LET'S KNOW!

Building Language to Improve Comprehension

EARTH MATERIALS

Grade 2

LARRC

Language and Reading Research Consortium

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

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 Petrill

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 Bevens (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 Bevens, 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

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

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

Particle
A very small piece of something

Conserve
To use something
carefully so that is lasts a long time

Phrase
A small group of words which provides additional information about something

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

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

Mineral
Hard objects that are made in nature

Grade 2 | **EARTH MATERIALS**

TABLE of CONTENTS

LARRC
Language and Reading Research Consortium
ASU • KU • LU • OSU • UNL

LET'S KNOW!
Building Language to Improve Comprehension

UNIT OVERVIEW

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

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

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

UNIT SCHEDULE

Week 1
Lesson 1 **Hook**
Lesson 2 **Read to Me**
Lesson 3 **Words to Know**
Lesson 4 **SMWYK Practice**

Week 2
Lesson 5 **Words to Know**
Lesson 6 **Words to Know Practice**
Lesson 7 **Integration**
Lesson 8 **Integration Practice**

Week 3
Lesson 9 **Read to Me**
Lesson 10 **Integration**
Lesson 11 **Words to Know Practice**
Lesson 12 **Words to Know**

Week 4
Lesson 13 **Integration**
Lesson 14 **Integration Practice**
Lesson 15 **Words to Know**
Lesson 16 **Words to Know Practice**

Week 5
Lesson 17 **Read to Me**
Lesson 18 **Integration**
Lesson 19 **Integration Practice**
Lesson 20 **Words to Know Practice**

Week 6
Lesson 21 **Integration Practice**
SMWYK Assessments

Week 7
Lesson 22 **Stretch and Review**
Lesson 23 **Stretch and Review**
Lesson 24 **Close**

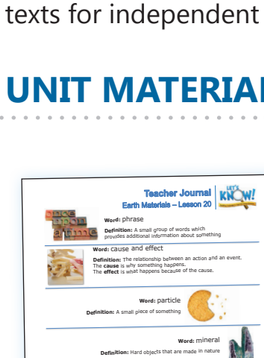
UNIT TEXTS

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

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

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

UNIT MATERIALS


Student Journal
Earth Materials – Lesson 18
Comparing Soil Particles
Size | Feel | Appearance
Sand | Silt | Clay
The largest mineral particles in soil are called sand. Sand particles feel rough when you rub them between your fingers. Some have sharp, jagged edges. Others are mostly round.
Silt particles are much smaller than sand particles. If you rub silt between your fingers, it feels smooth. Silt particles are shaped like sand particles.
Clay particles are the smallest particles in the soil. Clay particles are flat,

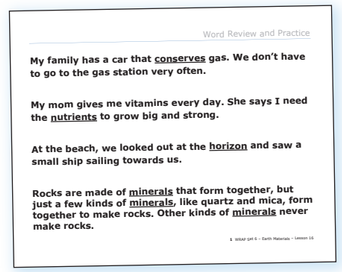
Student Journal


Sorting Cards
Earth Materials – Lesson 1
A girl was afraid of a mouse.
The girl jumped on a stool.
The light turned green.
The kids crossed the street.
My mom was tired when she read me a bedtime story.
Mom fell asleep on my bed.
The surfer left the beach.
The sun was going down.

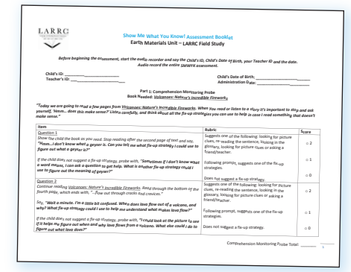
Supplemental Materials*

Teacher Journal
Earth Materials – Lesson 20
Word: phrase
Definition: A small group of words which provides additional information about something
Word: cause and effect
Definition: The relationship between an action and an event. The cause is why something happens. The effect is what happens because of the cause.
Word: particle
Definition: A small piece of something
Word: mineral
Definition: Hard objects that are made in nature
Word: nutrient
Definition: Things like water and vitamins that help plants and animals to grow.
Word: horizon
Definition: 1) A layer of soil that is different from the layers above and below it 2) The line where the sky seems to meet the land
Word: conserve
Definition: to use something carefully so that it lasts longer
CONSERVE WATER

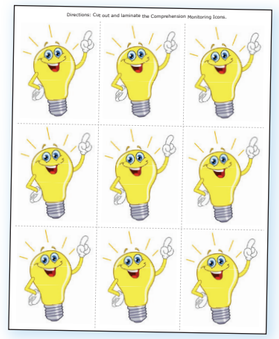
Teacher Journal*


Word Review and Practice
My family has a car that conserves gas. We don't have to go to the gas station very often.
My mom gives me vitamins every day. She says I need the nutrients to grow big and strong.
At the beach, we looked out at the horizon and saw a small ship sailing towards us.
Rocks are made of minerals that form together, but just a few kinds of minerals, like quartz and mica, form together to make rocks. Other kinds of minerals never make rocks.

WRAP sets


LARRC
Show Me What You Know! Assessment Booklet
Earth Materials Unit – LARRC Field Study

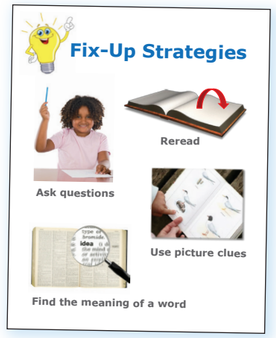
Show Me What You Know Assessment


Directions: Cut out and laminate the Comprehension Monitoring Icons.

Comprehension Monitoring Icons


Nutrient

Vocabulary Picture Cards


Fix-Up Strategies
Reread
Ask questions
Use picture clues
Find the meaning of a word

Fix-Up Strategies Poster

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

LARRC
Language and Reading Research Consortium
ASU • KU • LU • OSU • UNL

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).

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.

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:

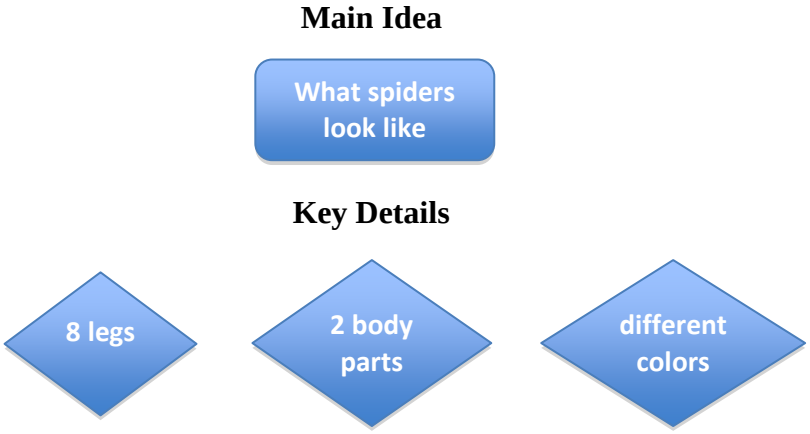
6) Remind students of the importance of finding the main idea and emphasize how repeated words (and phrases) in texts can help them find the main idea.

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.

