relationship; then share it with your partner.”</p> <p>Allow students time to draw and share with their partners. Circulate the room to monitor and engage in students’ discussions.</p> <p>If students have trouble creating diagrams, you could have them fill in cause and effect ‘boxes’ like those depicted in previous teacher journals; you might draw them on the board for reference.</p> <div data-bbox="678 1031 1065 1234" data-label="Diagram"> </div> <p>As time allows, invite volunteers to present their diagrams to the whole group.</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: “Illustrations in a book can help you make sense of the words and ideas in the text when you read independently. If you create a diagram of something you read about in a book, what does that help you do? Tell your partner. (allow brief talk time) Yes! It will help you understand what you read. I’ll be watching as you read other books. I hope you’ll take time to create diagrams about information in those books.”</p>

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SMWYK: These materials not available for download.



WEEKLY LESSON PLANNER

EARTH MATERIALS

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"> Use noun, verb, and adverbial phrases to express cause and effect relationships.
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"> <u>Dirt</u> by Steve Tomecek <u>Rocks and Soil</u> by Charlotte Guillain <u>Soil</u> by Sally M. Walker
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"> Document camera or interactive whiteboard Construction paper (1 per student) Crayons, markers, and pencils Completed sample posters
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



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	STRETCH AND REVIEW LESSON 22
SHOW ME WHAT YOU KNOW! We will create a poster demonstrating the cause and effect relationships of soil.		
TEACHING OBJECTIVE: <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. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> • Selected by teacher LESSON TEXT: <ul style="list-style-type: none"> • Selected by teacher 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"> • Selected by teacher UNIT MATERIALS PROVIDED: <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. 		
LESSON ROUTINE		
SET	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.	
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.	

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.

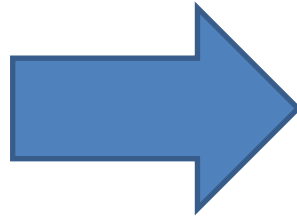
LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	STRETCH AND REVIEW LESSON 23
<p>SHOW ME WHAT YOU KNOW! We will create a poster demonstrating the cause and effect relationships of soil.</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> • Use results of the SMWYK assessments to plan 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.

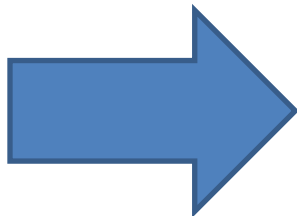
LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	CLOSE LESSON 24
<p>SHOW ME WHAT YOU KNOW! We will create a poster demonstrating the cause and effect relationships of soil.</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Use noun, verb, and adverbial phrases to express cause and effect relationships. 		
<p>TEACHING TECHNIQUE:</p> <ul style="list-style-type: none"> Selected by teacher <p>LESSON TEXTS:</p> <ul style="list-style-type: none"> <u>Dirt</u> by Steve Tomecek <u>Rocks and Soil</u> by Charlotte Guillain <u>Soil</u> by Sally M. Walker <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"> Document camera or interactive whiteboard Construction paper (1 per student) Crayons, markers, and pencils Completed sample posters <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> Teacher Journal Lesson #24 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <p>For the Close project, students will create posters demonstrating a cause and effect relationship related to soil.</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. Preplanning will help you structure the lesson so that students get the maximum time to complete their posters. You could break this lesson into two sessions, if needed. <ul style="list-style-type: none"> Create two model posters to demonstrate what students' final products should look like. Teacher Journal Lesson #24 also depicts four examples of cause and effect relationships and sample sentences to give students ideas for their posters. Directions for the poster project: <ul style="list-style-type: none"> Each pair of students should have one sheet of construction paper (or drawing paper, poster board, or your preference). Students should choose a cause and effect relationship about soil and decide how to picture the cause and effect. Students should then write a sentence that explains the cause and effect relationship as a title for the poster. 		
<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: "During our Earth Materials unit, you learned many facts about rocks and soil. You saw photographs, drawings, and diagrams. We discussed cause and effect, saw how soil is created, and learned why it is important to take good care of our soil. Today you are going to create a poster that explains a cause and effect relationship that you learned during our study of soil. We know that we understand our topic when we can explain how and why things happen."</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>Display Teacher Journal Lesson #24. You could say: "Look at this picture of waves pounding against the rocks on the shore. The waves cause the rocks and shells from the ocean to break into small pieces. The effect is the sand on the beach. I could write a sentence about this cause and effect: (point to sentence on teacher journal) <i>Sandy beaches have small pieces of rocks and shells because the ocean waves crash into rocks and shells along the shore.</i></p>	

