



# ANIMALS

## GRADE 2

# LARRC

Language and Reading Research Consortium

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

## **COPYRIGHT NOTICE ©2013**

THIS MANUAL IS COPYRIGHTED IN ITS ENTIRETY. ALL RIGHTS RESERVED. SCHOOL ADMINISTRATORS AND GENERAL AND SPECIAL EDUCATION PROFESSIONALS MAY MAKE PHOTOCOPIES OF THIS MANUAL FOR USE WITH THEIR STUDENTS. NO MODIFICATION, TRANSMISSION, REPUBLICATION, COMMERCIAL, OR NONCOMMERCIAL DISTRIBUTION OF THIS MANUAL IS PERMITTED WITHOUT WRITTEN PERMISSION FROM LAURA JUSTICE, [JUSTICE.57@OSU.EDU](mailto:JUSTICE.57@OSU.EDU).

## **AUTHORSHIP/CONTRIBUTORS**

This curriculum supplement was developed by the Language and Reading Research Consortium (LARRC). This work was supported by grant #R305F100002, which is part of the U.S. Department of Education Institute of Education Sciences' Reading for Understanding Initiative. The views presented in this work do not represent those of the federal government, nor do they endorse any products or findings presented herein.

## **LARRC project sites and investigators include the following:**

Ohio State University (Columbus, OH): **Laura M. Justice**, Richard Lomax, Ann O'Connell, Shayne Piasta, Jill Pentimonti, Stephen Petrii

Arizona State University (Tempe, AZ): **Shelley Gray**, Maria Adelaida Restrepo

Lancaster University (Lancaster, UK): **Kate Cain**

University of Kansas (Lawrence, KS): **Hugh Catts**, Diane Nielsen, Mindy Bridges

Florida State University (Tallahassee, FL): **Hugh Catts**

University of Nebraska-Lincoln (Lincoln, NE): **Tiffany Hogan**, Jim Bovaird

Massachusetts General Hospital Institute of Health Professions (Boston, MA): **Tiffany Hogan**

## **Additional LARRC key personnel are as follows:**

**OSU:** Rashaun Geter (Consortium Coordinator), Jennifer Bostic (Project Director), Marcie Mutters (Study 2 Project Director), Beau Bevans (Study 2/3 Project Director), Amber Sherman (Program Manager), Lisa Baldwin-Skinner (Lead Assessor); **ASU:** Shara Brinkley (Project Director), Stephanie Williams (Study 2/3 Project Director), Willa Cree (Study 1 Director), Trudy Kuo (Data Manager), Maria Moratto (ELL Study Director), Carol Mesa Guecha (ELL lesson writer), Gustavo Lujan (Data Manager); **KU:** Mindy Bridges (Project Director), Junko Maekawa (Research Associate), Shannon Tierney (Research Assistant), Beth Chandler (Lead Assessor); **UNL:** Dawn Davis (Project Director), Lori Chleborad (Recruitment and Retention Specialist), Sara Gilliam (CBM Specialist), Denise Meyer (Scoring Manager), Cindy Honnen (Scoring Manager); **MGH IHP:** Tracy Centanni (Project Manager), Crystle Alonzo (Teacher Liaison)

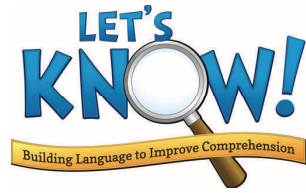
**Task Force:** This curriculum supplement was developed by a task force consisting of Laura Justice, Shelley Gray, Shara Brinkley, Stephanie Williams, Maria Adelaida Restrepo, Carol Mesa Guecha, Ileana Ratiu, Hope Dillon, Miki Herman, Marcie Mutters, Beau Bevans, Amber Sherman, Denise Meyer, Dawn Davis, Diane Nielsen, and Tiffany Hogan. This work would not be possible without the involvement of numerous project staff, research associates, school administrators, teachers, children, and their families.

**Citation for this supplement:** Language and Reading Research Consortium (LARRC; 2013). Let's Know! Columbus, OH: The Ohio State University

## **Correspondence concerning this curriculum supplement should be addressed to:**

Laura M. Justice  
Executive Director, Crane Center for Early Childhood Research and Policy (CCEC)  
356 Arps Hall  
1945 N. High Street  
Columbus Ohio 43210  
(614) 292-1045  
[justice.57@osu.edu](mailto:justice.57@osu.edu)

Cover designs by Michael Christoff, red aardvark design, <http://redaardvark.wordpress.com>  
Logo designs by Michael Christoff and Shannon Marshall  
Overview and planner designs by Tiffany Tuttle



# UNIT VOCABULARY

## Life Cycle

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



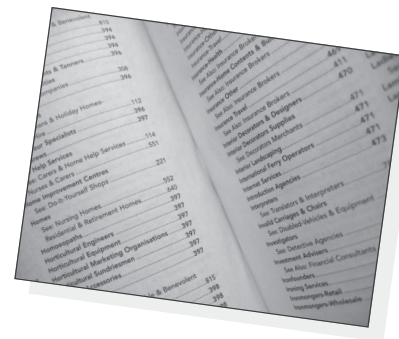
## Finally

The last thing



## Index

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



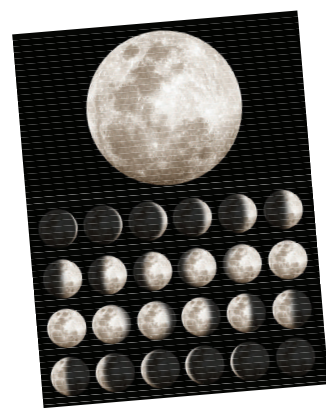
## Environment

The conditions or things that are around you



## Series

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



## Species

A group of related living things that can have babies together



## Migration

A group moving together from one place to another



## Complex Sentence

A sentence with two clauses joined together by a connecting word

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



Grade 2 | **ANIMALS**

# TABLE of CONTENTS

## Study Resources

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

## Teaching Techniques

- Rich Discussion
- Comprehension Monitoring
- Predicting
- Rich Vocabulary Instruction
- Inferencing
- Finding the Main Idea
- Summarizing

## Week 1

## Week 2

## Week 3

## Week 4

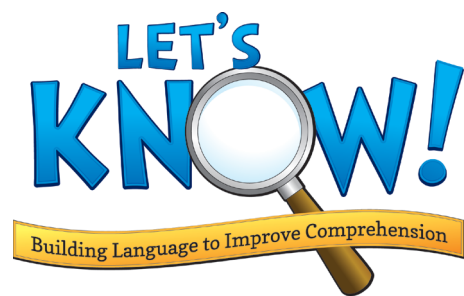
## Week 5

## Week 6

## Week 7

## Unit Resources

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



# UNIT OVERVIEW

## ANIMALS

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

## CYCLES AND SEQUENCES

Students will identify life cycle stages as they share and discuss information from the unit texts.

## CLOSE PROJECT

Students will create a life cycle poster and write a summary of one animal's life cycle.

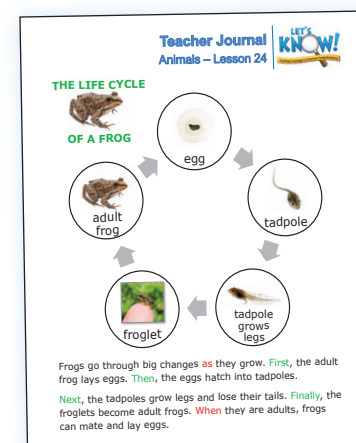
## UNIT TEXTS

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

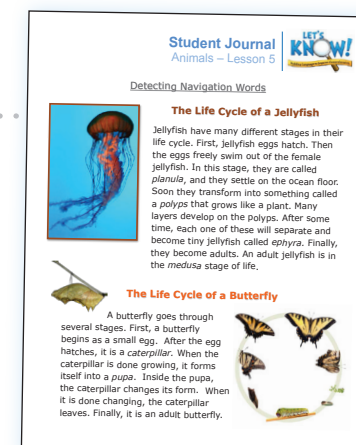
- From Egg to Snake by Suzanne Slade
- Tadpoles to Frogs by Bobbie Kalman
- The Life Cycle of a Whale by Bobbie Kalman

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

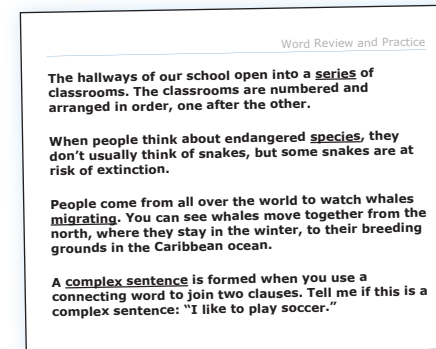
## UNIT MATERIALS



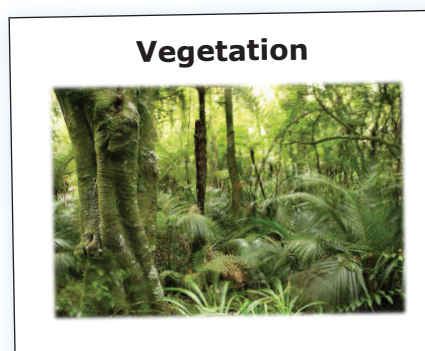
Comprehension Monitoring Icons



Student Journal



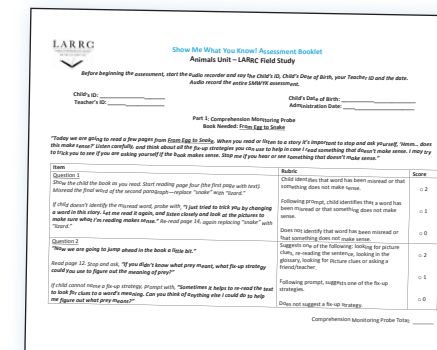
WRAP sets



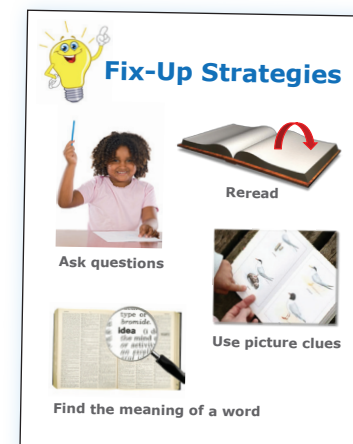
Vocabulary Picture Cards



Supplemental Materials\*



Show Me What You Know Assessment



Fix-Up Strategies Poster

## UNIT SCHEDULE

<b>Week 1</b>	Lesson 1	Hook
	Lesson 2	Read to Me
	Lesson 3	Words to Know
	Lesson 4	SMWYK Practice
<b>Week 2</b>	Lesson 5	Words to Know
	Lesson 6	Words to Know Practice
	Lesson 7	Integration
	Lesson 8	Integration Practice
<b>Week 3</b>	Lesson 9	Read to Me
	Lesson 10	Integration
	Lesson 11	Words to Know Practice
	Lesson 12	Words to Know
<b>Week 4</b>	Lesson 13	Integration
	Lesson 14	Integration Practice
	Lesson 15	Words to Know
	Lesson 16	Words to Know Practice

<b>Week 5</b>	Lesson 17	Read to Me
	Lesson 18	Integration
	Lesson 19	Integration Practice
	Lesson 20	Words to Know Practice
<b>Week 6</b>	Lesson 21	Integration Practice
		SMWYK Assessments
<b>Week 7</b>	Lesson 22	Stretch and Review
	Lesson 23	Stretch and Review
	Lesson 24	Close



\*Most materials are provided in print and for digital use.



## Study Resources

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



## Teaching Techniques

- Rich Discussion
- Comprehension Monitoring
- Predicting
- Rich Vocabulary Instruction
- Inferencing
- Finding the Main Idea
- Summarizing



# 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:**

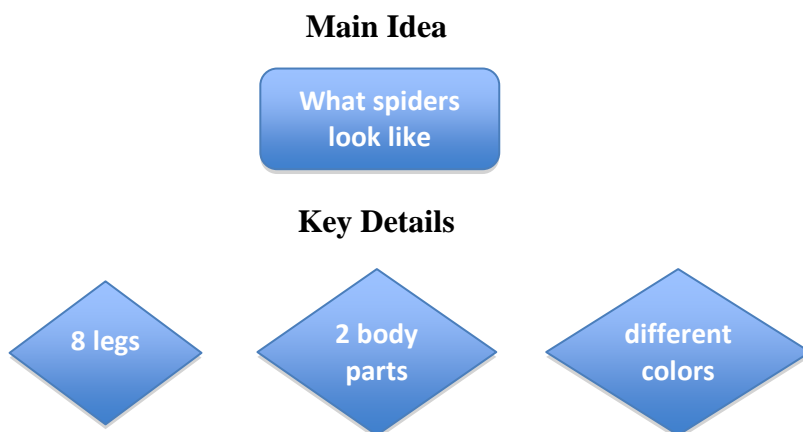
- 6) Remind students of the importance of finding the main idea and emphasize how repeated words (and phrases) in texts can help them find the main idea.

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.



## WEEKLY LESSON PLANNER

### ANIMALS

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

#### Materials

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



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

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

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

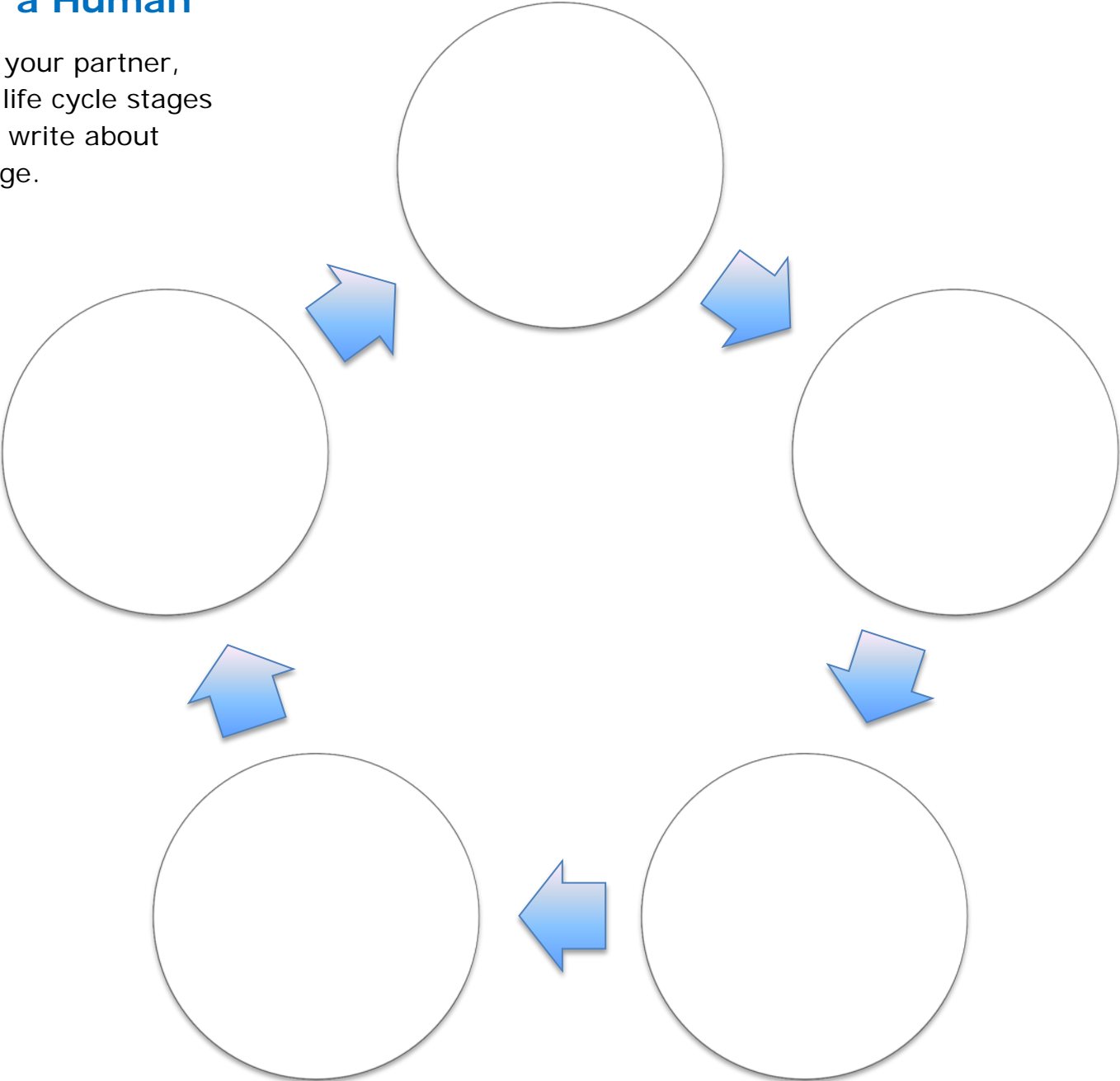
**Directions:** Read each statement to students.  
Ask them to determine whether they think the statement is True or False.  
Estimate the number of responses for each statement.