LET'S KNOW!
Building Language to Improve Comprehension

WEEKLY LESSON PLANNER

EARTH MATERIALS

Week 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Lesson Type	**Hook**	**Read to Me**	**Words to Know**	**SMWYK Practice**
Objectives	• Introduce students to the Earth Materials unit on soil and also to **cause and effect.**	• Identify when text doesn't make sense and apply fix-up strategies. • Participate in collaborative conversation.	• Define target vocabulary words by providing a simple definition and using it in a sentence.	• Familiarize yourself with the SMWYK assessment. • Briefly describe the Close project; show an example, if possible.
Lesson Texts	• N/A	• Rocks and Soil by Charlotte Guillain	• Rocks and Soil by Charlotte Guillain	• Rocks and Soil by Charlotte Guillain
Materials				
Lesson Materials You Provide	• Computer, document camera, or interactive whiteboard	• Document camera • Index cards • Sticky notes	• Document camera or interactive whiteboard	• None recommended
Unit Materials Provided	• Teacher Journal Lesson #1 • **Cause and Effect** slideshow for Lesson #1	• Fix-Up Strategies Poster • Comprehension Monitoring Icons (optional)	• Vocabulary Picture Cards: **cause and effect, particle, phrase** • Teacher Journal Lesson #3 • Student Journal Lesson #3	• SMWYK Practice Instructions • SMWYK Story Images • SMWYK Assessment Booklets (2)

Digital/Tech Prep Materials Preview the Text Game Save Materials

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	HOOK LESSON 1

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

TEACHING OBJECTIVE:

- Introduce students to the Earth Materials unit on soil and also to **cause and effect**.

TEACHING TECHNIQUES:

- Selected by teacher

LESSON TEXT:

- N/A

TALK STRUCTURE FOR WE DO/YOU DO:

- Mix-Pair-Share

LESSON MATERIALS YOU PROVIDE:

- Computer, document camera, or interactive whiteboard

UNIT MATERIALS PROVIDED:

- Teacher Journal Lesson #1
- **Cause and Effect** slideshow for Lesson #1

SPECIAL INSTRUCTIONS FOR THIS LESSON:

- Display Teacher Journal Lesson #1, p. 1 during the I Do section to demonstrate **cause** and **effect**; show the slideshow and p. 2 of the teacher journal during the We Do section. If you are unable to play the slideshow, you could print the pages and display them using a document camera.
- Display teacher journal, p. 3 during the You Do activity so students can practice finding and describing **cause and effect** relationships.

LESSON ROUTINE

SET	**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:** "We are starting our Earth Materials unit today, and it is about something we see every day. We find it on the street and in yards; we find it under our feet. You play in it when you play on the playground; you walk on it when you go to the park. We are going to learn about dirt! Another word for dirt is *soil*. The purpose of our lesson today is to investigate this question: Where does soil come from? We'll use **cause and effect** to answer this and some other questions."
I DO	**Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.** **You could say:** "**Cause and effect** are two words that we use to explain why something happens. Something that makes something else happen is a **cause**. The **effect** is what happens as a result of the cause. For example, if you say, 'My shoe was untied so I tripped,' the **cause** was that your shoe was untied. The **effect** was what happened because your shoe was untied—you tripped. Look at the graphic organizer on the board. **(display teacher journal, p. 1)** The **cause** points to the **effect**. *My shoe was untied* is under ***cause*** and *I tripped* is under ***effect***. We talk about these two things together using the phrase '**cause and effect**.' "Here's another example: **(point to second example on teacher journal, p. 1)** If you aren't doing your work in class and your teacher wants to know why, you might say, 'I pressed hard on my pencil, and my pencil lead broke.' You use **cause and effect** to explain what happened. Look at the graphic organizer… The **cause and effect** are written in the two rectangles. *I pressed hard on my pencil* is the **cause**. *My pencil lead broke* is the **effect**. The arrow points from the **cause** to the **effect**. '**Cause and effect'** is a phrase we use to explain how the two events are related. You could say, 'My pencil led broke *because* I pressed hard,' or 'I pressed hard on my pencil, *so* the lead broke.' Both sentences explain a **cause and effect** relationship."

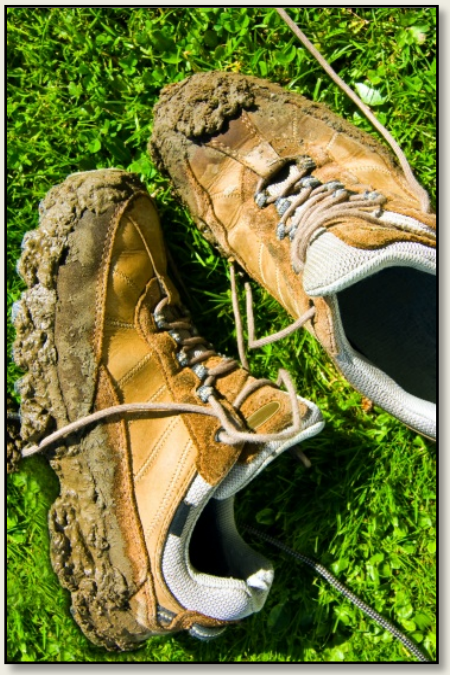
WE DO	**Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.** **You could say:** "Let's look at a slideshow presentation about **cause and effect,** and then we'll discuss what's in the slideshow." **Show the** Cause and Effect **slideshow for Lesson #1.** **Then display p. 2 of the teacher journal. You could say:** "Now let's think about soil using **cause** and **effect**. In the box marked ***cause*** we have *The sun heats up the rock*. The **cause** is the sun heating the rock. Let's see what happens. Look at the box marked ***effect***. What **effect** did it have? **(pause for response)** Yes, the rock cracks. You could say, 'The rock cracks *because* the sun heats up the rock.' Or you could say, 'The sun heats up the rock, *so* the rock cracks.' "Now let's look at another **cause and effect**. **(point to second example)** The **cause** is that plants grow in the cracks in the rock. What **effect** does it have? **(pause for response)** Yes, pieces of the rock are pushed further apart. That's what is says in the ***effect*** box. You could say, 'The plants grow in the cracks of the rock, *so* pieces of the rock are pushed further apart,' or you could say, 'The pieces of rock are pushed further apart *because* plants grown in the cracks.'"
YOU DO	**Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.** **Display teacher journal, p. 3. You could say:** "With your partner, discuss the missing parts of this **cause and effect** chart. In the top chart you are given the **cause**. Look at the picture and read the words: *My shoes are muddy*. With your partner, discuss the possible **effects** of having muddy shoes. Think of at least three possible **effects,** and then tell your partner a sentence describing a **cause and effect** that you found. After that, discuss the next set of **cause and effect** boxes. This time, muddy boots are the **effect**. Discuss three different **causes** of having muddy boots, and then each of you will use a sentence to describe one of the **causes and effects**. When you're ready, we'll listen to some of your sentences." **Circulate around the room to provide feedback and support.** **As time allows, gather students and have some share their sentences with the 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:** "**Cause and effect** helps us to answer questions about *why* something happens. The **cause** is why something happens, and the **effect** is what happened because of the **cause**. If I say, 'My alarm didn't go off, so I was late for school,' what is the **cause**? **(pause for response)** What about the **effect**? **(pause for response)** We can find **causes and effects** everywhere in our world. When you go home tonight, find one **cause and effect** relationship that you can report tomorrow."

cause	effect
My shoe was untied	I tripped

cause	effect
I pressed hard on my pencil	My pencil lead broke

cause	effect
The sun heats up the rock	The rock cracks

cause	effect
Plants grow in the cracks	Pieces of the rock are pushed further apart



cause	effect
My shoes are muddy	

cause	effect
	My boots are muddy

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	READ TO ME LESSON 2

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

TEACHING OBJECTIVES:

- Identify when text doesn't make sense and apply fix-up strategies.
- Participate in collaborative conversation.