	<p>“Let’s look at another cause and effect. Here’s a picture of some earthworms. We learned that earthworms can make tunnels in the earth. That’s very good for the earth because it puts air into the soil and makes the soil loose and fluffy, like in the second picture. We could make a title sentence like this one: (point to sentence) <i>Earthworms make tunnels in the soil, so it becomes loose and fluffy</i>. The cause is earthworms making tunnels and the effect is the loose and fluffy soil.”</p> <p>Display the model posters you created. You could say: “Remember, you will be making a poster today to show cause and effect. Here are two posters that I made based on these two causes and effects. First, I drew a picture of the cause and a picture of the effect. Then I wrote a sentence that is like a title for the poster. It describes the cause and effect. That’s what you’ll do with a partner today.”</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>Display teacher journal, p. 2. You could say: “Let’s look at two more causes and effects before you and your partner begin your poster. What’s the cause in this picture? (pause for response) Yes, a crack in a rock. What effect might a crack in the rock have? (pause for response) Cracks can get bigger and bigger and cause the rocks to fall down. Here we have a sentence that describes this cause and effect. (point to sentence) Now let’s think of another way we could write the sentence together...”</p> <p>Work with students to write another sentence explaining the cause and effect. For example: <i>Cracks form in the rocks, so big chunks of rock fall down.</i></p> <p>Help students discuss the cause and effect relationship shown in the second set of pictures and write another descriptive sentence.</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 paper and supplies. You could say: “To make your poster, each pair of students has a piece of [construction paper]. Think of a cause and effect that we talked about during this unit. You’ll need to decide on pictures to draw for the cause and the effect. Then write a sentence that describes the cause and effect at the top, like a title. If you have time, you could think of another cause and effect and draw another poster.”</p> <p>Circulate among students to provide feedback and support.</p> <p>As time allows, have volunteers present their posters to the class. Consider displaying the final products in the classroom or on a hallway bulletin board to share what students have learned.</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: “Turn to the person next to you and share a cause and effect from your poster. (allow brief talk time) In this unit about soil, we’ve learned many things, including how to explain what happens using cause and effect. The next time you need to tell someone why or how something happens, remember that cause and effect is a great way to explain what you mean!”</p>

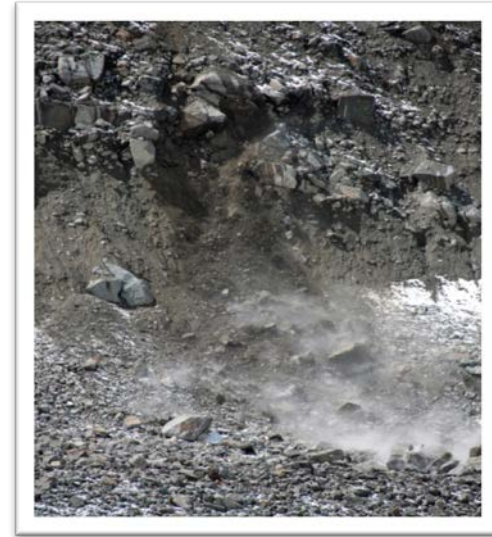
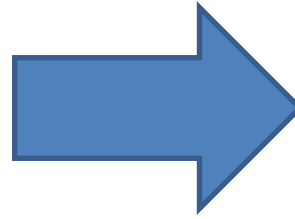
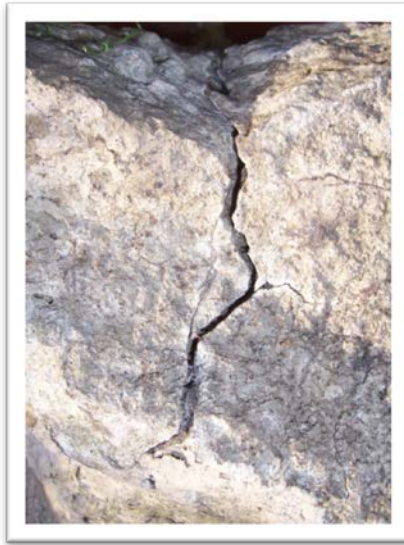
Sandy beaches have small pieces of rocks and shells because the ocean waves crash into rocks and shells along the shore.