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



### Life Cycle of a Human

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



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



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

**CLOSE**

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

**You could say:**

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

Directions: Cut out and laminate the Comprehension Monitoring Icons.

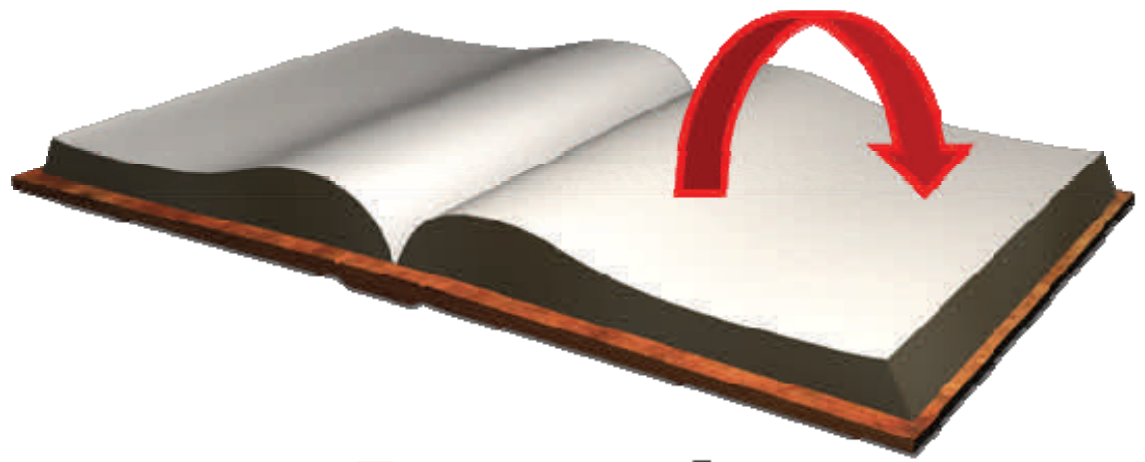


Directions: Cut out and laminate the Comprehension Monitoring Icons.





# Fix-Up Strategies



**Reread**



**Ask questions**



**Use picture clues**



**Find the meaning of a word**

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

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



**Word:** life cycle

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

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

---



**Word:** finally

**Definition:** The last thing

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

---

**Word:** index

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

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



**Word:** environment

**Definition:** The conditions or things that are around you

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







**Word:** \_\_\_\_\_

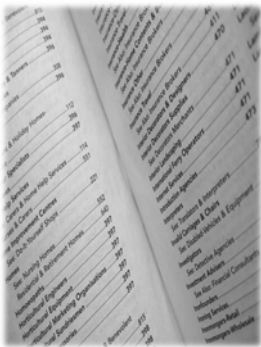
**Definition:** Changes that happen from the beginning to the end of a living thing

**Sentence:** \_\_\_\_\_  
\_\_\_\_\_

**Word:** \_\_\_\_\_

**Definition:** The last thing

**Sentence:** \_\_\_\_\_  
\_\_\_\_\_



**Word:** \_\_\_\_\_

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

**Sentence:** \_\_\_\_\_  
\_\_\_\_\_

**Word:** \_\_\_\_\_

**Definition:** The conditions or things that are around you

**Sentence:** \_\_\_\_\_  
\_\_\_\_\_



LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	SMWYK PRACTICE LESSON 4
<b>SHOW ME WHAT YOU KNOW!</b> We will chart the <b>life cycle</b> of a whale and summarize the information!		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Familiarize yourself with the SMWYK assessment.</li> <li>Briefly describe the Close project; show an example, if possible.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>From Egg to Snake</u> by Suzanne Slade</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Individual Testing</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>None recommended</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>SMWYK Practice Instructions</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (2)</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></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"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Look over the SMWYK materials, view the SMWYK training module, and review instructions for the Close project in Lesson 24.</li> <li>If possible, prepare an example of the Close project to showcase when you describe the Close project.</li> </ul> </li> <li>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.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p> <p><b>You could say:</b>          "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>	
<b>I Do/ WE DO/ YOU DO</b>	<p><b>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.</b></p> <p><b>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.</b></p>	
<b>CLOSE</b>	<p><b>After administering the assessments, create enthusiasm among students by describing the Close project and, if possible, sharing an example.</b></p> <p><b>You could say:</b>          "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>	

# LARRC

---

Language and Reading Research Consortium

---

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



Lesson 4: These materials are not available for download.



## WEEKLY LESSON PLANNER

### ANIMALS

Week 2	Lesson 5	Lesson 6	Lesson 7	Lesson 8
<b>Lesson Type</b>	<b>Words to Know</b>	<b>Words to Know Practice</b>	<b>Integration</b>	<b>Integration Practice</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Define target vocabulary words with a simple definition.</li> <li>Identify and describe semantic relationships among content words.</li> </ul>	<ul style="list-style-type: none"> <li>Define words.</li> </ul>	<ul style="list-style-type: none"> <li>Summarize the main idea of a paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Write a main idea statement for a short piece of text.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li><u>From Egg to Snake</u> by Suzanne Slade </li> </ul>	<ul style="list-style-type: none"> <li><u>From Egg to Snake</u> by Suzanne Slade</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Document camera </li> <li>Bags or paper clips </li> <li>Drawing paper (1 per student)</li> </ul>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard </li> <li>Sticky notes or dry erase boards</li> <li>Nonfiction book w/ summary on jacket or flap </li> </ul>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #5</li> <li>Word sort cards for Lesson #5 </li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #1</li> <li>Vocabulary Picture Cards: <b>life cycle, finally, index, environment</b></li> <li>Teacher Journal Lesson #6</li> <li>Student Journal Lesson #6 </li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #2</li> <li>Vocabulary Picture Cards: <b>life cycle, finally, index, environment</b></li> <li>Teacher Journal Lesson #7</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #3</li> <li>Vocabulary Picture Cards: <b>life cycle, finally, index, environment</b></li> <li>Teacher Journal Lesson #8</li> <li>Main idea cards for Lesson #8</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	WORDS TO KNOW LESSON 5
<b>SHOW ME WHAT YOU KNOW!</b> We will chart the <b>life cycle</b> of a whale and summarize the information!		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Define target vocabulary words with a simple definition.</li> <li>Identify and describe semantic relationships among content words.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera</li> <li>Bags or paper clips</li> <li>Drawing paper (1 per student)</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #5</li> <li>Word sort cards for Lesson #5</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Cut out and bag or paper clip the word sort cards for each pair of students.</li> <li>The I Do and We Do routines are combined for this lesson.</li> <li><b>WORDS TO KNOW</b> <ul style="list-style-type: none"> <li><b>life cycle:</b> Changes that happen from the beginning to the end of a living thing</li> <li><b>finally:</b> The last thing</li> <li><b>index:</b> An alphabetized list of names, places, and subjects that tells you where to find them in a book</li> <li><b>environment:</b> The conditions or things that are around you</li> </ul> </li> <li><b>SUGGESTED RELATED WORDS</b> <ul style="list-style-type: none"> <li><b>life cycle:</b> <i>series, stage, repeat</i></li> <li><b>finally:</b> <i>end, eventually;</i> (antonyms) <i>beginning, first</i></li> <li><b>index:</b> <i>table of contents, glossary, guide</i></li> <li><b>environment:</b> <i>habitat, surroundings, setting</i></li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p> <p><b>You could say:</b>          "When I learn a new word, I have to hear it more than once to really learn it. I need to see it, hear it used in a sentence, and think about other words like it. Today our purpose is to learn more about our four new words—<b>life cycle</b>, <b>finally</b>, <b>index</b>, and <b>environment</b>. It takes time to learn new words before we know them well. We want to know words well so we can understand them when we read and can use them when we talk and write. Today we are going to have some fun with our words!"</p>	
<b>I Do/ WE DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Display the teacher journal, and pass out blank paper to students. You could say:</b>          "Let's review the Words to Know, and then we'll think of examples and other words that are related to our words. Let's start with <b>life cycle</b>. <b>Life cycle</b> means 'changes that happen from the beginning to the end of a living thing.'</p> <ul style="list-style-type: none"> <li>We read about the <b>life cycle</b> of a snake, but many living things have <b>life cycles</b>. A <b>life cycle</b> for a human starts as a baby, then goes to a child, a teenager, an adult, and <b>finally</b> an elderly person. Plants also have <b>life cycles</b> beginning with a seed, a sprout, a seedling, a plant, a flower, and another seed.</li> </ul>	

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

### **(finally)**

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

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

### **(index)**

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

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

### **(environment)**

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

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

<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Distribute the word sort cards. You could say:</b>          “Now you are going to do a vocabulary word sort with a partner. Each pair has a set of cards. You’ll need to sort the cards according to the Word to Know that they belong with. There will be four cards for each word—a word card, a picture, a definition, and a sentence using the word. Work with your partner to sort all four cards for each Word to Know.”</p> <p><b>Circulate around the room, providing support as necessary.</b></p> <p><b>As time allows, call the whole group together and have students report their decisions, explaining why the cards belonged together.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “Today you expanded your knowledge of four words—<b>life cycle</b>, <b>index</b>, <b>finally</b>, and <b>environment</b>. Give me a thumbs-up if my sentence is true, and a thumbs-down if it is false...”</p> <ul style="list-style-type: none"> <li>• Like animals, plants have a <b>life cycle</b>. <b>(true)</b></li> <li>• An <b>index</b> and a table of contents are related. <b>(true)</b></li> <li>• <b>Finally</b> and <i>first</i> mean about the same. <b>(false)</b></li> <li>• The <b>environment</b> adapts to animals. <b>(false)</b></li> </ul> <p>Great job! Now I challenge you to go out and use these words. How many can you use today?”</p>



**Word:** life cycle

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

**Related words:** \_\_\_\_\_

**Examples:** \_\_\_\_\_



**Word:** finally

**Definition:** The last thing

**Related Words:** \_\_\_\_\_

**Antonyms:** \_\_\_\_\_

**Word:** index

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

**Related words:** \_\_\_\_\_

**Sentence:** \_\_\_\_\_



**Word:** environment

**Definition:** The conditions or things that are around you

**Related words:** \_\_\_\_\_

**Draw an environment...**





**life cycle**



The life cycle of snakes has three stages.

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

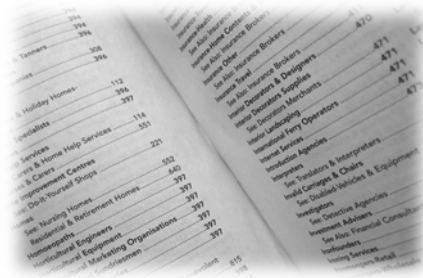
**finally**



I finally finished the jigsaw puzzle.

the last thing

**index**



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

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

**environment**



The penguins at the zoo need a cold environment.

the conditions or things that are around you

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	WORDS TO KNOW PRACTICE LESSON 6
<b>SHOW ME WHAT YOU KNOW!</b> We will chart the <b>life cycle</b> of a whale and summarize the information!		
<b>TEACHING OBJECTIVE:</b>		
<ul style="list-style-type: none"> <li>Define words.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Small Groups</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera or interactive whiteboard</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #1</li> <li>Vocabulary Picture Cards: <b>life cycle, finally, index, environment</b></li> <li>Teacher Journal Lesson #6</li> <li>Student Journal Lesson #6</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> You may want to think about possible comparisons students may make on the student journal prior to the lesson in order to coach them during the You Do activity.</li> <li>The You Do activity is intended to be oral, but students may choose to write down their comparisons to report when the whole group reconvenes.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #1: LIFE CYCLE, FINALLY, INDEX, ENVIRONMENT</b> </div> <p><b>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.</b></p> <p><b>You could say:</b>  "Great athletes have to practice long hours every day. So do great musicians. We want to be great students, so one of the things we should practice is learning new words. We want to know words well so we can use them when we talk to other people or use them in our writing. The other day we talked about four new Words to Know—<b>life cycle, finally, index, and environment</b>. It takes many experiences with new words before we really know them well. Today our purpose is to practice using our four new Words to Know."</p>	
<b>I DO</b>	<p><b>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.</b></p> <p><b>Display Teacher Journal Lesson #6 and review the Words to Know. You could say:</b>  "Before we play a game with our new words, let's quickly review what they mean, some related words, and some examples..."</p> <p>"The word <b>life cycle</b> means 'changes that happen from the beginning to the end of a living thing.' We wrote down examples of <b>life cycles</b> and some related words..." <b>(read the examples)</b></p> <p><b>Continue to review the definitions, examples, and related words for finally, index, and environment.</b></p>	
<b>WE DO</b>	<p><b>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.</b></p> <p><b>Divide students into groups of four. Display teacher journal, p. 2 and distribute two student journals to each small group.</b></p>	

	<p><b>You could say:</b>  “Today we are going to play a game called ‘Comparing Words.’ We are going to compare one of our Words to Know and a related word. Then you are going to say WHY those two words are similar or different. We will do one together; then you will play with your small group.</p> <p>“Let’s look at the first one. The statement says, ‘<b>Life cycle</b> and <i>repeat</i> are similar because ____.’ Now, we have to come up with some ideas about how the words <b>life cycle</b> and <i>repeat</i> are similar. Any ideas?”</p> <p><b>Encourage students to respond. Recast and rephrase their responses as needed.</b></p> <p><b>Select ideas to fill in the blank on the teacher journal. You could say:</b>  “I heard a lot of great ideas. Let’s write a couple of those down. ‘<b>Life cycle</b> and <i>repeat</i> are similar because...’ the <b>cycle of life repeats</b> itself over time.’ Another good statement is, ‘In a <b>life cycle</b>, the stages are the same every time. That means they <i>repeat</i>.’ Both of these statements are great ways to compare <b>life cycle</b> and <i>repeat</i>.”</p>
<p><b>You Do</b></p>	<p><b>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.</b></p> <p><b>Have students use the student journal to practice comparing words. You could say:</b>  “Now it’s your turn. You and your group are going to complete the other sentences for the rest of our words on your student journal. Make sure you read each statement carefully. Some might ask you to say how the two words are <i>different</i>, not similar. Take turns in your group so that every person compares each pair of words.”</p> <p><b>Circulate among groups, supporting students and providing feedback. Recast and rephrase student responses as needed.</b></p> <p><b>As time allows, call on each group to share one of their statements.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “Wow! You are so creative. Today you had to think about whether two words were related. Tell me this...”</p> <ul style="list-style-type: none"> <li>• Are the words <b>finally</b> and <i>last</i> similar or different? <b>(similar)</b></li> <li>• Are the words <b>life cycle</b> and <i>repeat</i> similar or different? <b>(similar)</b></li> <li>• Are the words <b>index</b> and <b>environment</b> similar or different? <b>(different)</b></li> <li>• What about the words <b>environment</b> and <i>characters</i>? <b>(different)</b></li> </ul> <p>When you study the relationships among words, you build your vocabulary. This helps you understand what you read. Now go use these words!”</p>



**Word:** life cycle

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

**Related words:** *series, stage, repeat*

**Examples:** *plants, frogs, snakes, humans*



**Word:** finally

**Definition:** The last thing

**Related words:** *end, eventually, beginning, first*

**Antonyms:** *beginning, first*

**Word:** index

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

**Related words:** *table of contents, glossary, guide*

**Sentence:** *I used the cookbook's **index** to find a chocolate chip cookie recipe.*



**Word:** environment

**Definition:** The conditions or things that are around you

**Related words:** *surroundings, habitat, setting*

**Sentence:** *The rain forest **environment** is warm and humid.*



## Comparing Words

1. **Life cycle** and **repeat** are  because

---

2. **Index** and **glossary** are  because

---

3. **Finally** and **first** are  because

---

4. **Environment** and **setting** are  because

---

## Comparing Words

1) **Life cycle** and **repeat** are  because

---

2) **Index** and **glossary** are  because

---

3) **Finally** and **first** are  because

---

4) **Environment** and **setting** are  because

---

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	INTEGRATION LESSON 7
<b>SHOW ME WHAT YOU KNOW!</b> We will chart the <b>life cycle</b> of a whale and summarize the information!		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Summarize the main idea of a paragraph.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>From Egg to Snake</u> by Suzanne Slade</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard</li> <li>Sticky notes or dry erase boards</li> <li>Nonfiction book w/ summary on jacket or flap</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #2</li> <li>Vocabulary Picture Cards: <b>life cycle, finally, index, environment</b></li> <li>Teacher Journal Lesson #7</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Find a nonfiction book that has a summary on the back cover or inside flap to share as an example.</li> <li>Preview the lesson text, <u>From Egg to Snake</u>, and identify main ideas; add sticky notes where you will model finding the main idea. Suggested main idea sentences are provided in Teacher Journal Lesson #7, but you could develop your own.</li> <li>You may want to make copies of the <i>Hummingbirds</i> paragraph from p. 3 of the teacher journal to distribute to pairs for the You Do activity.</li> </ul> </li> <li>You may fill in main idea sentences on p. 1 of the teacher journal or uncover the main ideas from the completed chart on p. 2 as you read the text.</li> <li>Summarizing is a complex objective that involves identifying main ideas within a text by differentiating more important information from less important information. The focus of this first Integration lesson is to identify the main ideas in short sections of text. Subsequent lessons will build on this skill to teach students how to combine main ideas into a summary.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #2: LIFE CYCLE, FINALLY, INDEX, ENVIRONMENT</b> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "Think about this. I want a book to read. How can I decide what to choose without reading the whole book? Here's a secret... I could look for a summary describing what the book is about. There is usually a summary either on the back cover or on the inside of the book jacket. See the summary here? <b>(share example of nonfiction book)</b> I can decide whether I want to read the book by reading the summary. Our purpose today is to learn the first steps in writing a summary. When you can summarize a piece of text, you really understand what it says. That's what we'll work on today."</p>	
<b>I Do</b>	<p><b>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.</b></p> <p><b>You could say:</b>          "A summary tells us the most important information from a text. I'm going to read a summary of this book to you to show you what I mean. <b>(read summary from nonfiction example)</b> Did the summary give us every little detail? No, it just provided the <i>main ideas</i>, or the most important information."</p>	

"Today we are going to find the main ideas in our book, *From Egg to Snake*. The *main idea* is the most important idea in a paragraph from the text. As I read the text, I'm going to ask myself, 'What is the main idea?' Two things can help me decide—the title of the chapter or heading on the page and the topic sentence, usually the first sentence in the paragraph. Then I need to read the text to make sure I have the main idea right."