TEACHING TECHNIQUES:

- Comprehension Monitoring
- Rich Discussion

LESSON TEXT:

- Rocks and Soil by Charlotte Guillain

TALK STRUCTURE FOR WE DO/YOU DO:

- Think-Pair-Share

LESSON MATERIALS YOU PROVIDE:

- Document camera
- Index cards
- Sticky notes

UNIT MATERIALS PROVIDED:

- Fix-Up Strategies Poster
- Comprehension Monitoring Icons (optional)

SPECIAL INSTRUCTIONS FOR THIS LESSON:

- **Before the lesson…** Preview the lesson text.
  - Use sticky notes to flag passages where you will model comprehension monitoring or prompt students to monitor their comprehension. Several examples are provided in the lesson, but you could use others. The following examples are used in the lesson routines:
    - (p. 5) Reread to clarify the confusing concept of 'top layer' and rocks being found 'underneath water.'
    - (p. 10) Use the glossary to find the meaning of the unknown word *erosion*.
    - (p. 13) Use picture clues to clarify the meaning of *valleys* and how they form.
    - (p. 16) This page includes a lot of information about soil; ask questions to clarify any confusion.
  - You could also mark possible questions for rich discussion.
- Use of the Comprehension Monitoring Icons (Makes Sense/Doesn't Make Sense signs) is optional; you could have students raise their hands or use thumbs-up and thumbs-down signals to show their understanding. If using the icons, hold up the Doesn't Make Sense side to indicate confusion and switch to the other side when the confusion is resolved.
- You should refer to the Fix-Up Strategies Poster as you remind students to monitor their comprehension.

LESSON ROUTINE

SET	**Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.** **You could say:** "I love to read. Every time I read nonfiction books, I imagine that the author is in the room with me, sharing interesting information. Today we are going to read the first book of this unit, Rocks and Soil. The purpose of our lesson is to read about soil, monitor our comprehension, and to practice using fix-up strategies to help us make sense of what we read. This is what good readers do! At the end we'll have time to discuss the interesting information we read."
I DO	**Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.** **Model comprehension monitoring as you begin reading the text. Signal confusion with the Comprehension Monitoring Icons or other chosen signals, and use fix-up strategies to clarify your confusion.** **You could say:** "The book we are reading is Rocks and Soil by Charlotte Guillian. As I read, I will monitor my comprehension, making sure that I understand what I read. If I come to something I don't understand, I will use fix-up strategies to help me figure it out.

	"Let's look at the Fix-Up Strategies Poster **(point to poster)** and review what we can do when we don't understand. We can reread the sentence. We can ask someone for help. We can look at the pictures for clues or look for definitions in a glossary. As I read I will think out loud so you can watch my comprehension monitoring… **(begin reading)** **(after reading p. 5)** "Now, I am confused because suddenly the author is talking about rocks under water. **(display Doesn't Make Sense icon or otherwise signal)** Let me reread and see if it makes sense to me. **(reread)** Okay, now I understand; there are rocks everywhere, even under the ocean or the rivers and lakes. **(flip icon)** **(p.10, stop after the word *erosion*)** "I don't understand what *erosion* means. **(display icon or otherwise signal)** I know that because it's bold, I can look up the meaning of the word in a dictionary or in the glossary of my book. **(look up *erosion* in glossary on p. 31)** Okay, it means 'wearing away of land by sun, wind, or water.' Now I get it." **(flip icon)**
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.** **Pass out the Comprehension Monitoring Icons or review other signals you would like students to use. Continue reading the text, encouraging students to indicate when they are confused.** **You could say:** "I will read on. But now I want you to [raise your hand] if you don't understand something. Then we will stop and use one of our fix-up strategies… **(p. 13; if students don't indicate confusion, stop after the word *valley*)** "I am not sure how erosion can form a valley. Are you? What can we do to fix our confusion? **(pause for response)** I can see, by looking at the picture, **(point to picture)** that the river wore the rock away and left a deep groove. The picture has a label that tells me this deep groove is a valley. So the deep groove created by the water is the valley. Now I understand." **Continue reading as much of the book as desired, stopping at least once or twice more to help students 'fix-up' their confusion. If students are not signaling when they don't comprehend, provide prompts related to unfamiliar words, difficult sentences, or confusing concepts. Then guide students to use appropriate fix-up strategies. For example, you could stop on p. 16, which provides a lot of information about soil.**
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.** **After reading, facilitate an extended discussion of topics from the text. Rich discussion should be a teacher-led but student-dominated conversation in which all students have an opportunity to participate. Prompt students to take multiple turns, to elaborate on their responses, and to follow up on their classmates' ideas.** **You could use the following questions to facilitate a rich discussion:** • What would happen if you tried to grow plants for food in chalky soil? Why? • Do you think worms are good to have in a garden? Why or why not? • How can erosion help us? Explain.

CLOSE	**Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.** **Distribute an index card to each student. You could say:** "What is comprehension monitoring? **(pause for response)** Yes, it's making sure you understand what you hear or read. What can you do if you don't understand? Tell your partner three different fix-up strategies. **(allow brief talk time)** Now tell your partner one new thing you learned today about soil. **(allow brief talk time)** On the card that I placed on your desk, write down one fix-up strategy. You can explain this to your family tonight. I will be watching for you to use your fix-up strategies when we read other books.**"**

LET'S KNOW!

Building Language to Improve Comprehension

Fix-Up Strategies

Reread

Ask questions

Use picture clues

Find the meaning of a word

LARRC
Language and Reading Research Consortium
ASU • KU • LU • OSU • UNL

Directions: Cut out and laminate the Comprehension Monitoring Icons.









Directions: Cut out and laminate the Comprehension Monitoring Icons.









LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	WORDS TO KNOW LESSON 3

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

TEACHING OBJECTIVES:

- Define target vocabulary words by providing a simple definition and using it in a sentence.

TEACHING TECHNIQUES:

- Rich Instruction

LESSON TEXT:

- Rocks and Soil by Charlotte Guillain

TALK STRUCTURE FOR WE DO/YOU DO:

- Rally Robin

LESSON MATERIALS YOU PROVIDE:

- Document camera or interactive whiteboard

UNIT MATERIALS PROVIDED:

- Vocabulary Picture Cards: **cause and effect, particle, phrase**
- Teacher Journal Lesson #3
- Student Journal Lesson #3

SPECIAL INSTRUCTIONS FOR THIS LESSON:

- **Before the lesson…** The text does not use the Words to Know directly; however, you can mark the following pages to share as context for the words.
  - (p. 13) The illustration demonstrates **cause and effect.**
  - (p. 16) The words 'tiny pieces' can be replaced by the word **particles.**
  - (p. 29) The words 'natural resources' are an example of a **phrase.**
- The I Do and We Do routines are combined to facilitate introducing and practicing each word at once.
- During the I Do/We Do routine, show the first three Vocabulary Picture Cards and display the teacher journal as you discuss the words. Give students the student journal so they can easily see the words and definitions.
- WORDS TO KNOW
  - **cause and effect:** The relationship between an action and an event. The **cause** is why something happens. The **effect** is what happens because of the **cause**.
  - **particle:** A very small piece of something
  - **phrase:** A small group of words which provides additional information about something

LESSON ROUTINE

SET	**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.** **You could say:** "When we study a new unit, we learn new words. Each one of those words helps to explain concepts that we are learning about. Learning new words is also a way to express ourselves better. The purpose of today's lesson is to learn the meaning of three new words from our unit on soil and to learn how to use the words."

I DO/ WE DO	**Teach main concept or skill using clear explanations and/or steps. Model two examples of the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.**
	
	Display the teacher journal and distribute the student journal.
	
	You could say:
	"Let's learn our three new words…
	
	"Our first word is **cause and effect. (show Vocabulary Picture Card) Cause and effect** means 'the relationship between an action and an event.'
	• The **cause** is *why* something happens.
	  o For example, when you push your friend on the swing and you make him move back and forth, you **cause** the swing to move.
	  o In Rocks and Soil, we learned that water can change rock into soil. Water is the **cause**.

	• The word **effect** is what happens because of the **cause**.
	  • When you push your friend on the swing, he moves back and forth. Moving back and forth is the **effect**.
	  • In our book Rocks and Soil, we learned that water broke the rock into small particles of soil. That was the **effect**.
	• **Cause and effect** go together. **(show p. 13)** On this page, we can see the river flowing and the deep valley that it created. This is an example of **cause and effect**.
	• Say the words **cause and effect** with me: **cause and effect.** Now let's spell **cause and effect**…
	• Look at the definition of the words and read it with me: The relationship between an action and an event…
	• On your student journal, write down an example of a **cause and effect** you know.
	