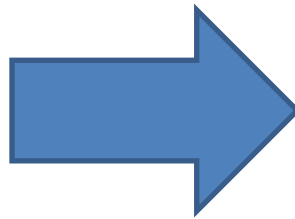
Earthworms make tunnels in the soil, so it becomes loose and fluffy.



Big chunks of rock fall down because cracks form in the rocks.



The rocks in the water rub against each other, causing small particles of rock to fall to the bottom of the river.





Unit Resources

- Background Knowledge
- Teacher's Bookshelf
- Word Webs
- Unit Vocabulary
- Vocabulary Picture Cards
- WRAP sets



Background Knowledge

Grade 2 — Earth Materials

WHAT IS SOIL? HOW IS IT FORMED?

Soil is made of **minerals**, air, water, and organic material. It is formed from parent material, or weathered rocks and sediment that has been eroded and moved by wind, water, or ice (glaciers). Over hundreds of years, the parent material is broken down into smaller and smaller particles. These **particles** make up the basis of soil, but soil is much more than just these **particles**. Earthworms, beetles, and plant roots aerate the soil, opening spaces for air and water. The plants and animals add organic matter, becoming part of the soil after they die. Fungi and bacteria decompose this organic matter, producing a **nutrient**-rich substance known as *humus*.



TYPES OF SOIL

There are many different types of soil. These types are determined by the ratio of three types of **mineral particles**: sand, silt, and clay. Sand **particles** are the largest, clay **particles** are the smallest, and silt **particles** are in between the two. Soils with a high percentage of sand drain quickly because of the large **particles**. Soils with a high percentage of clay hold water and also are **nutrient** rich. Soil with a relatively even concentration of all three types of **particles** is called loam. Loam is ideal for gardening and growing crops because it holds water and **nutrients** but also allows for drainage to occur.

HORIZONS AND SOIL PROFILES



Most soil has a series of distinct horizontal layers, or **horizons**. The topmost layer, also known as the O **horizon**, is made mainly of plants that are in various stages of decomposition and humus. It is a thin layer and is very dark in color. Below this layer is the A **horizon**, also known as the topsoil layer. It is mostly humus and **minerals**, and is a dark color. Many plant roots are found in this layer. Below the A **horizon** is the B **horizon**, or subsoil. This layer primary consists of **minerals**, with some humus mixed in. Because there is less humus, the B **horizon** is usually lighter in color than the O and A **horizons** above it. Plant's roots extend into the B **horizon** to obtain the **minerals** found there. Next is the C **horizon**, which is made of weathered rock. The lowest **horizon**, the R **horizon**, is solid bedrock.

Horizons are shown in a soil profile. A soil profile depicts and describes the layers of the soil. Scientists create soil profiles by taking soil samples, classifying the soils present, and measuring the thickness of each horizon.

Different locations will have different soil profiles depending on the types of soil and the thickness of the layers. Understanding a location's soil profile is important in order for farmers to grow crops in it or for landscape architects to plan structures to be built upon it.

O
A
B



LIFE IN THE SOIL

More living organisms are found in soil than in all other ecosystems combined. Earthworms, insects, snails, spiders, worms, and centipedes all live in soil, along with fungi and bacteria. These organisms play important roles in the soil ecosystem, including...

- breaking down organic material and nutrients to the soil.
- mixing and aerating the soil, which improves water drainage and adds oxygen needed for decomposition.



SOIL CONSERVATION

Soil can be eroded by water, wind, or ice. Human activity, including deforestation, agriculture, and land development, also contributes to soil erosion. While some erosion is natural,



excessive amounts of erosion can cause significant problems. Loss of soil impacts farming and damages ecosystems. Excessive runoff can lead to increased amounts of sediments in water, which can kill aquatic organisms or make a source of water undrinkable. Soil erosion can be prevented by planting trees and groundcover and by building terraces on sloped land used for farming.



Teacher's Bookshelf

Earth Materials – Grade 2

Required Books:

Soil
by Sally Walker
ISBN-10: 0822566222
ISBN-13: 978-0822566229

Dirt
by Steve Tomecek
ISBN-10: 0792282043
ISBN-13: 978-0792282044

Rocks and Soil
by Charlotte Guillain
ISBN-10: 1432914111
ISBN-13: 978-1432914110

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 soil and how it forms, soil conservation, geology, erosion, gardening, composting, earthworms, and other living things in soil. Following is a list of suggested books you can check out from your school or public library to accompany the Earth Materials unit.