**Place *From Egg to Snake* on the document camera. As you find the main ideas in the text, fill them in on Teacher Journal Lesson #7, p. 1 (or uncover them from p. 2).**

**Read the heading and the first paragraph on p. 4, talking through the process of finding the main idea. You could say:**

"We have a chart here so we can fill in the main ideas from some paragraphs in our book. Hmm... What is the author's main idea in this first paragraph? What is she is trying to tell me? There are two things included in this paragraph—where snakes live and that they don't have legs. I could write both things, but I think the first sentence is most important. I'll write, 'Snakes live in most parts of the world.'" **(add or uncover from journal)**

**Continue reading pp. 4–5 and adding main ideas to the teacher journal. You could say:**

"Let's keep looking for main ideas..."

- **(p. 4, second paragraph)** Now I'll decide on the main idea of the second paragraph on p. 4. I think the main idea is that snakes come in many sizes and colors, so I'll write that in the chart. **(add to journal)**
- **(p. 5)** On the next page, the box has information about the smooth green snake. After reading it, I think the information is mainly about how the smooth green snake lives in Canada and the United States, in North America. That's the main idea of this box." **(add to journal)**

**WE DO**

**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.**

**Work with students to generate main ideas from the next pages.**

**You could say:**

"Now you can help find the main idea on the next pages of the text..."

- **(read p. 6)** What do you think is the main idea for this page? The heading says, *Eggs*, so that's a great hint about the main idea. What should we say? **(pause for response)** We could write, 'Smooth green snakes begin as eggs' or 'The life cycle of a smooth green snake begins as an egg.' That's the topic sentence, and I think it's a good one. **(add to journal)**
- **(read p. 7)** What's the main idea? **(pause for response)** Let's add 'Most snakes leave their eggs after laying them.' That's the main idea on this page. **(add to journal)**

**(p. 9)** "Now it's your turn to practice finding the main idea. I am going to read another page of the text. After I read, you and a partner will think about the main idea, discuss, and decide on one main idea sentence. Then you can hold up your hand and we'll discuss your main idea sentences."

**Read the page, and allow students time to think and discuss in pairs. Ask students to share their main idea sentences; you may need to rephrase or recast their sentences. Finally, write or uncover the next main idea sentence from the teacher journal and compare it with students' sentences.**

**If students need more practice, repeat the above procedure with other paragraphs. Guide them to see how the main idea is extracted, while extraneous information is excluded. Move to the You Do section when they're ready for independent practice.**



<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Distribute sticky notes or small dry erase boards to each pair of students. Display the <i>Hummingbird</i> paragraph from p. 3 of the teacher journal. You could say:</b>  “Now you and your partner are going to find the main idea for this paragraph about hummingbirds. First, I will read the text to you. Next, you and your partner will discuss the main idea. You will then write your main idea on a [sticky note] and hold it up when you are finished.” <b>(read paragraph)</b></p> <p><b>When students have written their main ideas, read several of sentences aloud. Ask students to give you a thumbs-up if they agree that it is a suitable main idea for the text. Recast and rephrase student responses as needed.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “Today we worked on finding the main idea. Tell your partner how to determine whether something is the main idea or not. <b>(allow brief sharing time)</b> When you’re reading, finding the main idea helps you remember what you’ve read. You don’t have to remember everything, but you should remember the main idea. Learning to identify the main idea will help us create a summary later in our unit. Try it again today in your reading.”</p>



From Egg to Snake

Page	Main Idea Sentences

### From Egg to Snake

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

# Hummingbirds



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

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	INTEGRATION PRACTICE LESSON 8
<b>SHOW ME WHAT YOU KNOW!</b> We will chart the <b>life cycle</b> of a whale and summarize the information!		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Write a main idea statement for a short piece of text.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> <li>Summarizing</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>From Egg to Snake</u> by Suzanne Slade</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Small Groups</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera or interactive whiteboard</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #3</li> <li>Vocabulary Picture Cards: <b>life cycle, finally, index, environment</b></li> <li>Teacher Journal Lesson #8</li> <li>Main idea cards for Lesson #8</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>During the I Do segment, quickly review the main ideas from the chart on Teacher Journal Lesson #8, p. 1 to review your work from the last lesson and orient students to today's task.</li> <li>Demonstrate finding the main idea for two additional pages of <u>From Egg to Snake</u>, and then move into practice using the main idea cards.</li> <li>Students will work in small groups of four during the You Do segment. You could group students so that each group has a strong reader/writer to support the others in the group.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #3: LIFE CYCLE, FINALLY, INDEX, ENVIRONMENT</b> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "After I read the book <u>From Egg to Snake</u>, I had an idea in my head about the <b>life cycle</b> of a snake. I thought of the main ideas on each page. Now I have a better idea of how snakes start as an egg, hatch, and then grow into adult snakes that lay eggs. Then the cycle starts all over again! I don't remember all of the details, but I do remember the main ideas. That's what we're going to practice today, finding the main ideas so we can eventually write a summary of an expository text. Then we'll really understand what we're reading and hearing."</p>	
<b>I Do</b>	<p><b>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.</b></p> <p><b>Display Teacher Journal Lesson #8; review the main ideas from the previous lesson.</b>  <b>You could say:</b>          "Last time we worked on finding the main ideas in our text <u>From Egg to Snake</u>. We said that the main idea was the most important thing that the author was trying to tell us. Here are the main ideas we found..."</p> <p><b>Quickly review the main ideas from the last lesson using the top section of the chart.</b></p> <p><b>Provide two additional examples to review the technique. You could say:</b>          "Now, I'll read two more pages to show you how to find the main idea..."</p> <p><b>Read pp. 10 and 12 and talk through how to find the main idea and leave out the details. Point out/uncover the main ideas from the bottom section of the chart.</b></p>	

<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Turn to Teacher Journal Lesson #8, p. 2 and help students choose the best main ideas.</b></p> <p><b>You could say:</b>          “Now let’s work together to find the best main idea. Here we have a short piece of text and two main idea statements. Our job is to determine which is the better main idea statement and why. <b>(read the first passage and main idea statements aloud)</b> Now talk to your neighbor... Which is the better main idea statement and <i>why</i>?”  <b>Allow time for sharing. Then call on a pair to share their thinking and discuss as a class.</b></p> <p><b>Repeat the above for the second passage.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Divide students into small groups of four and distribute the main idea cards for Lesson #8 to each group. You could say:</b>          “Now your group will need to work together to find the main idea for the information on the cards. On your paper, you have two main idea cards to read. Read each one aloud and then think of a good main idea statement. Then you can write it down. You can either work as a group of four or break into pairs, brainstorm, and then decide on the main idea as a group.”  <b>Roam the room to provide support and offer feedback.</b></p> <p><b>Once students have finished writing their main ideas, regroup as a whole class. Ask each group to read their main idea statements, and have the listeners share thoughts and provide constructive feedback.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “Today you worked on finding the main idea. Tell your partner why it’s important to identify the main idea. <b>(allow talk time)</b> Identifying the main idea helps us remember the text; then we can summarize it later. When you can find the main idea and then summarize what you read or hear, it means you understood it. Tell your partner one opportunity during the day that you can use to find a main idea. <b>(allow talk time)</b> Good ideas! You can find the main ideas when you are reading a book, listening to a friend’s story, watching a video or TV show, telling your family about your day, hearing the daily announcements, and lots of other times. Try it again today!”</p>

From Egg to Snake

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

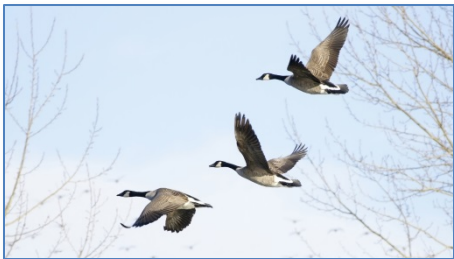
#1 Every year, Canadian geese migrate. They live in Canada in the summer where they nest and raise their young. In the fall the geese fly to the Southern United States and to Mexico. They migrate south to avoid from the harsh, cold winters in Canada.

Main Idea A:

Canadian geese migrate south for the winter.

Main Idea B:

Canadian geese live in Canada during the summer.



#2 Canadian geese migrate south in large flocks. The flock forms a V. Flying in a V helps birds save energy. The bird at the front of the V works the hardest. The other birds line up behind the leader and do not have to work as hard. The birds take turns being at the front of the flock.

Main Idea A:

The bird at the front of the V-formation has to work the hardest.

Main Idea B:

Birds form a V-formation when they migrate.





Salmon hatch from eggs in fresh water. They grow in fresh water for two years. Then the salmon migrate to the ocean. They live in the ocean for four years. The salmon are now adults. They swim back to the fresh water where they were born. Then female salmon lay thousands of eggs.

**Main idea:** \_\_\_\_\_

---

---

---

European eels are born in salt water. They migrate south to fresh water. They live in fresh water until they are adults. When they are old enough, the eels travel back to the salt water where they were born. The female digs down deep into the sea floor, where she lays thousands of eggs.

**Main idea:** \_\_\_\_\_

---

---

---



## WEEKLY LESSON PLANNER

### ANIMALS

Week 3	Lesson 9	Lesson 10	Lesson 11	Lesson 12
<b>Lesson Type</b>	<b>Read to Me</b>	<b>Integration</b>	<b>Words to Know Practice</b>	<b>Words to Know</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Combine prior knowledge and information within a text to make, confirm, and revise predictions.</li> <li>Participate in collaborative conversations about topics within grade-level texts.</li> </ul>	<ul style="list-style-type: none"> <li>Summarize the main ideas in informational text.</li> </ul>	<ul style="list-style-type: none"> <li>Match words, definitions, and sentences for the Words to Know.</li> </ul>	<ul style="list-style-type: none"> <li>Define target vocabulary words using a simple definition.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Tadpoles to Frogs</u> by Bobbie Kalman </li> </ul>	<ul style="list-style-type: none"> <li><u>Tadpoles to Frogs</u> by Bobbie Kalman</li> <li><u>From Egg to Snake</u> by Suzanne Slade</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

### Materials

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



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

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

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

CLOSE

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

**You could say:**

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

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

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

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





From Egg to Snake

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



Tadpoles to Frogs

Page	Main Idea Sentences	Summary
10		
12		
14		
16		
18		
20		



Tadpoles to Frogs

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

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	WORDS TO KNOW PRACTICE LESSON 11
<b>SHOW ME WHAT YOU KNOW!</b> We will chart the <b>life cycle</b> of a whale and summarize the information!		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Students will match words, definitions, and sentences for the Words to Know.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>None recommended</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Game cards for Lesson #11</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Cut the game cards. You will distribute one card per student during the We Do.</li> <li>Today's game is called 'I Have... Who Has...' It will begin as a whole group. Each student will have a game card with a Word to Know, its definition, its related words, or a sentence. When you signal, they will search the room for another student with a card that matches their word. Then they will join as a pair to put their cards together. Once all cards are matched, individuals will trade cards and the pairs will separate to find matches for their new words.</li> <li>Ask students to freeze and switch cards fairly frequently so they get a chance to practice using all four Words to Know.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p> <p><b>You could say:</b>          "When I was a kid, my mom made me practice the piano. I had to practice so I could learn how to play it. I couldn't just perform a concert without practicing—I would have been embarrassed if I hadn't practiced! To get good at anything, you have to practice. Today we have an opportunity to have some fun with our four Words to Know—<b>life cycle</b>, <b>finally</b>, <b>index</b>, and <b>environment</b>. We'll practice using them so we really know them well. Then we can use them when we talk to other people or use them in our writing. We'll be good performers!"</p>	
<b>I DO</b>	<p><b>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.</b></p> <p><b>Quickly review the Words to Know and model how to play the game.</b></p> <p><b>You could say:</b>          "First I'll review the words and definitions, and then I'll show you how to play a game called 'I Have...Who Has...'</p> <ul style="list-style-type: none"> <li>The first word is <b>life cycle</b>. It means 'changes that happen from the beginning to the end of a living thing.'</li> <li>The next word is <b>finally</b>. <b>Finally</b> means 'the last thing.'</li> <li>An <b>index</b> is an alphabetized list of names, places, and subjects that tells you where to find them in a book.</li> <li>The <b>environment</b> is the conditions or things that are around you.</li> </ul> <p>You'll also need to remember the related words that we discussed because you'll need to match a related word to its Word to Know.</p>	

	<p>“To play the ‘I Have... Who Has...’ game, each of you will get one card. Read what is on the card, figure out which Word to Know you have, and then find a classmate who has a match for your card. There are four types of cards—Words to Know, related words, sentences, and definitions. Find someone with a card that goes with the word from your card. For example, you might have a card with <b>finally</b> on it; that means you need to find someone who either has the definition, a sentence, or a related word for <b>finally</b>. If you have a card with the definition, you would find a person with the sentence, word, or related words. Any combination of the four cards for a word is a match.</p> <p>“Once you find someone with a match, share your cards. Then stay where you are. Every few minutes, I will tell you to <i>freeze</i> and then switch cards with someone else in the class (but not your partner). Then you will take your new card for a different Word to Know and find a match for it. Make sense? Remember, when I say, ‘Freeze,’ you will stop where you are and switch cards with the person closest to you that’s not a match. Then the whole game starts again.”</p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Ask students to stand behind their desks. Distribute a card to each student.</b>  <b>You could say:</b>  “Let’s practice one round. Each of you has a card. Read it and then decide which Word to Know it matches. Then ask your neighbors which word they have. Keep asking until you find a match. When you find a match, read both cards to make sure they’re the same Word to Know; then sit down to let me know you’ve found a match. Are you ready? Go find a match!”  <b>Monitor students as they move about the room to match their cards.</b></p> <p><b>Once everyone is sitting, you can ask a few students to share what’s on their cards to make sure they’re matches. Then say ‘Freeze,’ and have students practice trading cards with someone who is not their partner.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Have students play the game. You could say:</b>  “Now stand up and find a match for you new card. Remember, when I say ‘Freeze,’ trade your card with someone. Ready? Go!”  <b>Allow students about two minutes to match cards, then say ‘Freeze,’ and have students switch cards. Repeat several times.</b></p> <p><b>Once students have had the opportunity to find matches for many different cards, have them return to their seats. You could say:</b>  “You did a great job. Let’s check the matches that you found today. If you have the word <b>life cycle</b>, please stand... If you have the definition for <b>life cycle</b>, please stand...”  <b>Call on a student who is standing to read the definition. Continue with the sentence and related word.</b></p> <p><b>Repeat for the remaining words—index, environment, and finally.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “Today we worked with our Words to Know in a different way. Why do you think we practiced this way? Tell your partner. <b>(allow talk time)</b> If you said it helps us understand the words better, you are right. When we understand more words, we are able to understand what we read better! Here’s a challenge for you—use one of these words at home tonight and watch the expression on the faces of your family. They’ll be surprised!”</p>



series

I watched a show about the life cycle of dragonflies.

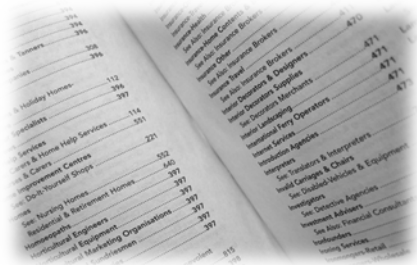
Changes that happen from the beginning to the end of A living thing



eventually

He finally cleaned his room and got his allowance.

The last thing



guide

I used an index to find the chapter on horses.

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



surroundings

A jungle environment is very hot and wet.