	(particle)
	"Our next word is **particle. (show picture card) Particle** means 'a very small piece of something.'
	• For example, if you play at the beach, you get small **particles** of sand in your shoes. In our book Rocks and Soil, the author tells us that sand is made of tiny pieces of shell and rock. So it is made of **particles** of shell and rock. **(show p. 18)**
	• Say the word **particle** with me: **particle**. Let's spell the word **particle: P-A-R-T-I-C-L-E**.
	• Look at the definition of the word. Read it with me: A very small piece of something.
	• Write down a **particle** you might see today on your student journal.
	
	(phrase)
	"The last word for today is **phrase**. **(show picture card) Phrase** means 'a small group of words which provides additional information about something.'
	• For example, during the holidays people use a lot of special **phrases.** They say, 'Happy Holidays,' and 'Happy New Year.'
	• **(show p. 29)** Here, the author uses the **phrase** 'natural resources.' This **phrase** is often used to talk about material from Earth that we can use.
	• Let's say the word **phrase**: **phrase.** Now let's spell **phrase: P-H-R-A-S-E**.
	• Look at the definition of the word. Read it with me: A small group of words which provides additional information about something.
	• Write down a **phrase**, or small group of words, you know on your student journal."

YOU DO	**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 pairs. You could say:** "Look at your student journal page. Face your partner. One of you is partner A, and the other is partner B. I will say a vocabulary word, and then partner A will say one example of the word. For example, the word is **phrase**. Partner A will say a **phrase**, such as 'Happy Birthday.' Partner B then says a different **phrase** than Partner A. Take turns. After you each take a turn, write your example on your journal page (or on the back if you don't have room). When I give the signal to stop sharing examples, I'll give you the next vocabulary word." **Use the procedure described above to have students generate examples of each word. After you complete the partner activity, invite students to share examples with the whole group.**
CLOSE	**Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.** **You could say**: "Today you added three new words and their meaning to your vocabularies: **phrase**, **cause and effect**, and **particle**. Learning new words is an important part of learning language; they help you understand new ideas and information. From your student journal, tell your neighbor a **cause and effect**, a **phrase,** and a **particle. (allow sharing time)** Tell your family one of your examples when you go home tonight."

Word: Cause and effect

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

Write an example of cause and effect.

_____

_____

Word: Particle

Definition: A very small piece of something

Write an example of a kind of particle.

_____

_____

Word: Phrase

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

Write an example of a phrase you know.

_____

_____

Word: cause and effect

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

Write an example of a cause and effect.

_____

_____

_____.

Word: particle

Definition: A very small piece of something

Write an example of a kind of particle.

_____

_____

_____.

Word: phrase

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

Write an example of a phrase.

_____

_____

_____.

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	SMWYK PRACTICE LESSON 4

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

TEACHING OBJECTIVES:

- Familiarize yourself with the SMWYK assessment.
- Briefly describe the Close project; show an example, if possible.

TEACHING TECHNIQUES:

- N/A

LESSON TEXT:

- Rocks and Soil by Charlotte Guillain

TALK STRUCTURE FOR WE DO/YOU DO:

- Individual Testing

LESSON MATERIALS YOU PROVIDE:

- None recommended

UNIT MATERIALS PROVIDED:

- SMWYK Practice Instructions
- SMWYK Story Images
- SMWYK Assessment Booklets (2)

SPECIAL INSTRUCTIONS FOR THIS LESSON:

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.

- **Before the lesson…**
  - Look over the SMWYK materials, view the SMWYK training module, and review instructions for the Close project in Lesson 24.
  - If possible, prepare an example of the Close project to showcase when you describe the Close project.
- Administer the SMWYK to two children in your classroom who are NOT project-selected students. Ideally, select one child with high language abilities and one child with low language abilities.

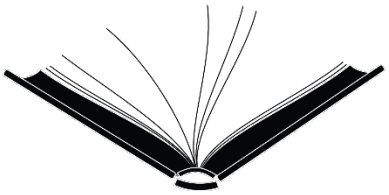
LESSON ROUTINE

SET	**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.** **You could say:** "Today I am going to give a short test to two students in the class while the rest of you are working. They won't be graded on this test; it's just a chance for me to practice giving the test and for them to answer some fun questions."
I DO/ WE DO/ YOU DO	**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.** **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.**
CLOSE	**After administering the assessments, create enthusiasm among students by describing the Close project and, if possible, sharing an example.** **You could say:** "I want to give you a preview of a project we're going to create at the end of this unit. In a few weeks, you're going to have a chance to put together everything you're learning in one exciting project..."

LARRC

Language and Reading Research Consortium

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



Lesson 4: These materials are not available for download.

LET'S KNOW!
Building Language to Improve Comprehension

WEEKLY LESSON PLANNER

EARTH MATERIALS

Week 2	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Lesson Type	**Words to Know**	**Words to Know Practice**	**Integration**	**Integration Practice**
Objectives	• Use a variety of different types of words to convey thoughts and meanings in spoken or dictated text.	• Define words by providing a simple definition. • Uses a variety of different types of words to convey thoughts (synonym, antonym, related words).	• Make inferences by applying prior knowledge to a written text.	• Use information from within a text and from background knowledge (including personal experiences) to make accurate inferences.
Lesson Texts	• N/A	• N/A	• Rocks and Soil by Charlotte Guillain	• Rocks and Soil by Charlotte Guillain
Materials				
Lesson Materials You Provide	• Document camera or interactive whiteboard • Blank paper (1 per student)	• Pencils	• Computer, document camera, or interactive whiteboard	• Document camera or interactive whiteboard • Lined paper
Unit Materials Provided	• Teacher Journal Lesson #5 (print or digital) • Word web (optional)	• WRAP set #1 • Vocabulary Picture Cards: **cause and effect, particle, phrase** • Game cards for Lesson #6 • Checklists for Lesson #6	• WRAP set #2 • Vocabulary Picture Cards: **cause and effect, particle, phrase** • Inferencing slideshow for Lesson #7	• WRAP set #3 • Vocabulary Picture Cards: **cause and effect, particle, phrase** • Teacher Journal Lesson #8

Digital/Tech Prep Materials Preview the Text Game Save Materials

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	WORDS TO KNOW LESSON 5

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

TEACHING OBJECTIVE:

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

TEACHING TECHNIQUE:

- Rich Instruction

LESSON TEXT:

- N/A

TALK STRUCTURE FOR WE DO/YOU DO:

- Think-Pair-Share

LESSON MATERIALS YOU PROVIDE:

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

UNIT MATERIALS PROVIDED:

- Teacher Journal Lesson #5 (print or digital)
- Word web (optional)

SPECIAL INSTRUCTIONS FOR THIS LESSON:

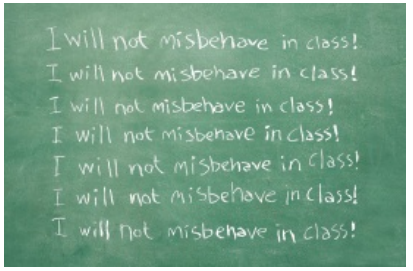
- **Before the lesson…** You may use the print or digital version of the teacher journal. If using the print version, you may want to cut out the images so you can place them on your word webs. You will need four copies of the word web.
- Use the teacher journal and/or word webs to map the Words to Know to their related words. You can either insert the provided words and pictures or write related words in the outer circles.
- WORDS TO KNOW
  - **cause and effect:** The relationship between an action and an event. The **cause** is why something happens. The **effect** is what happens because of the **cause**.
  - **particle:** A very small piece of something
  - **phrase:** A small group of words which provides additional information about something
- SUGGESTED RELATED WORDS
  - **cause and effect:** *ripples, bubbles, consequence, why, events*
  - **particle**: *crumbs, dust, dots*
  - **phrase**: *sentence, expression, saying*

LESSON ROUTINE

SET	**Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.** **You could say:** "When someone talks about you and your family, they might say that you are related. *Related* means that people are connected together in a special way. In your family, you and your brothers or sisters are related because you have the same parents. Words can be related, too. They might have a similar or opposite meaning from each other. The purpose of our lesson today is to discover words related to our Words to Know. When we know many words, it's easier to understand what we read or hear."
I DO	**Teach main concept or skill using clear explanations and/or steps. Model two examples of the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.** **You could say:** "Words can be related because they mean almost the same thing. For example, the words *happy* and *joyful* are related because they both describe happy emotions. But sometimes words are related because they mean the opposite, like *happy* and *sad*. Other words are related because we use them when we talk about the same idea. For example, if I think about the word *birthday*, I can think of a lot of words that are related to birthday, like *celebration, party, born*, and *year*. I can also think of related words like *cake*, *candles*, *friends*, *family*, and *presents*. The words don't mean the same thing as *birthday*, but they are related because they connect to the same idea."