Soil Basics
by Carol Lindeen
ISBN-10: 1429600039
ISBN-13: 978-1429600033

Clay
by Mary Firestone
ISBN-10: 0736849300
ISBN-13: 978-0736849302

Soil
by Chris Oxlade
ISBN-10: 1403400881
ISBN-13: 978-1403400888

A Handful of Dirt
by Raymond Bial
ISBN-10: 0802786987
ISBN-13: 978-0802786982

Microlife that Live in Soil
by Steve Parker
ISBN-10: 1410918467
ISBN-13: 978-1410918468

Jump Into Science: Sand
by Ellen Prager
ISBN-10: 0792255836
ISBN-13: 978-0792255833

Sand to Stone: And Back Again
by Nancy Bo Flood
ISBN-10: 1555916570
ISBN-13: 978-1555916572

An Earthworm's Life
by John Himmelman
ISBN-10: 0516265350
ISBN-13: 978-0516265353

Garden Wigglers: Earthworms in Your Backyard
by Nancy Loewen
ISBN-10: 1404817573
ISBN-13: 978-1404817579

Composters: Nature's Recyclers
by Robin Koontz
ISBN-10: 1404822003
ISBN-13: 978-1404822009

Garbage Helps Our Garden Grow

by Linda Glaser

ISBN-10: 0761349111

ISBN-13: 978-0761349112

Life in a Bucket of Soil

by Alvin Silverstein and Virginia Silverstein

ISBN-10: 0486410579

ISBN-13: 978-0486410579

Soil

by Christin Ditchfield

ISBN-10: 0516293680

ISBN-13: 978-0516293684

Soil

by Robin Nelson

ISBN-10: 0822553767

ISBN-13: 978-0822553762

Soil Erosion and How to Prevent it

by Natalie Hyde

ISBN-10: 0778754162

ISBN-13: 978-0778754169

Micro Life in Soil

by Natalie Hyde

ISBN-10: 0778754022

ISBN-13: 978-0778754022

Compost!

by Linda Glaser

ISBN-10: 0761300309

ISBN-13: 978-0761300304

Soil

by Alice Flanagan

ISBN-10: 0756510198

ISBN-13: 978-0756510190

Soil Basics

by Mari Schuh Quam

ISBN-10: 1429671106

ISBN-13: 978-1429671101

Soil: Let's Look at a Garden

by Angela Royston

ISBN-10: 1403476837

ISBN-13: 978-1403476838

Wonderful Worms

by Linda Glaser

ISBN-10: 1562947303

ISBN-13: 978-1562947309

The Dirt on Dirt

by Paulette Bourgeois

ISBN-10: 1554531020

ISBN-13: 978-1554531028

Compost Stew: An A to Z Recipe for the Earth

by McKenna Siddals

ISBN-10: 1582463166

ISBN-13: 978-1582463162

Soil

by Cassie Mayer

ISBN-10: 1432916327

ISBN-13: 978-1432916329

Different Kinds of Soil

by Molly Aloian

ISBN-10: 0778754138

ISBN-13: 978-0778754138

How is Soil Made?