The conditions or things that are around you

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

**(species)**

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

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

**(migration)**

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

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

**(complex sentence)**

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

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

**You Do**

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

**Pass out the cards from the student journal (or have students cut them out). You could say:**  
“Your job will be to use the cards from your student journal to find the words, definitions and pictures that go together. With a partner, sort the cards that match the Words to Know. Then take turns reading the words and definitions to your partner.”  
**Circulate around the room to assist students who need individualized help.**

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



CLOSE

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

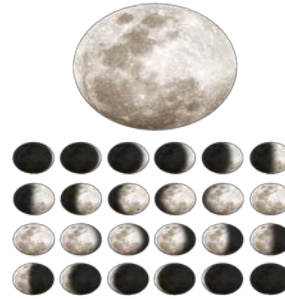
**You could say:**

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

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

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

**series**



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

**species**



A group of related living things that can have babies together

**migration**



A group moving together from one place to another

**complex sentence**

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

A sentence with two clauses joined together by a connecting word

## Complex Sentences

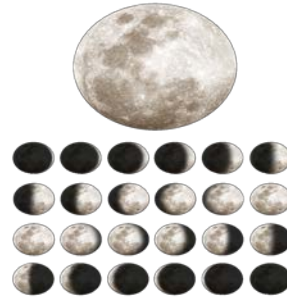
- 1) The dog ran away from home because no one fed it.

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

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

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

**series**



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

**species**



A group of related living things that can have babies together

**migration**



A group moving together from one place to another

**complex sentence**

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

A sentence with two clauses joined together by a connecting word



## WEEKLY LESSON PLANNER

### ANIMALS

Week 4	Lesson 13	Lesson 14	Lesson 15	Lesson 16
<b>Lesson Type</b>	<b>Integration</b>	<b>Integration Practice</b>	<b>Words to Know</b>	<b>Words to Know Practice</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Identify the main ideas and important details in informational text.</li> </ul>	<ul style="list-style-type: none"> <li>Use the main ideas and important details in informational text to generate a report.</li> </ul>	<ul style="list-style-type: none"> <li>Define target vocabulary words.</li> <li>Identify and describe semantic relationships among content words.</li> </ul>	<ul style="list-style-type: none"> <li>Define target vocabulary words by providing a simple definition.</li> <li>Use target vocabulary words correctly in spoken or written texts.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Tadpoles to Frogs</u> by Bobbie Kalman</li> </ul>	<ul style="list-style-type: none"> <li><u>Tadpoles to Frogs</u> by Bobbie Kalman</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard </li> <li>Lined paper (1 per student)</li> </ul>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> <li>Chart paper (optional)</li> <li>Lined paper (1 per student)</li> </ul>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> <li>Bags or paper clips</li> </ul>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> <li>Bags, paper clips, or envelopes</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #13</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #5</li> <li>Vocabulary Picture Cards: <b>series, species, migration, complex sentence</b></li> <li>Teacher Journal Lesson #14</li> <li>Student Journal Lesson #14</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #15</li> <li>Student Journal Lesson #15 </li> <li>Word sort cards for Lesson #15 </li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #6</li> <li>Vocabulary Picture Cards: <b>series, species, migration, complex sentence</b></li> <li>Teacher Journal Lesson #16 </li> <li>Game cards for Lesson #16 </li> <li>Student Journal from Lesson #15</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	INTEGRATION LESSON 13
<b>SHOW ME WHAT YOU KNOW!</b> We will chart the <b>life cycle</b> of a whale and summarize the information!		
<b>TEACHING OBJECTIVE:</b>		
<ul style="list-style-type: none"> <li>Identify the main ideas and important details in informational text.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Tadpoles to Frogs</u> by Bobbie Kalman</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard</li> <li>Lined paper (1 per student)</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #13</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<ul style="list-style-type: none"> <li>The aim for this lesson is for students to begin to identify important details that could eventually enhance a summary.</li> <li>Use the teacher journal to model finding important details from text. You can fill in the blank chart on p. 1 or uncover the details in the completed chart on p. 2.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p> <p><b>You could say:</b>          "Have you ever listened to your mom tell you to do something, and you remembered that she said something but you couldn't remember exactly what it was? You forgot the <i>details</i>, the specific things you were supposed to do. The other day you did a great job of identifying the main ideas and then putting those ideas together in a summary. Today we are going to start with the main idea and then look for details that make that main idea interesting. Details are important because they provide additional information about the topic. When we understand details, we get a more complete picture of what the author is describing, and that makes the text more interesting to read."</p>	
<b>I DO</b>	<p><b>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.</b></p> <p><b>Display the chart from the teacher journal. Add details to the second column, or uncover them from the completed chart on p. 2. You could say:</b>          "Today we are going to find important details. Authors include important details in their writing to help us understand more about the main ideas. Here are the main ideas from the pages in <u>Tadpoles to Frogs</u>. <b>(point to journal page)</b> I'll reread the pages from the text. We know the main idea already. This time I'm going to look for two details that tell me more information about the main idea..."</p> <ul style="list-style-type: none"> <li><b>(read p. 10)</b> I think an interesting detail is that the babies don't look like the adult frogs. I'll write that down. <b>(add/uncover detail)</b> Another detail is the bolded word, <i>metamorphosis</i>. It's a detail that I didn't put in the main idea, but it's important to include as a detail. <b>(add detail)</b></li> <li><b>(read p. 12)</b> I know that frogs lay eggs, but there are two interesting details about tree frogs. One is that they lay eggs in pools of water on leaves. I didn't know that! Another is that some frogs carry eggs on their backs. I didn't know that either. I'll write those details next to the main idea." <b>(add details)</b></li> </ul>	

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

Tadpoles to Frogs

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





### Tadpoles to Frogs

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

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	INTEGRATION PRACTICE LESSON 14
<b>SHOW ME WHAT YOU KNOW!</b> We will chart the <b>life cycle</b> of a whale and summarize the information!		
<b>TEACHING OBJECTIVE:</b>		
<ul style="list-style-type: none"> <li>Use the main ideas and important details in informational text to generate a report.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Tadpoles to Frogs</u> by Bobbie Kalman</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera or interactive whiteboard</li> <li>Chart paper (optional)</li> <li>Lined paper (1 per student)</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #5</li> <li>Vocabulary Picture Cards: <b>series, species, migration, complex sentence</b></li> <li>Teacher Journal Lesson #14</li> <li>Student Journal Lesson #14</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>This lesson will help students synthesize information gathered during previous lessons to write a short report about the frog <b>life cycle</b>. You may use the process you teach for writing to supplement the lesson.</li> <li>Teacher Journal Lesson #14 includes copies of the charts, or main ideas, details, and summaries, from the previous lessons. It also includes an example report that you could use as a model during the I Do and We Do segments. You may opt to write your own example with students.</li> <li>As you guide students to write a summary of the frog's life cycle, encourage them to use navigation words (signal or transition words) to organize the information. For example, words such as <i>first, second, third, next, then, after that,</i> and <i>finally</i> can help readers navigate the text structure and follow the steps in the life cycle.</li> <li>Depending on the writing skills of your students, you could have them copy the first two paragraphs from the teacher journal and write only the last four stages of the <b>life cycle</b>, or you could ask students to write the entire <b>life cycle</b> of a frog on their own. You might pair students so that a strong writer is grouped with a student who may struggle to write a summary.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed black; padding: 10px; text-align: center;"> <b>START THE LESSON WITH WRAP SET #5: SERIES, SPECIES, MIGRATION, COMPLEX SENTENCE</b> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "One way I can show someone that I've learned a lot about a topic is to write a report. You'll be writing lots of reports in school, but most adults also have to write reports for their work. Today you are going to write a mini-report about what you've learned about the frog's life cycle. A mini-report is just a small report, so don't worry! We've already done most of the research—today you'll use it to tell someone what you've learned. This should be a piece of cake! Now others will know how well you understand what we've read frogs!"</p>	
<b>I DO</b>	<p><b>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.</b></p> <p><b>You could say:</b>          "The first thing you need to do when you write a report is to research the topic. You want to know everything you can about the topic. We have already read a book about frogs, we've looked for the main ideas, we've summarized the main ideas, and then we found details. Most of our work is already done! Let me show you how to start..."</p>	

	<p><b>Display the summaries on Teacher Journal Lesson #14, p. 1 and/or the details on p. 2 as you model starting a report about the life cycle of a frog. You can write on the board or chart paper or show the completed report on p. 3.</b></p> <p><b>You could say:</b>          “My reader needs an introduction to the topic about the <b>life cycle</b> of frogs, so I’ll need to write a topic sentence. I like the first sentence that we found in the text. When I write a report, I can’t copy exactly what the author said, so I’ll use different words to say the same thing. I’m going to say, ‘During their lifetime, frogs change a lot.’ That’s my introduction or topic sentence.</p> <p>“Now I’ll need to add some details. I like the frog babies and adults detail, so I’ll write, ‘Baby frogs don’t look the same as adult frogs.’ I may add another detail about metamorphosis. Then I’ll start on the first stage in the <b>life cycle</b>. Now I have the beginning of my mini-report about frogs’ <b>life cycle</b>.”</p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Work with students as you continue the report. You could say:</b>          “Now let’s work together on the next section. I’m going to talk about the whole <b>life cycle</b>, so I think I should use some words that will help me organize the information for my reader. To organize a summary, or a sequence of steps in the life cycle, we might use words like <i>first</i>, <i>next</i>, <i>then</i>, <i>after that</i>, and <i>finally</i>. What’s the first word I could use? <b>(pause for response)</b> <i>First!</i> Good thinking. Hmm... What should I write? <b>(pause for response)</b> I think I will write, ‘The first stage of the <b>life cycle</b> of a frog is the egg.’ Sounds great!</p> <p>“Now I need to choose details to include in my report. Our book was about tree frogs, but I can also include information that I know about other kinds of frogs. What could we say about laying the eggs? We know frogs lay eggs in water. Tree frogs lay eggs in water on leaves, but not all frogs do, so we want to include information about other kinds of frogs as well...”</p> <p><b>Continue to add details to the second paragraph, modeling the use of main idea and details. Ask students for input based on what they know about frogs.</b></p> <p><b>When you think students are ready to write on their own, move to the You Do segment.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Distribute the student journal and have students use it as they write their own reports. You could have students copy the paragraphs you started and continue with the remaining stages of the life cycle, or write their own reports starting over with the first stage in the life cycle.</b></p> <p><b>You could say:</b>          “Now it’s your turn. You’ll need a lined piece of paper. You can work with a partner to help you think of what to write. Each of you has a copy of the main ideas and details chart on your student journal. Use that information and what you know about frogs to write a mini-report about the <b>life cycle</b> of frogs. Try to use words like <i>first</i> and <i>next</i> to help you organize the information.”</p> <p><b>Have students work in pairs as you assist those needing additional support.</b></p> <p><b>When most students have finished, have volunteers share their reports.</b></p>

### Tadpoles to Frogs

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

### Tadpoles to Frogs

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



## The Life Cycle of a Frog

During their lifetime, frogs change a lot. Baby frogs don't look the same as adult frogs. This process is called *metamorphosis*.

The first stage of the life cycle of a frog is the egg. Female frogs lay eggs in water. Tree frogs lay eggs in water on leaves, but other frogs lay eggs in ponds.



### Tadpoles to Frogs

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

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	WORDS TO KNOW LESSON 15
<b>SHOW ME WHAT YOU KNOW!</b> We will chart the <b>life cycle</b> of a whale and summarize the information!		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Define target vocabulary words.</li> <li>Identify and describe semantic relationships among content words.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera or interactive whiteboard</li> <li>Bags or paper clips</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #15</li> <li>Student Journal Lesson #15</li> <li>Word sort cards for Lesson #15</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Cut out and bag or paper clip the word sort cards for the You Do activity.</li> <li>You can display Teacher Journal Lesson #15 during the I Do/We Do segment to help students complete their journal pages.</li> <li>WORDS TO KNOW <ul style="list-style-type: none"> <li><b>series:</b> A number of objects or events arranged in order one after the other</li> <li><b>species:</b> A group of related living things that can have babies together</li> <li><b>migration:</b> A group moving together from one place to another</li> <li><b>complex sentence:</b> A sentence with two clauses joined together by a connecting word</li> </ul> </li> <li>SUGGESTED RELATED WORDS <ul style="list-style-type: none"> <li><b>series:</b> <i>set, chain, repeat</i></li> <li><b>species:</b> <i>group, class, category</i></li> <li><b>migration:</b> <i>journey, expedition, trip</i></li> <li><b>complex sentence:</b> <i>simple sentence, grammar, clause</i></li> </ul> </li> <li><i>Save the student journal for use in Lesson 16.</i></li> </ul>		
<b>LESSON ROUTINE</b>		
SET	<p><b>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.</b></p> <p><b>You could say:</b>  “When I learn a new word, I don't just know it automatically—I have to see the word several times, say it, learn the definition, and think about how it's used and when to use it. I have to spend time with the word. Our purpose today is to spend time with our new Words to Know—<b>series, species, migration, and complex sentence.</b> We want to know words well so we can understand what we read and we can use them when we talk to other people or write. Today we are going to have some fun learning more about these four words.”</p>	
I Do/ WE DO	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Display Teacher Journal Lesson #15 and distribute the student journal. Work with students to generate related words and examples for each target word as you complete the journal pages.</b></p> <p><b>You could say:</b>  “Let's review our words. Then we'll think of related words for each Word to Know...”</p>	



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

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

### **(species)**

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

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

### **(migration)**

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

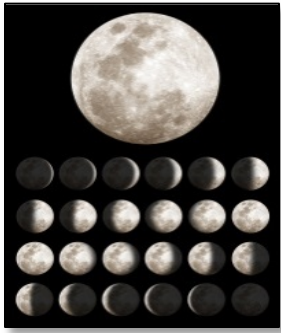
- Groups of geese, birds, and butterflies form a **migration** in the fall to move to places that will be warmer. People in Asia **migrated** to the New World when Asia and Alaska were connected. They moved together.
- What words are related to **migration**? Think of animals moving to a warmer place.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

### **(complex sentence)**

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

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

<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Divide students into pairs and pass out the word sort cards. You could say:</b>          “Now it’s time to do a vocabulary sort with a partner. Each pair should have a set of 16 cards. Each Word to Know has four cards that belong together. There are word cards, related words, sentences, and definitions. You and your partner will work together to find the four cards that belong with each word. When you’re finished, I’ll have you share some of your results.”</p> <p><b>Circulate around the room, providing support and feedback.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “Today we thought about words that are related <b>series, species, migration, and complex sentence.</b> Let’s review—when I say a related word, you say which Word to Know is related to that word.</p> <ul style="list-style-type: none"> <li>• <i>simple sentence</i> (<b>complex sentence</b>)</li> <li>• <i>expedition</i> (<b>migration</b>)</li> <li>• <i>class</i> (<b>species</b>)</li> <li>• <i>repeat</i> (<b>series</b>)</li> </ul> <p>Awesome job today! Do you feel like you know more about <b>series, species, migration, and complex sentence</b>? Great! Now I want to hear you using as many of these words as you can. This is an important way to increase your vocabulary and one that will help you understand what you hear and read.”</p>



**Word:** series

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

**Related words:** \_\_\_\_\_

**Examples:** \_\_\_\_\_



**Word:** species

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

**Related Words:** \_\_\_\_\_

**Examples:** \_\_\_\_\_

**Word:** migration

**Definition:** A group moving together from one place to another

**Related words:** \_\_\_\_\_



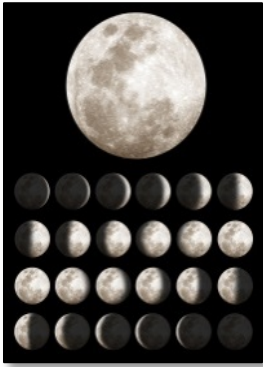
**Word:** complex sentence

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

**Related words:** \_\_\_\_\_

**Write a complex sentence...**

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



**Word:** \_\_\_\_\_

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

**Related words:** \_\_\_\_\_

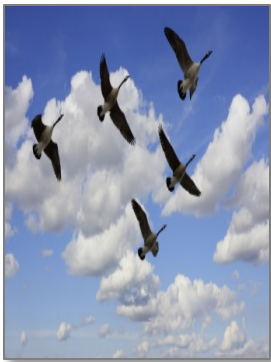
**Examples:** \_\_\_\_\_

**Word:** \_\_\_\_\_

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

**Related words:** \_\_\_\_\_

**Examples:** \_\_\_\_\_



**Word:** \_\_\_\_\_

**Definition:** A group moving together from one place to another

**Related words:** \_\_\_\_\_

\_\_\_\_\_

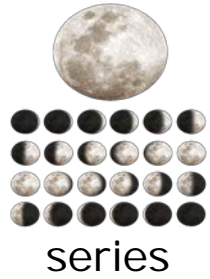
**Word:** \_\_\_\_\_

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

**Related words:** \_\_\_\_\_

**Write a complex sentence:** \_\_\_\_\_

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



**repeat**

Our baseball team is playing three games in a row with the Dodgers.