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

phrase



sentence

expression

saying

particle

crumbs

dust

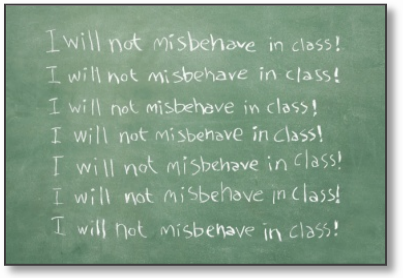
dots

cause & effect

ripples

bubbles

consequence



sentence

saying

phrase

expression

crumbs

particle

dust

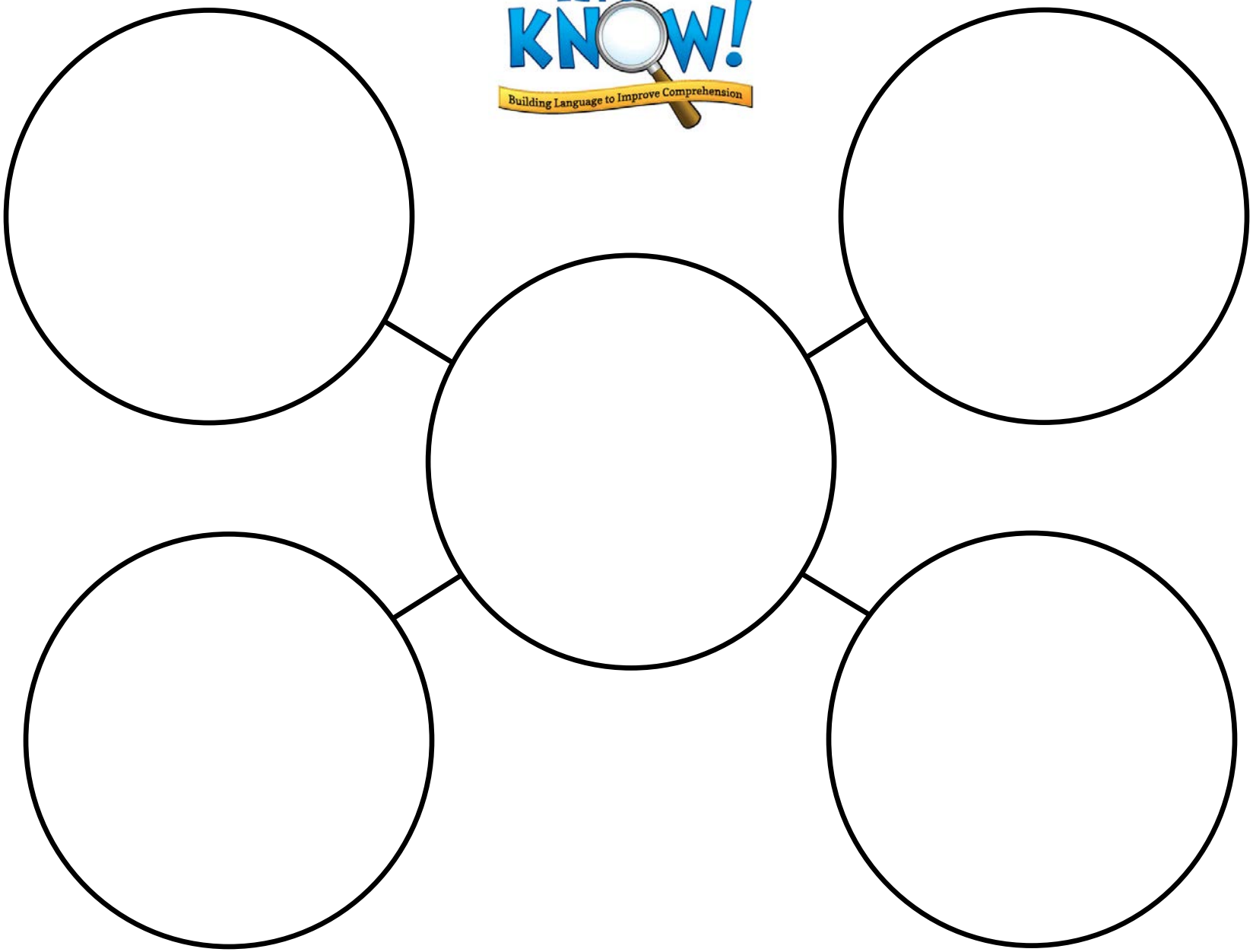
dots

bubbles

ripples

cause & effect

consequence


LET'S
KNOW!
Building Language to Improve Comprehension

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	WORDS TO KNOW PRACTICE LESSON 6

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

TEACHING OBJECTIVES:

- Define words by providing a simple definition.
- Uses a variety of different types of words to convey thoughts (synonym, antonym, related words).

TEACHING TECHNIQUE:

- Rich Instruction

LESSON TEXT:

- N/A

TALK STRUCTURE FOR WE DO/YOU DO:

- Think-Pair-Share

LESSON MATERIALS YOU PROVIDE:

- Pencils

UNIT MATERIALS PROVIDED:

- WRAP set #1
- Vocabulary Picture Cards: **cause and effect**, **particle, phrase**
- Game cards for Lesson #6
- Checklists for Lesson #6

SPECIAL INSTRUCTIONS FOR THIS LESSON:

- **Before the lesson…**
  - Cut apart the game cards and checklists.
  - It might be helpful to set aside game cards used for the demonstration in the I Do routine.
- Each student will receive one game card and a checklist at the beginning of the game; students will trade cards throughout the game. Extra game cards should be available for students to trade during the game.
- Help students find and check off matches during the We Do routine until you're comfortable that they know how to play the game.

LESSON ROUTINE

SET

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

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

You could say:
"Have you ever heard the **phrase**, 'Practice makes perfect?' In order to do something very well, you always have to practice, whether it's piano, soccer, swimming, or reading. Today our purpose is to practice our Words to Know so we can use these words and their related words easily. The more we practice, the easier it is to understand and use the words that we're learning; that helps us understand what we're reading and hearing as well."

I DO

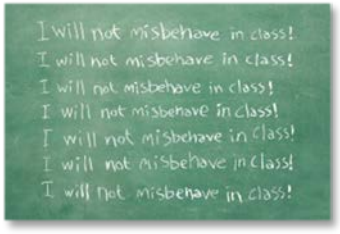
Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.

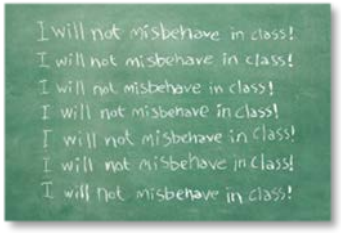
Review the Words to Know. Then demonstrate how to play the game.

You could say:
"First, I'll review the words and definitions of our Words to Know.