by Heather L. Montgomery

ISBN-10: 0778754146

ISBN-13: 978-0778754145

Re-Cycles

by Michael Elsohn Ross

ISBN-10: 0761319492

ISBN-13: 978-0761319498

Using Soil

by Sharon Katz Cooper

ISBN-10: 1403493219

ISBN-13: 978-1403493217

How We Use Soil

by Carol Ballard

ISBN-10: 1410908976

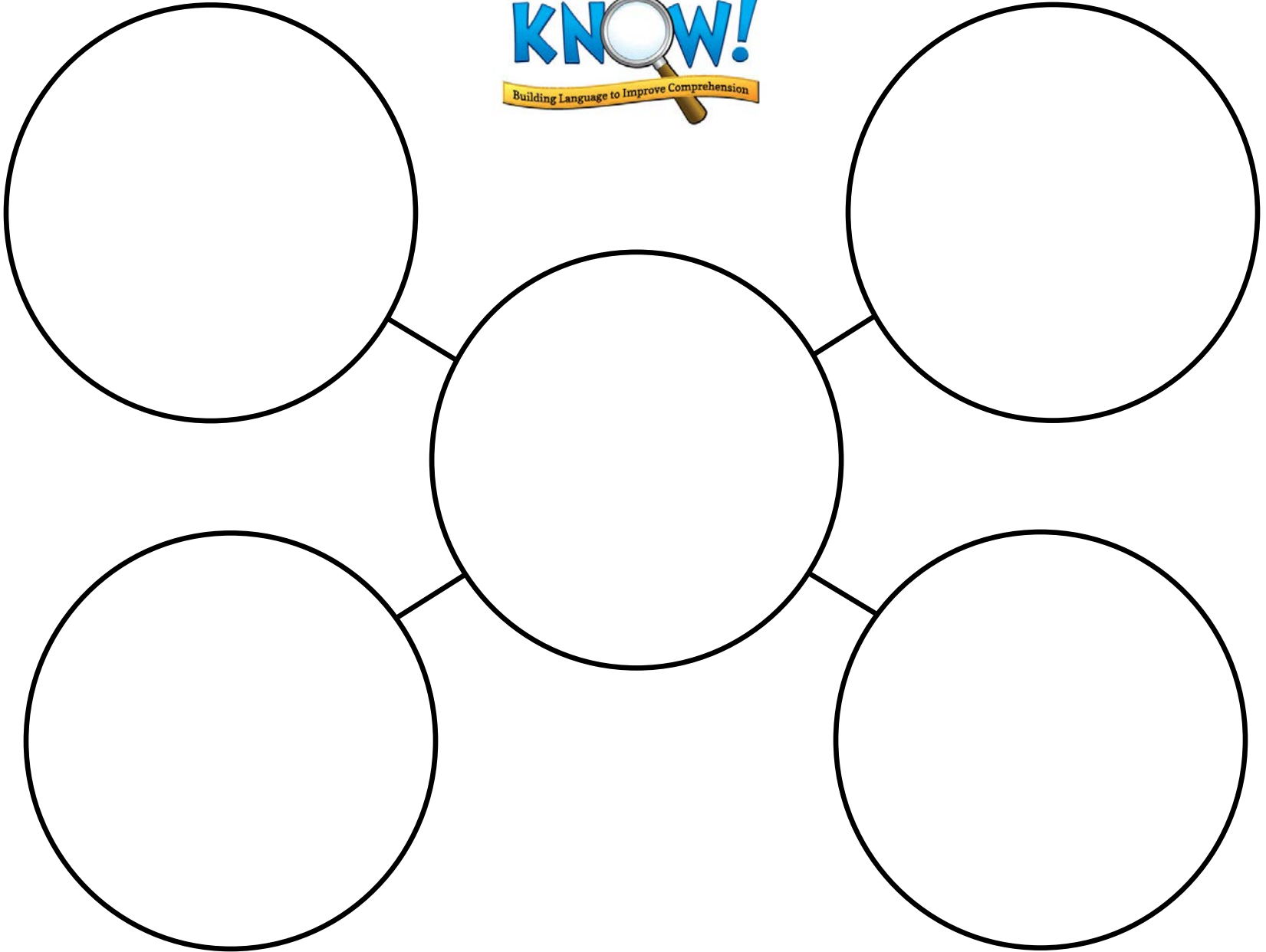
ISBN-13: 978-1410908971

The Soil Neighborhood

by Dan Yunk

ISBN-10: 0979765315

ISBN-13: 978-0979765315





Unit Vocabulary

Earth Materials – Grade 2

Cause and Effect

The relationship between an action and an event. The cause is why something happens. The effect is what happens because of the cause.



Particle

A very small piece of something



Phrase

A small group of words which provides additional information about something



Conserve

To use something carefully so that it lasts a long time



Nutrient

Things like water and vitamins that help plants and animals to grow



Horizon

- 1) The layer of soil that is different from the layers above and below it
- 2) The line where the sky seems to meet the land



Mineral

Hard objects that are made in nature



Cause and Effect





Cause and Effect

The relationship between an action and an event. The cause is why something happens. The effect is what happens because of the cause.