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



migration

**journey**

Green anacondas are the largest type of snakes.

a group of related living things that can have babies together



species

**group**

Every fall, Canadian geese fly from the north to warmer areas.

a group moving together from one place to another

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

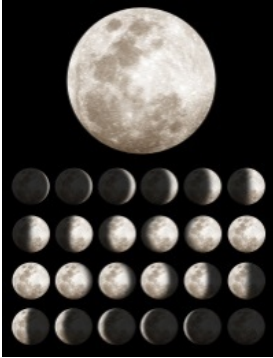
**grammar**

When John handed in this homework, he forgot to write his name on it.

a sentence with two clauses joined together by a connecting word

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	WORDS TO KNOW PRACTICE LESSON 16
<b>SHOW ME WHAT YOU KNOW!</b> We will chart the <b>life cycle</b> of a whale and summarize the information!		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Define target vocabulary words by providing a simple definition.</li> <li>Use target vocabulary words correctly in spoken or written texts.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera or interactive whiteboard</li> <li>Bags, paper clips, or envelopes</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #6</li> <li>Vocabulary Picture Cards: <b>series, species, migration, complex sentence</b></li> <li>Teacher Journal Lesson #16</li> <li>Game cards for Lesson #16</li> <li>Student Journal from Lesson #15</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Cut out and bag or paper clip a set of game cards for each pair of students. Also cut out the cards from p. 2 of the teacher journal so you can model the You Do activity.</li> <li>Briefly review the words, definitions, and sample sentences using p. 1 of Teacher Journal Lesson #16. You could also have students retrieve their student journals from Lesson 15 and review the examples and sentences from the last lesson.</li> <li>Display Teacher Journal Lesson #16, p. 2 to demonstrate the game. You could use the printed journal page; cut the cards and then move them under the correct heading using a document camera. Alternately, you could use an interactive whiteboard to display it digitally and move the cards to the correct category.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed black; padding: 5px; text-align: center;"> <b>START THE LESSON WITH WRAP SET #6: SERIES, SPECIES, MIGRATION, COMPLEX SENTENCE</b> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "Sometimes I see or hear things that aren't correct. For example, you might hear a small child say, 'I runned fast' instead of 'I ran fast.' When we learn new words, we want to make sure we use them correctly so other people will understand what we're saying. We're learning four new Words to Know—<b>series, species, migration, and complex sentence</b>. We've worked on them several times, but we want to know them so well that we can use them correctly when we talk to other people or use them in our writing. Today we are going to be detectives and find sentences where the words are used correctly or incorrectly. That's a good way to make sure we understand and use our new words."</p>	
<b>I DO</b>	<p><b>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.</b></p> <p><b>Review the Words to Know using Teacher Journal Lesson #16; you could have students take out their student journals from Lesson 15 as you review. You could say:</b>          "Let's quickly review each of the new Words to Know. Look at your journal from the last lesson as we go over the words..."</p> <p><b>Read the definitions, related words, examples, and/or sentences for each word from the teacher journal.</b></p>	

	<p><b>Demonstrate how to play today’s game. Display p. 2, with the <i>Acceptable</i> and <i>Not Acceptable</i> cards. You could say:</b>  “Today you are going to play a game called ‘Acceptable or Not Acceptable.’ Each pair of students will get a bag with one of each of these cards—<i>Acceptable</i> or <i>Not Acceptable</i>. The other cards in the bag have sentences that use one of the Words to Know. You will have to decide if the word is used correctly in the sentence. If it is, then you will put it under the heading <i>Acceptable</i>. If it is not used correctly, you will place it under the heading <i>Not Acceptable</i>. I will show you two examples, we will do some together, and then you will have a chance to work with a partner to complete the rest.  <b>(direct attention to teacher journal, p. 2)</b></p> <ul style="list-style-type: none"> <li>• Here’s the first one: ‘My fish <b>migrates</b> every day to the other side of the tank.’ I have to decide if the word <b>migrates</b> is used correctly. Hmm... A <b>migration</b> is a <i>group</i> of animals or people moving, not just one fish. That sentence is not correct, so I will put it under <i>Not Acceptable</i>.</li> <li>• I’ll do another. ‘A phone number is a <b>series</b> of numbers.’ ... I know that a <b>series</b> is a number of objects arranged in an order. Phone numbers are arranged in an order, and that order is important. I will say this is acceptable—or correct—and place the sentence under the <i>Acceptable</i> heading.”</li> </ul>
WE DO	<p><b>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.</b></p> <p><b>Continue to review the sentences, working together with students. Have them tell you whether to place each sentence under <i>Acceptable</i> or <i>Not Acceptable</i>. You could say:</b>  “Now, let’s look at another sentence: ‘When I go to bed at night, I always follow the same <b>series</b> of steps. Some nights I brush my teeth first. Other nights I read my book first.’ Hmm... What do you think? If I don’t do the same things in the same order each night, is it still a <b>series</b>? Did that sentence use the word <b>series</b> correctly? Show me a thumbs-up or thumbs- down... Okay. So where should I put this sentence? <b>(pause for response)</b> Under <i>Not Acceptable</i>. That’s right!</p> <p>“Let’s do one more... ‘My teacher told me to write a <b>complex sentence</b> in my summary.’ Is that acceptable or not? Thumbs-up or thumbs-down... Yes, I agree. So where does it go? <b>(pause for response)</b> Yes, it goes in the <i>Acceptable</i> category. Great work, everyone.”</p>
YOU DO	<p><b>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.</b></p> <p><b>Pair students and distribute the game cards for Lesson #16. You could say:</b>  “Each pair should have a bag of cards. You and your partner will work together. First, find the heading cards and place them at the top of your desk. Next, read through your sentences and place them under the <i>Acceptable</i> or <i>Not Acceptable</i> column. Then find another pair of students near you and check each other’s work to make sure you agree.”</p> <p><b>Circulate among students to monitor their discussions and provide support as needed.</b></p> <p><b>Bring students back together. Have volunteers share how they categorized the sentences, and ask the class whether they agree or disagree. If there are sentences that many pairs seemed to have difficulty with, spend extra time discussing them as a class.</b></p>
CLOSE	<p><b>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.</b></p> <p><b>You could say:</b>  “Today we were detectives. We looked for incorrect uses of our Words to Know. You can tell from our work today that sometimes it’s not easy to decide whether something is the correct use of a word. Sometimes, even when you think you know the word, you might have to look it up in a dictionary to find out the exact meaning. When you know words very well, you will write using very precise vocabulary, and that will help make you a great reader and writer!”</p>



**Word: series**

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

**Related words:** *set, chain, repeat*

**Examples:** *Fancy Nancy books, baseball games, hotel room numbers*

**Word: species**

**Definition:** a group of related animals that can have babies together

**Related words:** *group, class and category*

**Examples:** *parrots, alligators, dragonflies*



**Word: migration**

**Definition:** A group moving together from one place to another

**Related words** *journey, expedition, trip*

**Sentence:** *The migration of monarch butterflies is unique; they travel farther than other butterflies.*

**Word: complex sentence**

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

**Related words:** *grammar, simple sentence*

**Complex sentence:** *After we went to the circus, we were tired.*

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



# Acceptable

# Not Acceptable

My fish **migrates** every day to the other side of the tank.

My teacher told me to write a **complex sentence** on my summary sheet.

When I go to bed at night, I always follow the same **series** of steps. Some nights I brush my teeth first. Other nights I read my book first.

A **series** is a number of objects or events arranged in order

<p><b>Acceptable</b></p>	<p><b>Not Acceptable</b></p>	<p>Our class is watching a three-part <b>migration</b> on the life cycle of whales.</p>	<p>A <b>complex sentence</b> is a group moving together from one place to another.</p>
<p>The classrooms are numbered in a <b>species</b>.</p>	<p>The hallways of our school lead to a <b>complex sentence</b>.</p>	<p>A <b>complex sentence</b> uses a connecting word to join two clauses.</p>	<p>Green anacondas are the largest <b>series</b> of snakes.</p>
<p>Whales <b>migrate</b> between their feeding ground and breeding ground.</p>	<p>The Dodgers are playing the Yankees in a three-game <b>series</b>.</p>	<p>Some birds <b>migrate</b> in search of food and a warmer environment.</p>	<p>There are many <b>species</b> of animals.</p>
<p>I love to read the <i>Fancy Nancy</i> <b>series</b> of books.</p>	<p>'Cats are furry, so they shed a lot' is an example of a <b>complex sentence</b>.</p>	<p>Dad took me to see all of the <b>species</b> of snow cones.</p>	<p>The TV <b>series</b> only had one episode.</p>



## WEEKLY LESSON PLANNER

### ANIMALS

Week 5	Lesson 17	Lesson 18	Lesson 19	Lesson 20
<b>Lesson Type</b>	<b>Read to Me</b>	<b>Integration</b>	<b>Integration Practice</b>	<b>Words to Know Practice</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use prior knowledge and information from the text to make, confirm, and revise predictions.</li> <li>Participate in collaborative conversations about topics within grade-level texts.</li> </ul>	<ul style="list-style-type: none"> <li>Summarize the main ideas in informational text.</li> </ul>	<ul style="list-style-type: none"> <li>Summarize the main ideas in informational text.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe semantic relationships among content words occurring frequently in grade-level texts.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>The Life Cycle of a Whale</u> by Bobbie Kalman </li> </ul>	<ul style="list-style-type: none"> <li><u>The Life Cycle of a Whale</u> by Bobbie Kalman</li> </ul>	<ul style="list-style-type: none"> <li><u>From Egg to Snake</u> by Suzanne Slade</li> <li><u>Tadpoles to Frogs</u> by Bobbie Kalman</li> <li><u>The Life Cycle of a Whale</u> by Bobbie Kalman</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Document camera </li> <li>CD/MP3 player with kid-friendly music </li> <li>Yard stick</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard </li> <li>Lined paper (1 per student)</li> </ul>	<ul style="list-style-type: none"> <li>Document camera </li> <li>Bags, envelopes, or paper clips</li> </ul>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> <li>Drawing paper (1 per student)</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #7</li> <li>Vocabulary Picture Cards: <b>series, species, migration, complex sentence</b></li> <li>Teacher Journal Lesson #18</li> </ul>	<ul style="list-style-type: none"> <li><b>Life cycle</b> cards for Lesson #19 </li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #8</li> <li>Vocabulary Picture Cards: <b>series, species, migration, complex sentence</b></li> <li>Teacher Journal Lesson #20</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

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

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

**LET'S KNOW!  
GRADE 2**

**ANIMALS  
CYCLES AND SEQUENCES**

**INTEGRATION  
LESSON 18**

**SHOW ME WHAT YOU KNOW!** We will chart the **life cycle** of a whale and summarize the information!

**TEACHING OBJECTIVE:**

- Summarize the main ideas in informational text.

**TEACHING TECHNIQUES:**

- Finding the Main Idea
- Summarizing

**LESSON TEXT:**

- The Life Cycle of a Whale by Bobbie Kalman

**TALK STRUCTURE FOR WE DO/YOU DO:**

- Think-Pair-Share

**LESSON MATERIALS YOU PROVIDE:**

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

**UNIT MATERIALS PROVIDED:**

- WRAP set #7
- Vocabulary Picture Cards: **series, species, migration, complex sentence**
- Teacher Journal Lesson #18

**SPECIAL INSTRUCTIONS FOR THIS LESSON:**

- This lesson builds on the previous Integration lessons. The aim for this lesson is for students to write a summary that includes **complex sentences** and uses navigation words to organize information.
- Remind students that **complex sentence** is one of the Words to Know and support them as they use **complex sentences** to make their summaries more interesting. A **complex sentence** includes an independent clause (main clause or simple sentence) and one or more dependent clauses. A dependent clause includes a connecting word such as a subordinating conjunction (*because, when, before, after, although, even though, while*) or relative pronoun (*that, which, who*). You might write these connecting words on the board or chart paper. See the example sentence below.
  - Independent clause: *I wrote a summary*
  - Dependent clause: *that was well organized*
  - **Complex sentence:** *I wrote a summary that was well organized.*
- Also remind students that they included navigation (or signal/transition words) the last time they worked on summaries. Navigation words like *first, second, third, next, then, after that, and finally* can help a write organize information so the reader can better follow the text structure—in this case the order of a life cycle.
- You may fill in the chart on p. 1 of the teacher journal or reveal the main ideas and summary on the completed chart on p. 2.
- This lesson will prepare students for the Close project in Lesson 24.

**LESSON ROUTINE**

**SET**

**START THE LESSON WITH WRAP SET #7: SERIES, SPECIES, MIGRATION, COMPLEX SENTENCE**

**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 you go to the library, they usually have the newest books on display. How do you know whether you want to check one out? You read the book jacket, a *summary* of the book that helps you decide whether to check it out. Our purpose is to write a summary for part of our book, The Life Cycle of a Whale. We'll be using the pages of the text that talk about whales' **life cycle**. The more we can summarize what we read and hear, the better we understand it."

<p><b>I Do</b></p>	<p><b>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.</b></p> <p><b>Display the teacher journal; demonstrate how to write main idea sentences and form them into a summary for each life cycle stage. You could say:</b>          “Your goal today is to write a summary for <u>The Life Cycle of a Whale</u>. We know that the first thing to do when writing a summary is to determine the main ideas and then combine main ideas into a summary. So I’ll talk about the main ideas of the first stage and show you how to write a summary; then you and a partner will work together to write more main ideas and combine them into a summary of the <b>life cycle</b> of a whale. Our summaries today should include navigation words and <b>complex sentences</b>. (see <b>Special Instructions for further explanation of these terms</b>)</p> <p><b>(read page 12)</b> “This page is talking about a baby whale being born. So, my first main idea sentence could be ‘Whale calves are born tail first,’ or I could just say, ‘Baby whales are born at the breeding grounds.’ The main idea is that the whale calves are born. <b>(add main idea to the chart on teacher journal, p. 1 or reveal it on the completed chart on p. 2)</b></p> <p><b>(read p. 13)</b> “The main idea here is that the baby whale breathes air, so the mother pushes it to the surface. <b>(add to chart)</b></p> <p>“Now that I have two main idea statements, I’m going to start the first part of my summary. I know it’s about the <b>life cycle</b> of a whale and I need to use navigation words, so the first part of my sentence will be telling the audience what the summary is about. I’m going to say, ‘The <i>first</i> stage in the <b>life cycle</b> of a whale begins <i>when</i> a baby whale is born.’ <b>(write in the second column of the chart, or reveal from p. 2)</b> I used the navigation word <i>first</i> and I made a complex sentence. I used the connecting word <i>when</i> and combined two clauses into a complex sentence, the sentence with the navigation word and the first main idea sentence.” <b>(if needed, spend more time explaining the complex sentence construction to students)</b></p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Divide students into pairs. Continue to find the main ideas on the selected pages and work with students to combine the ideas into a summary.</b></p> <p><b>You could say:</b>          “There is a lot of information in <u>The Life Cycle of a Whale</u> that we don’t need to include because it doesn’t really tell us about the <b>life cycle</b> of a whale. It’s interesting but not the main idea. Let’s read the next page; you and a partner talk and decide the main idea of the page. Then we’ll discuss and write the main idea for the page.”  <b>Read page 14. Allow partners to discuss. Then have them share their thoughts to help you write the main idea. Repeat with p. 16.</b></p> <p><b>Once you have a main ideas for pp. 14 and 16, you could say:</b>          “Let’s stop there and write some more of the summary of the first stage in the <b>life cycle</b> of a whale.”  <b>Work with students to complete the summary of this stage (see p. 2 for ideas).</b></p> <p><b>If students are able to move into independent practice at this point, read the first three paragraphs on p. 21 that discuss the juvenile stage and have students write a main idea and summary of this stage, emphasizing how to make a complex sentence. You could also work on the summary as a group.</b></p>

<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Have students work with their partners to determine the main ideas and write a summary of the adult stage.</b></p> <p><b>Read the text on pp. 20–25, and have students stop to write a main idea after each page.</b>  <b>You could say:</b>          “Now it’s your turn. You’ll need a sheet of lined paper. I’ll read the text; it talks about the next stage in the <b>life cycle</b> of a whale. First you and your partner will write a main idea statement. Then I’ll read another page and you’ll write the main idea for that page; after that, you and your partner will write a summary for the last stage in the life cycle of a whale. Try to write a <b>complex sentence</b>. If you and your partner finish, you can turn your papers over and combine all of the summaries we’ve written so far into a summary that we could put on the book jacket of this book.”</p> <p><b>After reading the passages, display the graphic and connecting words on teacher journal, p. 3. Circulate around the room to provide support to students who are struggling with complex sentences or summarizing, and to challenge those who can complete the summaries easily.</b></p> <p><b>If you have time, have pairs volunteer to report what they wrote for their summaries.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “Today you worked on writing a summary. In our summaries, we included navigation words. What were the navigation words you used? Tell your partner... What kind of sentences did we try to use? <b>(pause for response) Complex sentences!</b> By writing summaries and using navigation words and <b>complex sentences</b>, you are increasing your comprehension. This means you can understand more and more complicated things when you talk to others and when you read. Great job!”</p>