- **Particle** means 'a small piece of something' and related words might be *dust, dots,* or *crumbs.*
- **Cause and effect** means 'the relationship between an action and an event.' The definition includes the definition for the words **cause** and **effect.** 'The cause is why something happens. The effect is what happens because of the cause.' Related words would be *consequence, ripples,* and *bubbles*. *Ripples* and *bubbles* have **causes and effects**, like throwing stones in water makes *ripples.*
- **Phrase** means 'a small group of words which provides additional information about something.' **Phrases** are *expressions, sayings,* and *sentences*.

	"Now it's time to practice matching words, definitions, sentences, and related words. Each of you will have one game card and a checklist. **(show game cards and checklist)** Your job is to find someone who matches the word for your game card, either the word, definition, sentence, or a related word. When you do, you can check the box on your checklist. "For example, I have a [picture of a cookie and *crumbs*], **(show card)** so I know the word that it matches is [**particle**]; I would find someone with either the definition card, a related word, or a sentence that matches [**particle**]. Here's a sentence that matches: **(show card)** '[I have a **particle** of dirt in my eye].' Now I can check off the box for the sentence for [**particle**]. Then I can find another person who matches my word—a definition, related word, or sentence. Maybe the next time, I'll find someone with the definition: '[a small piece of something].' Then I can check off the definition box. "Anytime you want, you can trade game cards with someone or get one of the extras. You want to find as many different kinds of words as you can to check off on your checklist."
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.** **Distribute a game card and checklist to each student. You could say:** "You now have your game cards and checklists. Let's do a few together before you work on your own." **Practice with students, guiding them to find at least two examples of matches for their cards. Remind them to mark their checklists.** **When students understand the game, move to the You Do routine so they can start finding matches on their own.**
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.** **You could say:** "Now you're ready to find matches on your own. Remember that you can trade with someone any time or take one of the extra cards. Try to get all of the boxes checked off of your checklist before we end today." **Monitor students as they play the game.** **If you have time after the game, you could have students group themselves into three groups based on their cards, one for each Word to Know. Then ask students to tell *why* they belong in their groups.**
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:** "You really practiced hard today! I'm sure you're getting very good at understanding and using these words. I'll tell you a related word and you whisper the word it matches. • *result* **(cause and effect)** • *bubbles* **(cause and effect)** • *dust* **(particle)** • *expression* **(phrase)** • *saying* **(phrase)** Excellent work! You can practice your new words anywhere. Here's a challenge—practice using one of the Words to Know or related words at home tonight with your family. Tell them it's homework because you have to practice using your new words. You'll get even better at using these words!"

			 **dust**
The relationship between an action and an event	A small group of words which provide additional information about something	A small piece of something	What happens; what happens because of it
The sun *caused* the drapes to fade, leaving a shabby *effect*.	He used the *phrase*, "What's up?" until we were sick of it.	I had a *particle* of dirt in my eye.	 **crumbs**
 **sentence**	 **expression**	 **consequence**	 **ripples**

			 **outcome**
The relationship between an action and an event	A small group of words which provide additional information about something	A small piece of something	What happens; what happens because of it
The *effect* of staying outside too long is a burn *caused* by the sun.	Everyone shouted the *phrase*, "Happy New Year!" when the clock struck twelve.	The soil had *particles* of rock in it..	 **bubbles**
 **ripples**	 **saying**	 **sentence**	 **dots**

Checklists

Earth Materials – Lesson 6

Word to Know	definition	picture	sentence	related word
phrase				
cause and effect				
particle				
horizon				

Word to Know	definition	picture	sentence	related word
phrase				
cause and effect				
particle				
horizon				

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	INTEGRATION LESSON 7

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

TEACHING OBJECTIVE:
- Make inferences by applying prior knowledge to a written text.

TEACHING TECHNIQUE:
- Inferencing

LESSON TEXT:
- Rocks and Soil by Charlotte Guillain

TALK STRUCTURE FOR WE DO/YOU DO:
- Think-Pair-Share

LESSON MATERIALS YOU PROVIDE:
- Computer, document camera, or interactive whiteboard

UNIT MATERIALS PROVIDED:
- Inferencing slideshow for Lesson #7

SPECIAL INSTRUCTIONS FOR THIS LESSON:
- You will use the slideshow throughout the lesson to model and practice making inferences with students. If you are unable to play the slideshow, you could print the pages and display them using a document camera.

LESSON ROUTINE

SET	**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:** "If you came home and saw a birthday cake with candles on the kitchen counter, what would you think? You would guess that it was someone's birthday, right? Seeing a birthday cake with candles makes you remember all of the other times you saw a birthday cake, and every time it was someone's birthday. When you use what you already know to guess about something, you are making an *inference*. The purpose of our lesson today is to understand how to use clues and what we already know to make *inferences*—to figure out what is happening or what something means."
I DO	**Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.** **Begin playing the Inferencing slideshow for Lesson #7 and model how to make inferences. Use the script below to accompany each slide.** **You could say:** "We are going to watch a slideshow to help us make some inferences. Ready? **(slide 2, top row)** "Here in this first picture, a boy is sitting on the sidewalk. His knee is hurt, and a man is helping him. A bicycle is on the ground. I can look at the clues and put them together using what I know so that the picture makes sense. I *infer* that the boy fell down while riding his bike. I don't know if it's true, but it is an inference. **(slide 2, bottom row)** "Good readers make inferences while they read, too. When an author writes a book, he or she expects us to make inferences while we read. An author never writes everything he knows in one book! Readers have to use their thinking and imagination. For example, on page 4 of Rocks and Soil, the author writes, 'Rocks and soil are nonliving." **(point to quote on second row)** She does not tell us what *nonliving* means, though. However, I know that I am alive. I eat, breath, and I can move my body—I am *living*, like the kids in this picture. **(point to picture)** I know rocks can't do those things. If the author says rocks are *nonliving*, I can infer that she just means they are not alive."

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.** **You could say:** "Let's keep making inferences about our slideshow. I want you to help me make some inferences… **(slide 3, top row)** "Let's look at the next picture. **(read pp. 19–20 of Rocks and Soil)** On this page, we read, 'Chalk is not a good soil for growing plants.' In the picture **(point to slide)** we see a green field of growing plants. We know quite a lot about soil from our reading. What inference can we make about the soil in this picture? **(elicit inferences, guiding students as needed)** I bet the soil in this picture is not chalky, because the crops look healthy. It must be good soil, maybe with more silt that is good for growing plants. Farmers probably try to make sure they have good soil in their fields. **(slide 3, bottom row)** "Let's look at our next row. **(read p. 6)** The author said, 'There is a thick layer of rock all over Earth's surface.' We know there are rocks underneath the soil, and the book says there are rocks at the beach and by rivers. Let's think about the text and about what we already know. What is an inference that we can make? **(elicit inferences, guiding students as needed)** One inference we could make is that there are also rocks underwater, since that is part of Earth's surface, too. I have seen lots of rocks in lakes. This picture shows rocks on the bottom of a creek or stream." **When students are ready, move to independent practice. If students need more support with inferencing, you could complete the You Do segment as a whole group.**
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 pairs. You could say:** "Work with a partner. For each slide, I will read a selection from the book. Try out your inferencing skills by reading the words and looking at the pictures on the slide. What inference can you make? Can you make more than one inference? After you make inferences, we can share them with each other." **Show slides 4 and 5, reading the selections indicated below. Provide pairs time to make inferences about each slide, and then have them share ideas. The last two slides show possible inferences students could make.** • **(slide 4) Read pp. 12 and 18, and then direct students to make inferences using the pictures on the slide. Students might infer that water and wind wear down, or erode, rock into fine sand and shape the land at the beach (refer to slide 6, if needed).** • **(slide 5) Read p. 22 and direct students to study the pictures and make inferences. Students might infer that in order to grow a healthy garden, one needs tools, seeds, good weather, or good soil (refer to slide 7, if needed).**
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 inferences. Tell your partner how you make an inference. **(allow brief talk time)** To make an inference, you combine what you already know with the information in the text, and you make an educated guess. Can you think of an inference you already made today? Share it with your partner…"

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	INTEGRATION PRACTICE LESSON 8

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

TEACHING OBJECTIVE:

- Use information from within a text and from background knowledge (including personal experiences) to make accurate inferences.