Particle





Vocabulary Picture Card

Earth Materials – Word 2 – Particle

Particle

A very small
piece of something

Phrase





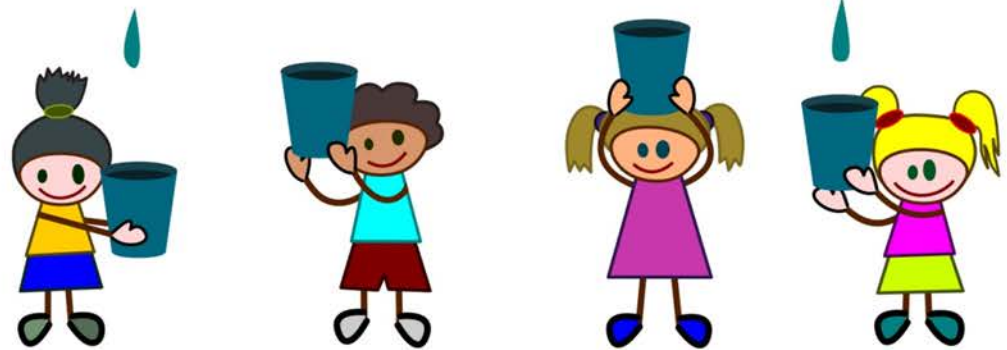
Phrase

A small group of words
which provides additional
information about something

Conserve



**CONSERVE
WATER**





Vocabulary Picture Card

Earth Materials – Word 4 – Conserve

Conserve

To use something carefully
so that it lasts a long time

Nutrient





Nutrient

Things like water and vitamins that help plants and animals to grow

Horizon





Horizon

- 1) The layer of soil that is different from the layers above and below it
- 2) The line where the sky seems to meet the land

Mineral





Mineral

Hard objects that
are made in nature

A cause is why something happens and an effect is what happens. A good example is microwave popcorn. When I put it in the microwave, the microwave causes the popcorn seeds to heat up, and the effect is that they pop!

A particle is a very small piece of something. At the beach you walk through millions of particles of shells which have turned into grains of sand.

A phrase is a small group of words. Sometimes phrases are used in advertising so that you will remember them. For example, a restaurant ad could say, "Making fresh food fast."



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.

When you jump up in the air, you always come back to earth. Gravity is the cause, and coming back to earth is the effect.

When the wind was blowing dust around, I got a small particle of dirt in my eye. I couldn't see until my sister helped me get it out.

Sometimes it's hard to forget a phrase from a song. The phrase keeps playing over and over in your mind. What phrase is hard for you to forget?



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.

We had three days of snow, which caused the streets to be very slippery. The effect was that people drove very slowly and carefully.

My little cousin likes to smash cookies into small particles. Then he licks them off his plate.

One of my favorite phrases is, "It's time for recess."
My dog's favorite phrase is, "Wanna go for a walk?"



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.

My teacher said, “It’s a simple case of cause and effect. Our class has read over 100 books, so we are going to have a pizza party!”

If you look at dirt under a magnifying glass, you will see many particles of leaves and rocks.

One of the best phrases you can hear is “I love you!”



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.

It's important to conserve electricity so that your electric bill will be low.

Nutrients help plants and animals grow. One of the most important nutrients is water.

If you dig a deep hole, sometimes you can see a soil horizon in the middle where the layer of soil above and below the middle layer look very different.

Did you know that salt, or sodium, is a mineral that you can eat? In fact, we have lots of minerals in our bodies that we need to stay healthy. For example calcium is a mineral that helps us grow strong bones.



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.

My family has a car that conserves gas. We don't have to go to the gas station very often.

My mom gives me vitamins every day. She says I need the nutrients to grow big and strong.

At the beach, we looked out at the horizon and saw a small ship sailing towards us.

Rocks are made of minerals that form together, but just a few kinds of minerals, like quartz and mica, form together to make rocks. Other kinds of minerals never make rocks.



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.

At home we are trying to conserve water by turning it off while we brush our teeth. We try to make a little water last for a long time.

If you were a tomato plant, would you rather be planted in garden soil with a lot of nutrients, or garden soil without nutrients?

If you get up very early and look toward the east horizon, you can see the sun coming up.

Your pencil contains a mineral called *graphite*. Graphite is used to make pencil lead.



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.

Before I ran in a long race, my coach told me to conserve my energy at the beginning so that I could run fast at the end.

Vegetables and fruits have a lot of nutrients, but ice cream and cake don't. I wish they did.

If you were an astronaut on the moon, you could see the Earth on the moon's horizon, right where the land on the moon seems to meet the dark sky.

Some minerals are very valuable because they form into gemstones like rubies and diamonds.



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.