The Life Cycle of a Whale

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

The Life Cycle of a Whale

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

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

## Connecting Words

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

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	INTEGRATION PRACTICE LESSON 19
<b>SHOW ME WHAT YOU KNOW!</b> We will chart the <b>life cycle</b> of a whale and summarize the information!		
<b>TEACHING OBJECTIVE:</b>		
<ul style="list-style-type: none"> <li>Summarize the main ideas in informational text.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>Summarizing</li> <li>Finding the Main Idea</li> </ul> <b>LESSON TEXTS:</b> <ul style="list-style-type: none"> <li><u>From Egg to Snake</u> by Suzanne Slade</li> <li><u>Tadpoles to Frogs</u> by Bobbie Kalman</li> <li><u>The Life Cycle of a Whale</u> by Bobbie Kalman</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera</li> <li>Bags, envelopes, or paper clips</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li><b>Life cycle</b> cards for Lesson #19</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Cut out and bag or paper clip the <b>life cycle</b> cards for Lesson #19 for students. Set aside a set to demonstrate how to begin a summary during the I DO routine.</li> <li>During this lesson, students will orally summarize the <b>life cycle</b> of animals they have read about in the texts thus far. <ul style="list-style-type: none"> <li>Demonstrate how to start a summary during the I Do segment.</li> <li>Work with students during the We Do segment to complete the summary.</li> <li>Students will work in pairs to orally summarize the <b>life cycles</b> of the remaining two animals during the You Do segment.</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p> <p><b>You could say:</b>  "Last night I went home, ate dinner, walked for half an hour, and then went to bed. That's a summary of my evening. I didn't tell you every little detail, just the most important parts. We have been learning how to summarize. Today you will practice summarizing a topic you're familiar with—the <b>life cycles</b> of the animals we've learned about during the unit. You'll practice with your partner and then, if you choose to do so, you can present to the class. The good thing about summarizing to a live audience is that you can find out right away whether your summary makes sense. We always want to understand what we read and what we hear."</p>	
<b>I Do</b>	<p><b>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.</b></p> <p><b>Display the life cycle cards for Lesson #19; use the butterfly cards only. You could say:</b>  "Since we know a lot of information about our topic, we should be able to give a good summary of a <b>life cycle</b> of the animals we've discussed. I'm going to show you what your summary might sound like using some cards. Here is a set of <b>life cycle</b> cards. First, I want to put them in the correct order. I have the cards for the <b>life cycle</b> of a butterfly. When I begin, I want to make sure I introduce my topic and use navigation words to help me and my listeners organize the information I'm telling them.</p> <p>"My summary could start like this...</p> <p style="padding-left: 40px;">"The <b>life cycle</b> of a butterfly starts with an egg. <i>First</i>, a female butterfly lays her eggs on a leaf. <i>Second</i>, a caterpillar hatches from the egg and starts eating lots of food."</p> <p>Now let me stop and check. Did I introduce the topic of the <b>life cycle</b> of butterflies? Yes. Did I use navigation words? Yes, I used <i>first</i> and <i>second</i>."</p>	

<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Have students help you finish your summary about the butterfly life cycle. You could say:</b>          “Now you help me finish the summary. What’s the next stage? <b>(pause for response)</b> Yes, the chrysalis. Which navigation word should we use? <b>(pause for response)</b> We’ve used <i>first</i> and <i>second</i>. How about <i>next</i>? Our summary would continue, ‘<i>Next</i>, the caterpillar forms a chrysalis and starts changing inside the chrysalis.’ The last stage is the adult. Who would like to summarize that stage and use a navigation word? <b>(allow a volunteer to share)</b></p> <p>“Now let’s put it all together using the cards...”</p> <p><b>Work with students to summarize the entire life cycle of a butterfly using a topic sentence and navigation words.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Divide students into pairs and distribute a set of life cycle cards to each. You could say:</b>          “Take out your cards and lay them out. We’ve already done the butterfly, so set those cards aside. Each person will choose one of the two remaining animals, snakes or frogs. Find all of the cards that make up the <b>life cycle</b> and put them in order. Then think about the <b>life cycle</b> of that animal and which navigation words you’ll use. When you’re ready, one partner will start summarizing the <b>life cycle</b> of his or her animal. Remember to use navigation words as you are talking. Your partner will be listening for a topic sentence introducing your animal and navigation words. Then it will be the partner’s turn to summarize the <b>life cycle</b> of the other animal. When both of you are finished, trade cards and start again.”</p> <p><b>Circulate around the room to provide support and feedback to students.</b></p> <p><b>Gather students back together and ask volunteers to present their summaries to the class; you could have them hold up the cards as they speak or use a document camera to display them.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “We made summaries today. Who can tell me what a summary is? <b>(pause for response)</b> Yes, a summary includes the main ideas, or the most important information. When you listen to someone tell you about a movie or about a book they read, you can tell how well they understood the movie or book by their summary, can’t you? You are learning to communicate main ideas and important details in your summaries so others will understand what you know. Summarizing will also help you be good writers and readers. Tonight when you get home, try summarizing our lesson today. You could also summarize the <b>life cycles</b> of the animals we’ve been discussing. Give me a summary tomorrow!”</p>

Life Cycle Cards – Animals – Lesson 19 *Let's Know!*



LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	WORDS TO KNOW PRACTICE LESSON 20
<b>SHOW ME WHAT YOU KNOW!</b> We will chart the <b>life cycle</b> of a whale and summarize the information!		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Identify and describe semantic relationships among content words occurring frequently in grade-level texts.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera or interactive whiteboard</li> <li>Drawing paper (1 per student)</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #8</li> <li>Vocabulary Picture Cards: <b>series, species, migration, complex sentence</b></li> <li>Teacher Journal Lesson #20</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li>Today, students will make word art to show their understanding of the Words to Know. Provide a model of 'word art' during the I Do segment; you may use the examples provided in the teacher journal or come up with your own.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed black; padding: 5px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #8: SERIES, SPECIES, MIGRATION, COMPLEX SENTENCE</b> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "There was an artist who used to draw for the <i>New York Times</i> newspaper named Al Hirschfeld. The interesting thing about his drawings was that he almost always included a hidden word. His hidden word was <i>Nina</i>, which was his daughter's name. You are going to be like Al Hirschfeld today. Your purpose is to create word art with one of the Words to Know: <b>series, species, migration, or complex sentence</b>. The word art you make will help you understand the meaning of your words better. You can show the meaning of words in your art! This is going to be fun!"</p>	
<b>I Do</b>	<p><b>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.</b></p> <p><b>Provide a model of the You Do activity; demonstrate how to show the meaning of a Word to Know through word art. You could say:</b>          "You understand the meaning of our Words to Know fairly well by now. Today you'll take your understanding one step farther by drawing the meaning of the word using the word itself. You should include the word in your drawing, but your drawing should also demonstrate what the word means. Let me show you... <b>(display teacher journal, p. 1)</b> Here's the word <b>finally</b> from our first set of words. I used the blocks from the Vocabulary Picture Card and wrote the letters on the blocks so you can see what the word means. <b>(p. 2)</b> Now look at <b>index</b>. Here I used the letters in the word to show the meaning. I wrote the letters of the alphabet in each letter since an <b>index</b> is an alphabetized list."</p>	

<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “Now put on your thinking caps. How could we show the meaning of the word <b>environment</b>? Suggestions? Talk with a neighbor and brainstorm answers. <b>(allow brainstorming time; if students struggle, make a suggestion)</b> I know! We could draw an earth in the <i>O</i>. We could draw trees on the <i>I</i> and <i>T</i> or a pond using the <i>N</i> and <i>M</i> in the middle. <b>(draw on the board, or add to teacher journal)</b> Does the word look like different <b>environments</b> now?”</p> <p>“Now, one idea for <b>life cycle</b> is making the words in a circle to represent the cycle of different stages. There are arrows here to show how it moves from one stage to another and starts over. <b>(point to teacher journal)</b> Talk with your neighbor... Who has another suggestion for <b>life cycle</b>?” <b>(allow brainstorming and sharing time)</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Distribute drawing paper, and have students choose a word to draw. You could say:</b>          “First, select one of our four Words to Know—<b>series, species, migration, or complex sentence</b>. Which one do you want to draw? Think about what the word means and how you could draw the meaning of the word in your word art. You can talk with your neighbor about your ideas. A partner may help you think of a great idea, but each of you should draw your own word art. Then be prepared to show your work to the class at the end of our lesson. If you finish before time is up, turn your paper over and make word art for another word.”</p> <p><b>Circulate the room to provide feedback and suggest ideas, as needed.</b></p> <p><b>Bring the whole group together to have students share their word art. Have them explain their thinking and how the features of their drawings represent the words’ meanings. If possible, allows students to use a document camera to display their drawings.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “The more experience you have with a word, the deeper your understanding is of that word. Can anyone tell me something <i>new</i> they thought about one of our words because of their art? <b>(allow brief sharing time)</b> The deeper your understanding is of the words, the better use you can make of them during reading and writing! Share what you did with your family tonight. Making word art is a great way to remember the meaning of new words that you’re learning.”</p>





-A  
-B  
-C  
-D

-E -I  
-F -J  
-G -K  
-H -L

-M  
-N  
-O  
-P

-Q  
-R  
-S  
-T

-U -W  
-V -X  
-Y -Z

environment







## WEEKLY LESSON PLANNER

### ANIMALS

Week 6	Lesson 21	Assessment	Assessment	Assessment
<b>Lesson Type</b>	<b>Integration Practice</b>	<b>SMWYK</b>	<b>SMWYK</b>	<b>SMWYK</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Integrate information from different expository texts for a specific purpose.</li> <li>Identify the main idea.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>From Egg to Snake</u> by Suzanne Slade</li> <li><u>Tadpoles to Frogs</u> by Bobbie Kalman</li> </ul>	<ul style="list-style-type: none"> <li><u>From Egg to Snake</u> by Suzanne Slade</li> </ul>	<ul style="list-style-type: none"> <li><u>From Egg to Snake</u> by Suzanne Slade</li> </ul>	<ul style="list-style-type: none"> <li><u>From Egg to Snake</u> by Suzanne Slade</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Document camera </li> <li>Drawing paper (1 per student)</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #21</li> <li><b>Life cycle</b> paragraph cards for Lesson #21 </li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (6)</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (6)</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (6)</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