TEACHING TECHNIQUE:

- Inferencing

LESSON TEXT:

- Rocks and Soil by Charlotte Guillain

TALK STRUCTURE FOR WE DO/YOU DO:

- Think-Pair-Share

LESSON MATERIALS YOU PROVIDE:

- Document camera or interactive whiteboard
- Lined paper

UNIT MATERIALS PROVIDED:

- WRAP set #3
- Vocabulary Picture Cards: **cause and effect**, **particle, phrase**
- Teacher Journal Lesson #8

SPECIAL INSTRUCTIONS FOR THIS LESSON:

- The examples on Teacher Journal Lesson #8 are drawn from pp. 23–27 in Rocks and Soil.
- Use teacher journal, p. 1 for modeling and practice during the I Do and We Do routines. Display p. 2 during the You Do activity.
- During the You Do routine, have students record their inferences on a sheet of paper, either one per pair or one per student.

LESSON ROUTINE

SET

START THE LESSON WITH WRAP SET #3: CAUSE AND EFFECT, PARTICLE, PHRASE

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

You could say:
"When it's dinnertime and your mom says, 'Go wash your hands,' you can *infer* that dinner is ready even though she doesn't say that dinner is ready. What she said was to go wash your hands. You can fill in the blanks; you take what you know about your mom, add what she said, and infer that dinner is ready. We make inferences all day long, and today our purpose is to make inferences using text. You'll be amazed at how many inferences you can make, just like good readers do."

I DO

Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.

Display the chart on Teacher Journal Lesson #8, p. 1. You could say:
"When we make *inferences*, we add what we already know to what's in the text to fill in the blanks, to understand what the author didn't say. I'm going to read a sentence from the text and make some inferences. Then I'll check to see if my inferences are correct. If not, I'll have to revise them.

(read p. 23 and point to first row of chart) "The text says, 'We can also use soil to make things,' and asks what type of soil is used to make pots. I know that pots are made of clay, so my inference is that clay is a type of soil that's used to make things like pots. I added what the text said with what I already know and made an inference. If I keep reading, **(turn to p. 24)** the next page tells me that my inference was correct!

(continue on p.24 and point to second row) "Here's another sentence. It says, 'Clay soil is brown, red, or gray.' If I know that pots are made of clay (my background information), that must mean that pots could be brown, red, or gray as well. That's an inference that I can make."

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.** **Continue using the chart and selections from the text to make inferences. Have students practice inferencing along with you.** **You could say:** "Let's make some more inferences together… **(first sentence on p.25, third row of chart)** "The text says, 'We can also use clay to build houses.' Do you know of any clay houses? How could we use clay to build houses? Think about building materials for houses… Are any of them made of clay? **(pause for response)** Bricks are! So we use clay when we're building brick houses. That's our inference. We added what the text said to what we already know and inferred that clay is used in building brick houses. **(second sentence on p. 25, fourth row of chart)** "Let's make one more inference before you work on your own. The text says, 'Another soil we can use to build with is sand.' What do you know about sand? Is it very strong? Do you think you could you build a sturdy house with it? **(elicit responses)** What about sand castles? One inference could be that sand houses wouldn't be very strong. A wave could wash them away, like a sand castle. But the text says we use sand to build. Let's keep reading and see if we find anything out that makes us change our inference…" **Finish reading the page, guiding students to see that new information has been encountered. Ask them to reevaluate their inferences.**
YOU DO	**Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.** **Display p.2 of the teacher journal. You could say:** "Here is a chart with some sentences from the text. You and your partner need to think about what the text says, what you already know, and then make an inference—fill in the blanks. On your paper, you need to record the words that should be in the blanks that are in the third column. Use the numbers in each row and write words that you think should go in the blanks; you can also write the whole sentence if you want. Finish as many as you can before we discuss your answers together." **Roam the room, providing feedback and support as students make inferences.** **Once students have finished, regroup and have students share their inferences as a class.**
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:** "Making inferences is an important skill for good readers, writers, speakers, and listeners. When we can fill in the blanks, it's easier to understand what's going on in our world. Tell your partner the two things you need to make an inference. **(allow brief talk time)** You need information in the text *and* what you already know—your background knowledge. You made some really good inferences today. What inference can you make if it's [3:00]? It's time to go home!"

TEXT	BACKGROUND	INFERENCE
We can use soil to make things. (p. 23)	Pots are made of clay	Clay is a type of soil used to make pots.
Clay soil is brown, red, or gray. (p. 24)	Pots are made of clay	Pots can be brown, red or gray.
We can also use clay to build houses. (p. 24)	Bricks are made of clay.	We use clay when building brick houses.
Another soil we use to build with is sand. (p. 25)	Sand is soft, like sandcastles on the beach	Sand houses wouldn't be very strong.

TEXT	BACKGROUND	INFERENCE
1a. We use sand to make cement, which is also used for building.	1b. Unlike sand, cement is _____.	1c. Cement is used to make _____ and _____.
2a. Some animals such as earthworms live in soil.	2b. I know other animals also live in the _____.	2c. Animals like _____, _____, _____, and _____ live in the soil.
3a. Earthworms' tunnels help get plenty of air and water into the soil.	3b. Good soil has plenty of _____ and _____.	3c. Earthworms are _____ for the soil.
4a. Some animals use soil to build their homes [like swallows and termites].	4b. I know other animals also use soil to build their _____.	4c. Animals like _____, and _____ use soil to build their homes.

WEEKLY LESSON PLANNER

EARTH MATERIALS

Week 3	Lesson 9	Lesson 10	Lesson 11	Lesson 12
Lesson Type	**Read to Me**	**Integration**	**Words to Know Practice**	**Words to Know**
Objectives	• Use prior knowledge and information within a text to make, confirm, and revise predictions. • Participate in collaborative conversation.	• Use inferencing by applying prior knowledge to a written text.	• Define words by providing a simple definition.	• Define target vocabulary words by providing a simple definition and using it in a sentence.
Lesson Texts	• Dirt by Steve Tomecek	• Dirt by Steve Tomecek	• N/A	• Dirt by Steve Tomecek
Materials				
Lesson Materials You Provide	• Document camera • Sticky notes	• Sticky notes • Lined paper (1 per student)	• Game pieces • Dice • Bags or paper clips	• Document camera, interactive whiteboard, or chart paper
Unit Materials Provided	• N/A	• WRAP set #4 • Vocabulary Picture Cards: **cause and effect, particle, phrase** • Teacher Journal Lesson #10 (print or digital)	• Teacher Journal Lesson #11 • Game board for Lesson #11 • Game cards for Lesson #11	• Vocabulary Picture Cards: **conserve, nutrient, horizon, mineral** • Teacher Journal Lesson #12 • Student Journal Lesson #12

Digital/Tech Prep Materials Preview the Text Game Save Materials

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	READ TO ME LESSON 9

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

TEACHING OBJECTIVES:

- Use prior knowledge and information within a text to make, confirm, and revise predictions.
- Participate in collaborative conversation.