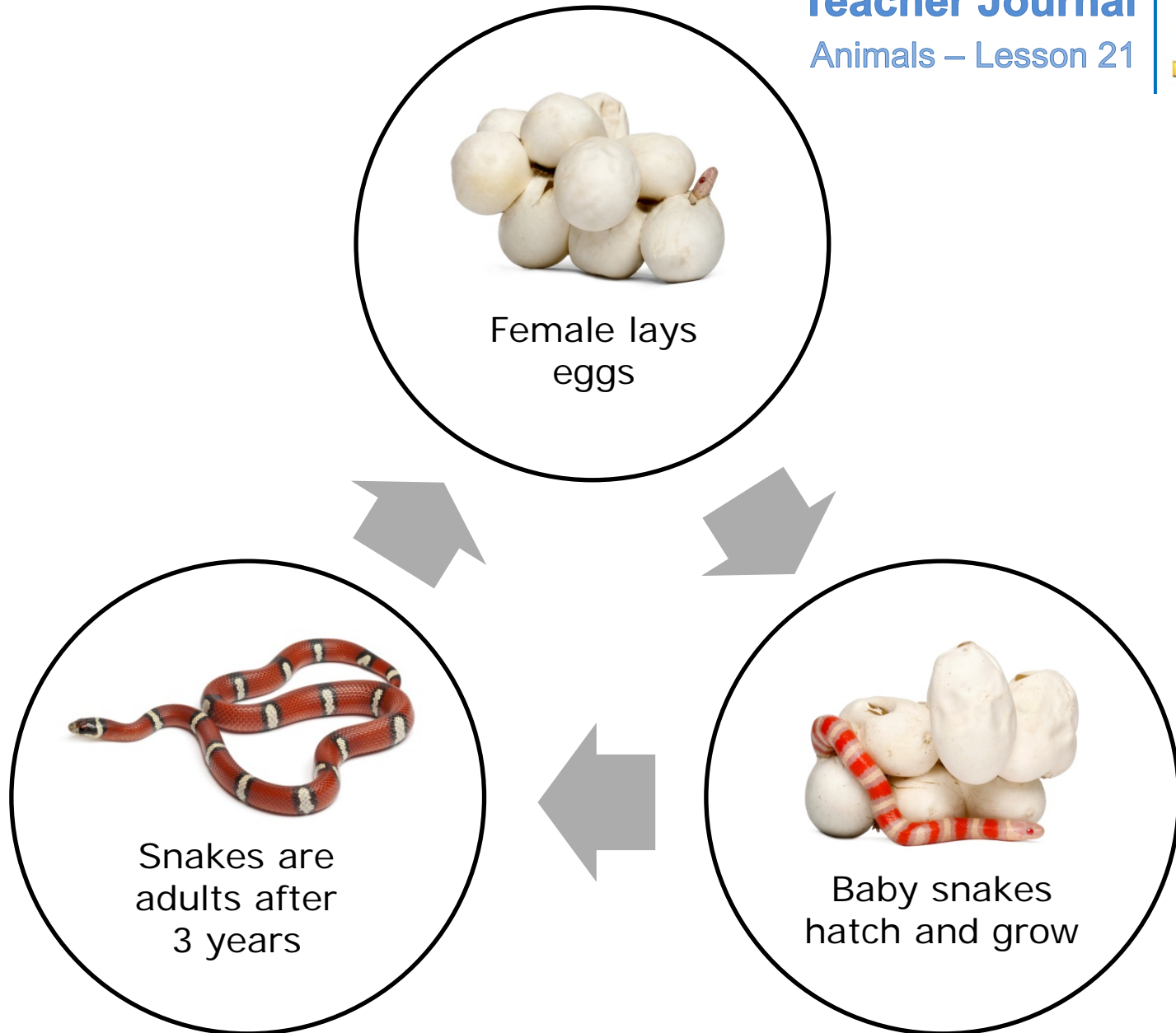
Game

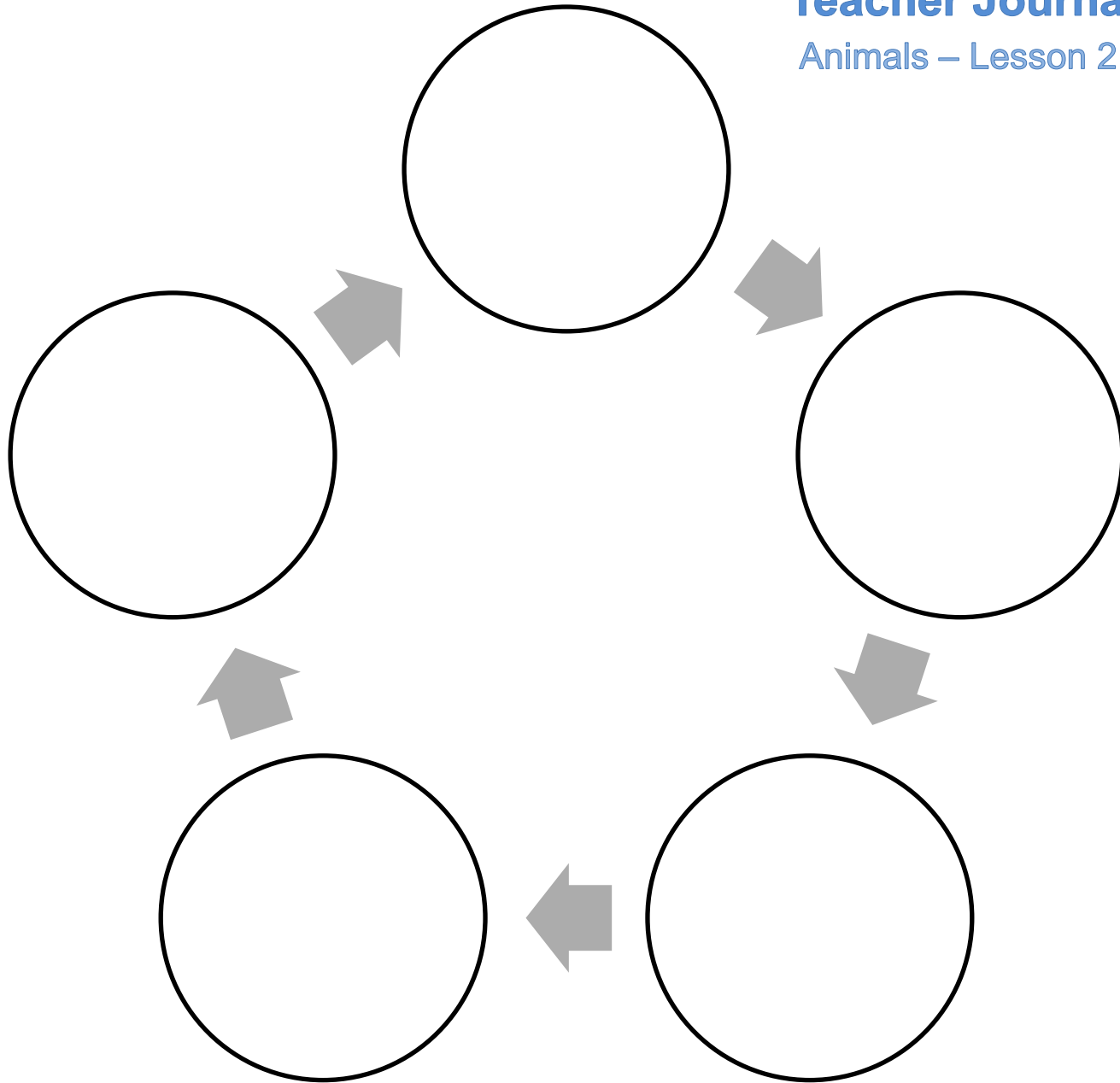


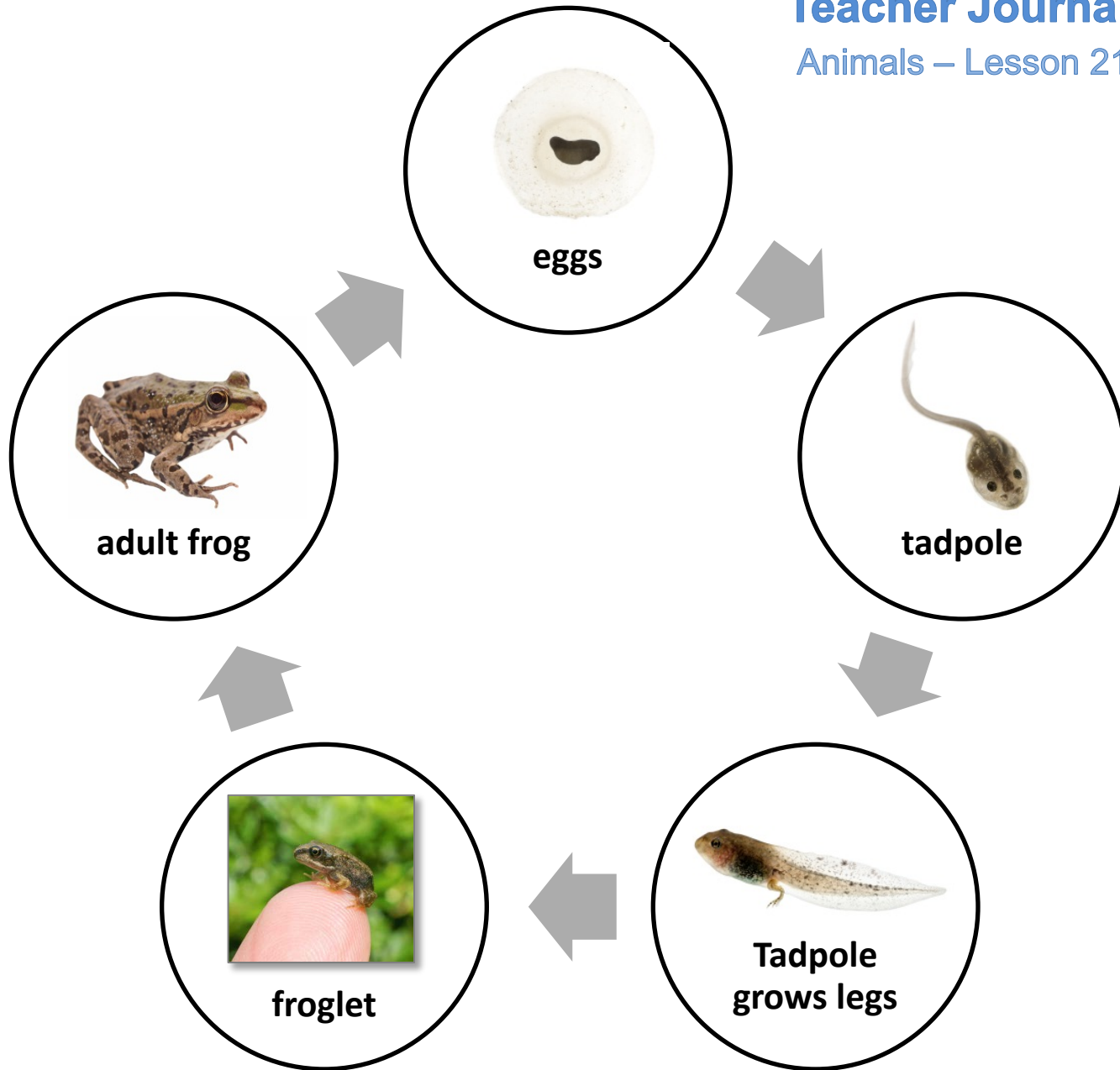
Save Materials

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	INTEGRATION PRACTICE LESSON 21
<b>SHOW ME WHAT YOU KNOW!</b> We will chart the <b>life cycle</b> of a whale and summarize the information!		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Integrate information from different expository texts for a specific purpose.</li> <li>Identify the main idea.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> </ul> <b>LESSON TEXTS:</b> <ul style="list-style-type: none"> <li><u>From Egg to Snake</u> by Suzanne Slade</li> <li><u>Tadpoles to Frogs</u> by Bobbie Kalman</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera</li> <li>Drawing paper (1 per pair)</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #21</li> <li><b>Life cycle</b> paragraph cards for Lesson #21</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Cut out the paragraph cards; you will distribute one card to each pair for the You Do activity.</li> <li>During this lesson, students will practice integrating information from a text into a graphic organizer.</li> <li>During the We Do segment, work with students to fill in the stages of a frog <b>life cycle</b> in the blank organizer on Teacher Journal Lesson #21, p. 2, or uncover the stages from the completed organizer on p. 3.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p> <p><b>You could say:</b>          "Does your mom or dad make a list of things to buy at the grocery store? They'll look at the recipes and then write down the things they don't have. They're transferring information from one kind of text, a recipe, to another, a list of ingredients they need. Today we're going to transfer information from one kind of text, an informational book, to another form, a graphic organizer. You will organize the main ideas in a different way. When you can transform information into another kind of text, you really understand what you're reading or hearing!"</p>	
<b>I Do</b>	<p><b>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.</b></p> <p><b>Display Teacher Journal Lesson #21. Provide a model of a graphic organizer using pp. 6–16 in <u>From Egg to Snake</u>. You could say:</b>          "Let's think about the text about snakes, <u>From Egg to Snake</u>. On page 6, we find that the female lays eggs, so that's our first circle in the cycle graphic organizer. <b>(point to teacher journal)</b> Remember we're looking for the stages in the <b>life cycle</b>, not all of the details. I'll look over the text, but I know the next stage is when the eggs hatch and start growing. That goes in my second circle. <b>(point to second circle)</b> Snakes don't have as many different forms as other animals, so the next stage in the <b>life cycle</b> is the adult stage, about three years later. <b>(point to third circle)</b> I found that on page 16. The <b>life cycle</b> only has three stages: egg, baby (or juvenile snake), and adult snake. I transferred the information from the text into the graphic organizer so I could show the <b>life cycle</b> of a snake."</p>	
<b>WE DO</b>	<p><b>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.</b></p> <p><b>Show the text as you help students transfer information from pages 12–20 of <u>Tadpoles to Frogs</u> into the graphic organizer on p. 2 of the teacher journal (or reveal the information in the completed organizer on p. 3).</b></p>	

	<p><b>You could say:</b>          “Now let’s look at the <u>Tadpoles to Frogs</u> book that we just read and put the information from the text into a graphic organizer to help us remember the <b>life cycle</b> of a frog.</p> <ul style="list-style-type: none"> <li>• This page in the text (<b>p. 12</b>) talks about the first stage in the life cycle. What should I write here? (<b>pause for response</b>) Yes, the word <i>eggs</i> goes in the first circle.</li> <li>• On the next page, what does the text talk about? (<b>pause for response</b>) Good, tadpoles, so the word <i>tadpoles</i> goes in the second circle.</li> <li>• Here on page 16, what happens? (<b>pause for response</b>) The tadpoles grow legs. That’s the third stage.</li> <li>• After that, what does the book say? (<b>pause for response</b>) The tadpoles become <i>froglets</i> as the tail disappears.</li> <li>• Last stage? (<b>pause for response</b>) Good job. The <i>adult frog</i> emerges.</li> </ul> <p>We organized the information from the text into another format, and now we can use the organizer to remember the <b>life cycle</b> of a frog.”</p>
<p><b>You Do</b></p>	<p><b>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.</b></p> <p><b>Divide students into pairs. Distribute a life cycle paragraph card and blank paper to each pair.</b></p> <p><b>Have partners work together to complete a graphic organizer using the information on their card. You could say:</b>          “Now it’s your turn to practice integrating information into a graphic organizer. Each pair has a card with a paragraph about an animal’s <b>life cycle</b>. Read it and talk about the information that you’ll want to put into the organizer. You can underline it on the card if you want. Then decide what your graphic organizer will look like. Remember, the snake cycle looks different than the frog cycle, right? You’ll have to figure out how many circles you’ll need based on the number of stages in the <b>life cycle</b>. Use your blank paper to draw the graphic organizer and write in the information from the paragraph. After you’re finished, we can have you share the graphic organizers you made with the class.”</p> <p><b>Roam to room to provide support and feedback as students work.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “Do you enjoy taking information from text and putting it into a graphic organizer? I think it’s very interesting, too. Why would we want to do that? Talk with your partner and then share your ideas. (<b>allow brief talk time; then have students share ideas</b>) We use graphic organizers because they helps us remember important information, organize ideas in a different way, and show that we really understand our topic. You are excellent readers and listeners because you know how to organize and remember information!”</p>









## Paragraph 1:

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

## Paragraph 2:

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

## Paragraph 3:

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

## Paragraph 4:

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

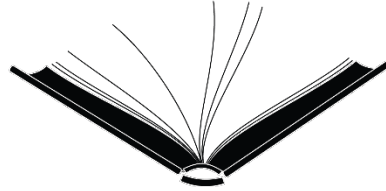
# LARRC

---

Language and Reading Research Consortium

---

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



SMWYK: These materials not available for download.



## WEEKLY LESSON PLANNER

### ANIMALS

Week 7	Lesson 22	Lesson 23	Lesson 24
<b>Lesson Type</b>	<b>Stretch and Review</b>	<b>Stretch and Review</b>	<b>Close</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Extract information from one type of text and translate it to another type of text (e.g., graphic organizer).</li> <li>Summarize the main ideas of informational text.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
<b>Materials</b>			
<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li>Large construction paper or poster board </li> <li>Writing utensils, markers, and colored pencils</li> <li>Scratch paper</li> <li>Video recorder (optional)  </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>You could reuse any materials provided for the unit. </li> </ul>	<ul style="list-style-type: none"> <li>You could reuse any materials provided for the unit. </li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #24</li> <li>Student Journal Lesson #24</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	STRETCH AND REVIEW LESSON 22
<b>SHOW ME WHAT YOU KNOW!</b> We will chart the <b>life cycle</b> of a whale and summarize the information!		
<b>Teaching Objective:</b> <ul style="list-style-type: none"> <li>• Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>• Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• You could reuse any materials provided for the unit.</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ For the lesson text, you may select from texts provided for the unit or select new texts.</li> <li>○ Write your own lesson plan by filling in each section below.</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<b>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.</b>	
<b>I Do</b>	<b>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.</b>	

<b>WE DO</b>	<b>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.</b>
<b>YOU DO</b>	<b>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.</b>
<b>CLOSE</b>	<b>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.</b>

LET'S KNOW! GRADE 2	ANIMALS CYCLES AND SEQUENCES	STRETCH AND REVIEW LESSON 23
<b>SHOW ME WHAT YOU KNOW!</b> We will chart the <b>life cycle</b> of a whale and summarize the information!		
<b>Teaching Objective:</b> <ul style="list-style-type: none"> <li>• Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>• Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• You could reuse any materials provided for the unit.</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ For the lesson text, you may select from texts provided for the unit or select new texts.</li> <li>○ Write your own lesson plan by filling in each section below.</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<b>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.</b>	
<b>I DO</b>	<b>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.</b>	

<b>WE DO</b>	<b>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.</b>
<b>YOU DO</b>	<b>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.</b>
<b>CLOSE</b>	<b>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.</b>

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



"Today you will put all these puzzle pieces together. First, you and your group will make a poster using a cycle graphic organizer to write or draw the **life cycle** of a whale. Each group will get a piece of large construction paper for your poster. You'll decide how to draw the **life cycle** of a whale and then divide jobs to complete the poster. Then each group will write a summary. Your summary should include navigation words and **complex sentences**. I will be coming around to help you if you are unsure how to include these.

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

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

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

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

**YOU DO**

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

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

**You could say:**

"You and your group will have [15] minutes to complete the cycle graphic organizer about the **life cycle** of a whale. Then we will begin to write the summaries..."

**Circulate the room to support students as they chart the different stages of the whale life cycle to make their posters.**

**Once each group has completed its poster, you could say:**

"Great! Now that each group has completed their graphic organizer, each of you will write your own summary of the **life cycle** of a whale. If you look at the expectations on your journal, you will see that your summary should include at least three navigation words and at least two **complex sentences**. As you are writing, make sure to include navigation words and complex sentences."

**Allow students plenty of time to work on their individual summaries. Remind them to refer to the connecting and navigation words listed on p. 1 of Student Journal Lesson #24. Roam the room to provide support and feedback.**

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

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

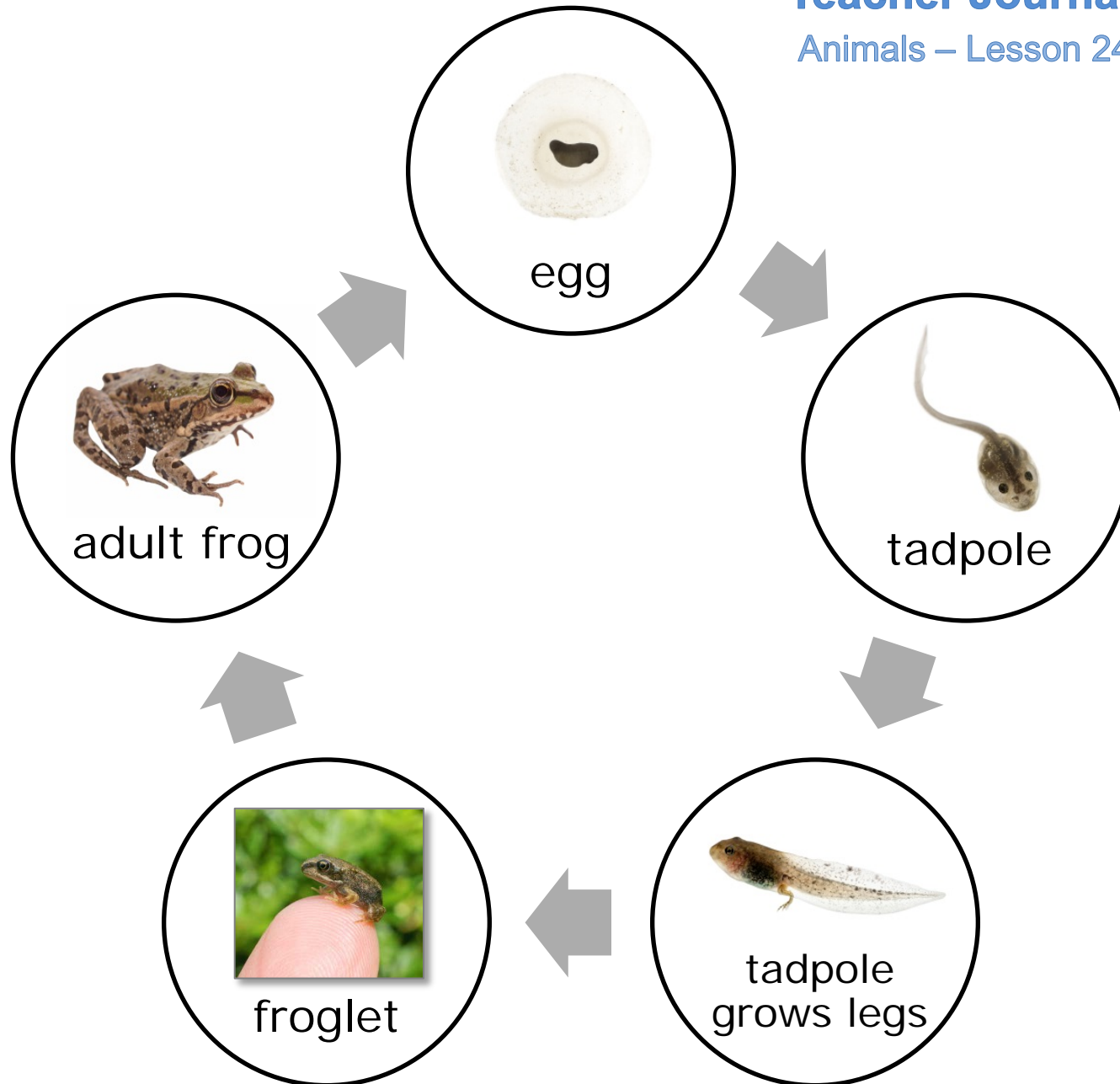
CLOSE

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

**You could say:**

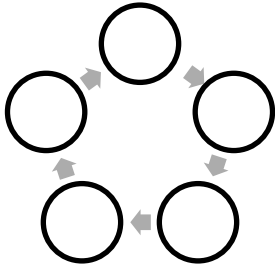
“I am so proud of you today. You worked really hard to complete your group projects. Which graphic organizer did you use? **(pause for response)** Yes, a cycle organizer. And how did you write your summary? What did you start with first? **(pause for response)** We started with the main ideas. What did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

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



### Tadpoles to Frogs

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

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

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

### Group expectations:

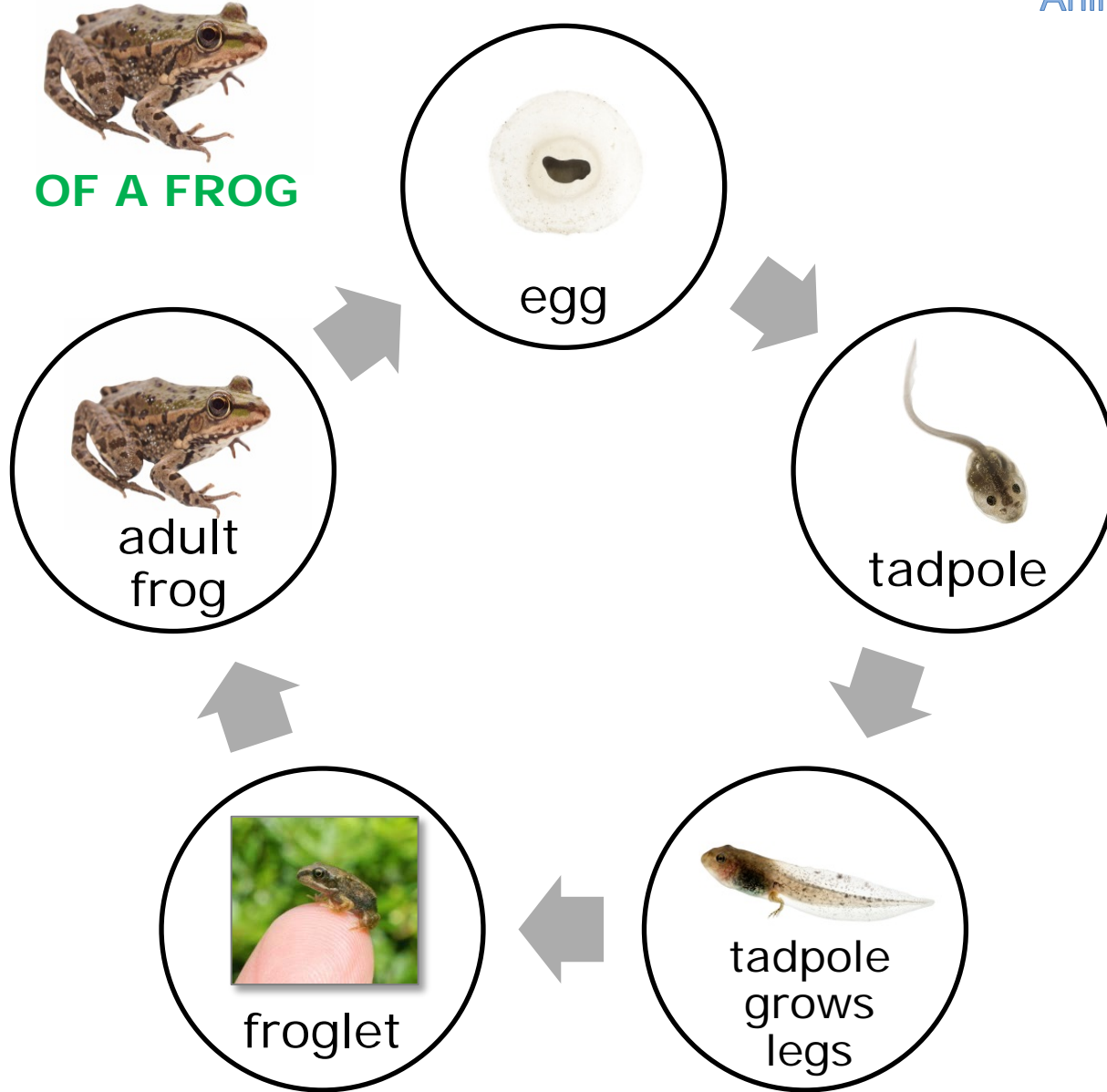
- 1) Draw the life cycle of a whale.
- 2) Write a summary of the life cycle; use three **navigation words** and two **complex sentences**.

### Connecting Words

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

# THE LIFE CYCLE

## OF A FROG



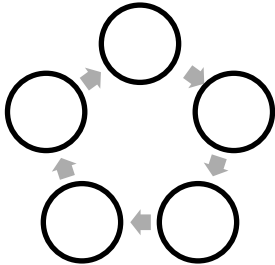
Frogs go through big changes **as** they grow. **First**, the adult frog lays eggs. **Then**, the eggs hatch into tadpoles.

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



### The Life Cycle of a Whale

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

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

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

### Group expectations:

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

### Connecting Words

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

**B:** because, before, by the time

**E:** even if, even though

**I:** if, in order to, in case

**O:** once, only if

**S:** since, so that

**T:** than, that, though, till

**U:** unless, until

**W:** when, whenever, where, wherever, while





## Unit Resources

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



# Teacher's Bookshelf

## Animals – Grade 2

### Required Books:

<u>From Egg to Snake</u> by Suzanne Slade ISBN-10: 1404851534 ISBN-13: 978-1404851535	<u>Tadpoles to Frogs</u> by Bobbie Kalman ISBN-10: 0778739759 ISBN-13: 978-0778739562	<u>The Life Cycle of a Whale</u> by Bobbie Kalman ISBN-10: 0778706834 ISBN-13: 978-0778706533
--	--	--

### Optional Books:

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

<i>Caterpillar to Butterfly</i> by Laura Marsh ISBN-10: 1426309201 ISBN-13: 9781426309205	<i>The Life Cycle of Reptiles</i> by Darlene Stille ISBN-10: 1432949829 ISBN-13: 9781432949822
<i>A Tiger Grows Up</i> by Anastasia Suen ISBN-10: 1404818014 ISBN-13: 9781404818019	<i>Guess What is</i> <i>Frogs</i> by Nic Bishop ISBN-10: 0439877555 ISBN-13: 9780439877558
<i>All about Frogs</i> by Jim Arnosky ISBN-10: 0590481657 ISBN-13: 9780590481656	<i>It's a Butterfly's Life</i> by Irene Kelly ISBN-10: 082341860X ISBN-13: 9780823418602
<i>Dazzling Dragonflies: A Life Cycle Story</i> by Linda Glaser ISBN-10: 0822567539 ISBN-13: 9780822567530	<i>Growing Inside this Egg</i> by Mia Posada ISBN-10: 0822561921 ISBN-13: 9780822561927
<i>Animals Grow and Change</i> by Bobbie Kalman ISBN-10: 0778732274 ISBN-13: 9780778732273	<i>All about Rattlesnakes</i> by Jim Arnosky ISBN-10: 0590467956 ISBN-13: 9780590467957
<i>Forest Food Chains</i> by Bobbie Kalman ISBN-10: 077871943X ISBN-13: 9780778719434	<i>Waiting for Wings</i> by Lois Ehlert ISBN-10: 0152026088 ISBN-13: 9780152026080

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

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

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

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

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

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

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

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

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

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

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

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

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

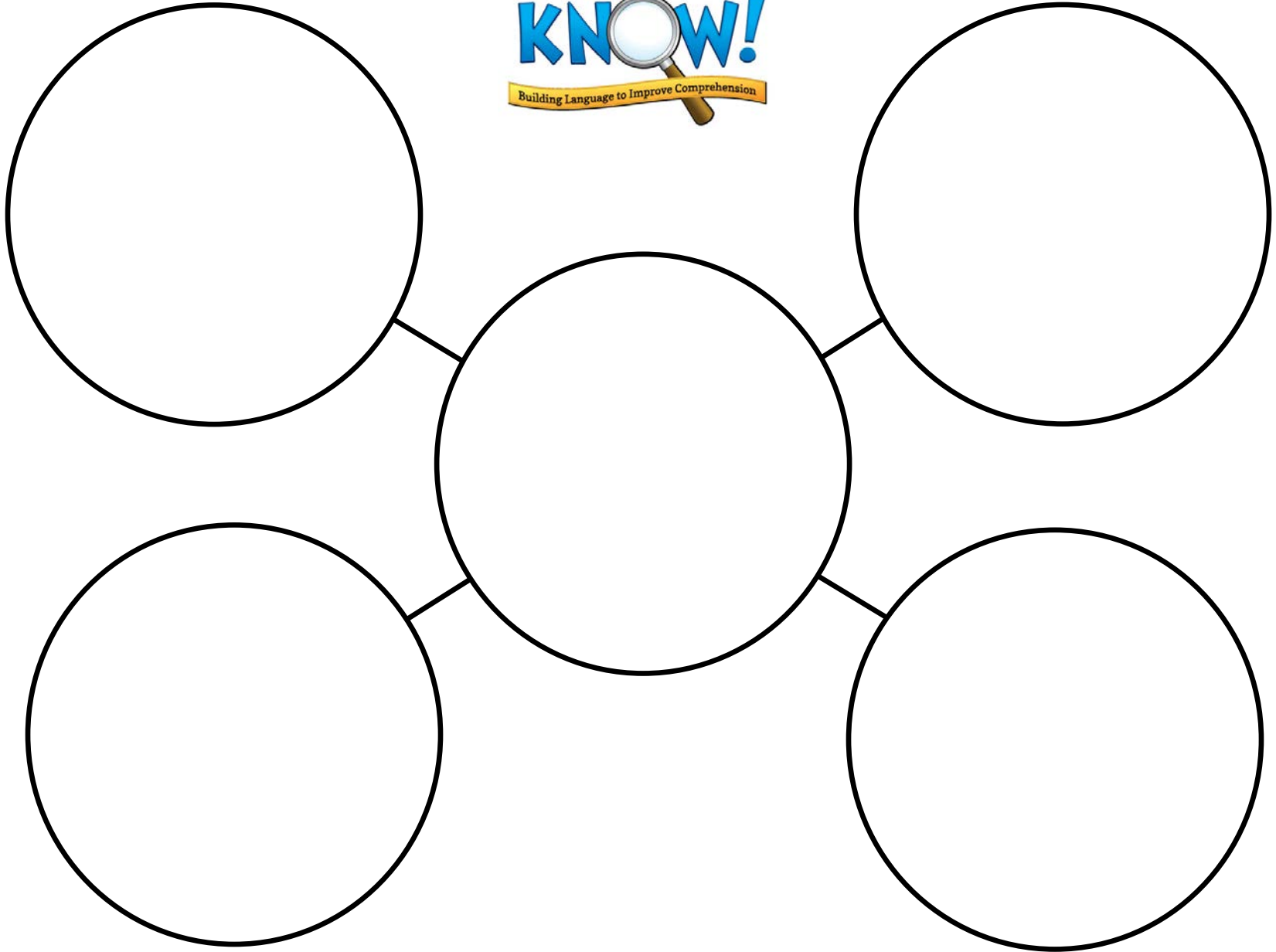
*The Life Cycle of an Ant*  
by Hadley Dyer  
ISBN-10: 0778707008  
ISBN-13: 9780778707004

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

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

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

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





# Unit Vocabulary

## Animals – Grade 2

### Life Cycle

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



### Finally

The last thing



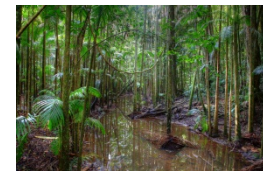
### Index

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



### Environment

The conditions or things that are around you



### Series

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



### Species

A group of related living things that can have babies together



### Migration

A group moving together from one place to another



### Complex Sentence

A sentence with two clauses joined together by a connecting word

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

# Life Cycle





# Life Cycle

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

# Finally







**Vocabulary Picture Card**

Animals – Word 2 – Finally

# Finally

## The last thing

# Index

The image shows a collage of index pages from a book. The pages are slightly blurred and overlapping, creating a sense of depth. The text is arranged in columns, with entries on the left and page numbers on the right. Some entries include 'See Also' or 'See' references. The visible text includes:

- & Benevolent ..... 815
- ..... 394
- ..... 394
- ..... 394
- ..... 396
- ts & Tanners..... 308
- ities..... 396
- ompanies..... 396
- ans & Holiday Homes..... 112
- ire..... 396
- our Specialists..... 397
- Help Services..... 114
- ee: Carers & Home Help Services..... 551
- Nurses & Carers..... 221
- Home Improvement Centres..... 552
- See: Do-It-Yourself Shops..... 640
- Homes..... 397
- See: Nursing Homes..... 397
- Residential & Retirement Homes..... 397
- Homoeopaths..... 397
- Horticultural Engineers..... 397
- Horticultural Equipment..... 397
- Horticultural Marketing Organisations..... 397
- Horticultural Sundriesmen..... 397
- ..... 397
- ..... 397
- & Benevolent ..... 815
- ..... 398
- ..... 398
- Insurance.....
- Insurance.....
- Insurance-Other.....
- Insurance-Travel.....
- Insurance-Health.....
- See Also: Insurance Broke.....
- Insurance-Home Contents & Bu.....
- See Also: Insurance Brokers.....
- Insurance Travel..... 40
- See Also: Insurance Brokers..... 411
- Insurance Other..... 470
- Interior Decorators & Designers..... 471
- See: Decorators Merchants..... 471
- Interior Landscaping..... 471
- International Ferry Operators..... 471
- Internet Services..... 473
- Introduction Agencies..... 78
- Interpreters.....
- See: Translators & Interpreters.....
- Invalid Carriages & Chairs.....
- See: Disabled-Vehicles & Equipment.....
- Investigators.....
- See: Detective Agencies.....
- Investment Advisers.....
- See Also: Financial Consultants.....
- Ironfounders.....
- Ironing Services.....
- Ironmongers-Retail.....
- Ironmongers-Wholesale.....



# Index

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

# Environment

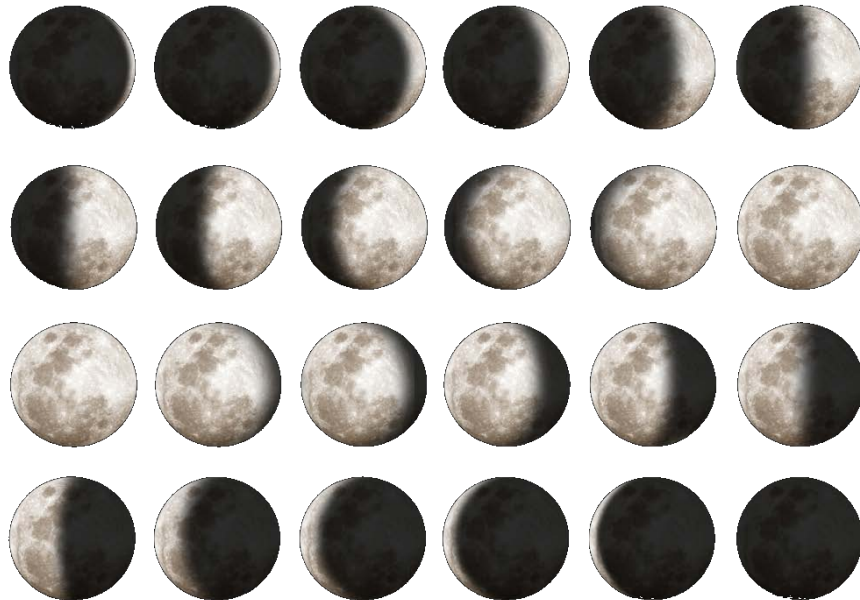




# Environment

The conditions or things  
that are around you

# Series





# Series

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

# Species







# Species

A group of related  
living things that can  
have babies together

# Migration





# Migration

A group moving together  
from one place to another

# Complex Sentence

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



# Complex Sentence

A sentence with two clauses joined together by a connecting word

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

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

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

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



## WRAP Set 1 – Lesson 6

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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





## WRAP Set 2 – Lesson 7

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



## WRAP Set 3 – Lesson 8

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



## WRAP Set 4 – Lesson 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.

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

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

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

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



## WRAP Set 5 – Lesson 14

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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





## WRAP Set 6 – Lesson 16

Present the WRAP sentences before beginning the lesson.

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

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

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

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

My teacher doesn't want us to write simple sentences like "The flowers looked pretty." She wants us to write complex sentences like "The flowers looked pretty even though I'd forgotten to water them."



## WRAP Set 7 – Lesson 18

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



## WRAP Set 8 – Lesson 20

Present the WRAP sentences before beginning the lesson.

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