TEACHING TECHNIQUES:

- Predicting
- Rich Discussion

LESSON TEXT:

- Dirt by Steve Tomecek

TALK STRUCTURE FOR WE DO/YOU DO:

- Think-Pair-Share
- Group Discussion

LESSON MATERIALS YOU PROVIDE:

- Document camera
- Sticky notes

UNIT MATERIALS PROVIDED:

- N/A

SPECIAL INSTRUCTIONS FOR THIS LESSON:

- **Before the lesson…**
  - This lesson has the potential to run longer than 30 minutes, so watch time closely. Preplanning may help you make best use of the time.
  - You could use sticky notes to flag pages on which you will model predicting or ask prediction questions. Suggestions are provided in the lesson routines, but you could use others.
- Review the Predicting technique with students. Remind them that predicting is making educated guesses based on background information and clues in the text.
- Predicting helps students activate their background knowledge and link that knowledge to new information in the text; this helps students create a more precise mental model of a text.

LESSON ROUTINE

SET	**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:** "Before I watch a TV show about animals, I think about what I already know about animals. Then I *predict* what I might learn from the show. For example, the other night I saw a special on sharks. I already knew that sharks eat meat with their sharp teeth, but I didn't know how they caught their prey. I thought I might find this out from the show, and sure enough I did! I can do the same thing when I read a book—I can think about what I know and predict what the author will tell me in the next few pages. The purpose of this lesson is to practice thinking about what we already know about dirt, and to predict what else the author might teach us that we don't already know."
I DO	**Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.** **You could say:** "The book that we are reading together today is Dirt by Steve Tomecek. First, I will think about what I already know about dirt. Then, as I read, I will stop when I get to a place where I can make a prediction. Then I will read on to see what the author said and to see if my prediction was correct." **Model predicting as you begin reading the text. Use the examples suggested below or other pages that you have flagged. You could say:** "Let's start reading… • **(after reading p. 5)** Think about what we read in Rock and Soil, about what you already know. What do you predict the author might talk about in this book? I think the author might talk about different kinds of dirt and why we need dirt. Let's keep reading and see if I'm right.

	• **(after reading p. 8)** The book says, 'Soils usually include a mix of four sizes of sediments.' Hmm… I wonder what those four sizes might be? In Rocks and Soil we learned about types of soil, such as sand, silt, chalk, and clay. I know that silt and clay are very fine, or small, but some soils are bigger; some have chunks and rocks. Maybe these types of soils are different sizes, and we will learn more about that. **(read pps. 8–9 and confirm or revise your prediction)** • **(p. 10, first paragraph)** Here it says, 'These sediments all affect how water will act in soil.' Let's predict how water will act when it goes on gravel… I bet soil with a lot of sand might suck up water fast. But maybe water would not go through clay quite as easy. What do you think about silt? **(allow students to share ideas)** Let's keep reading and see if we predicted correctly." **(read rest of page and model confirming or revising predictions)**
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.** **Continue reading selections from the text. Ask students questions and have them share their predictions with partners; you might ask students to then share ideas with the whole group. Encourage students to also make their own predictions as they listen.** **You could say:** "Now I will read on. I will stop and ask you to make predictions as we go. When I stop, turn to your partner and tell them your prediction. You can also raise your hand to share a prediction as I read… • **(p. 14)** What other things do you think might live in soil? • **(p. 16, after first sentence)** This says, 'Some of the most important creatures found in the soil are earthworms.' Predict what makes earthworms so important. • **(p. 20, after first sentence)** 'It takes hundreds or even thousands of years for some soils to form.' How do you think soils are formed? Make a prediction."
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.** **After reading, facilitate a rich discussion of topics from the text. Ask higher-order questions and then allow students time to share ideas in pairs. After each question, or after all questions have been discussed by pairs, have students share their ideas with the whole group.** **You could say:** "As we read, we discovered that we knew some of the information in this book and some of our predictions were correct. Let's take some time to discuss this information. I'm going to ask you some questions related to the information we just covered. After I ask the question, discuss your answer with your partner…" **You could use the following questions to evoke rich discussion:** • If you were growing your own food, what are some things you might need in your garden so that you could grow healthy plants? Why? • People use pesticides and insecticides to get rid of insects that might harm plants. Is this a good thing to do? Why or why not? • Are the four **horizons** found in the soil different? Describe them.
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:** "It's very important to think about what you already know about a subject when you are reading a book and to predict what you might learn next. This helps you understand what you read. Tell your partner one thing you learned from our book today. **(allow brief talk time)** When we read other books, I might stop and ask you what you think you will learn next. You can ask yourself the same question when you are reading books yourself!"

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	INTEGRATION LESSON 10

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

TEACHING OBJECTIVE:
- Use inferencing by applying prior knowledge to a written text.

TEACHING TECHNIQUE:
- Inferencing

LESSON TEXT:
- Dirt by Steve Tomecek

TALK STRUCTURE FOR WE DO/YOU DO:
- Think-Pair-Share

LESSON MATERIALS YOU PROVIDE:
- Sticky notes
- Lined paper (1 per student)

UNIT MATERIALS PROVIDED:
- WRAP set #4
- Vocabulary Picture Cards: **cause and effect**, **particle, phrase**
- Teacher Journal Lesson #10 (print or digital)

SPECIAL INSTRUCTIONS FOR THIS LESSON:
- **Before the lesson…** You could use sticky notes to mark the following pages (which are used in the lesson routines) and any other pages you will use to practice inferencing: pp. 9, 13, 17, 18, 24, 26, and 28.

LESSON ROUTINE

SET

START THE LESSON WITH WRAP SET #4: CAUSE AND EFFECT, PARTICLE, PHRASE

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

You could say:
"Your mom comes home and finds a backpack on the kitchen counter. She tells you to come and put your backpack away. How does she know it belongs to you? Maybe she thinks about the color of the backpack and who is already home. She uses facts and what she already knows to help her make an inference. The purpose of today's lesson is to practice using facts and what we already know to make inferences."

I DO

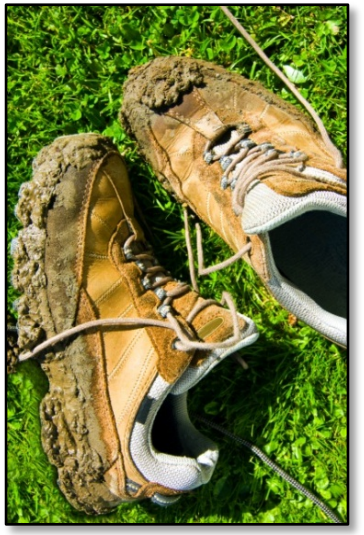
Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.

Display the teacher journal and use the chart as you model making inferences.

You could say:
(p. 1, top row) "After reading Dirt by Steve Tomecek, I can make an inference: *Clay is not the best soil to have in my garden.* **(point to inference on chart)** I make this inference after reading some facts from the book. First, I read on page 10 that water 'has a hard time flowing through clay.' Page 9 also says, 'When clay is dry, it forms hard clumps.' If I think about these two facts, and I think about what I already know about plants, my inference makes sense. It would be difficult for plants to stay healthy in a garden full of clay soil.

(p. 1, bottom row) "I can also infer that if I put vegetable and fruit peels from the kitchen into the soil, it will help my plants grow. **(point to inference)** Why? I read two facts on page 13. 1) 'Organic matter comes from living things such as plants and animals,' and 2) 'When organic matter rots, or decays, it puts **nutrients** into the soil that plants and animals need to grow.' I know that vegetable and fruit peels are organic materials. My inference makes sense."

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.** **Continue using the teacher journal to make inferences, inviting students to participate.** **You could say:** **(p. 2, top row)** "Here is an inference based on something we read in the book: *Worms in a garden are good for plants.* Can you think of two facts from our reading that would show that this inference makes sense? **(allow students time to discuss and respond; you might cover up the second column)** Yes, on page 17, the book tells us that worms make tunnels for the roots of plants to grow, and the worms make spaces for water and air to get into the soil." **Repeat the procedure used above with the inference from the bottom row of the chart.**
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 pairs. You could say:** "Take out a sheet of lined paper. Now work with a partner. As I display two facts from the book Dirt, look at the facts, discuss what you already know, and on your paper write down one or two inferences that would make sense..." **Display the remaining slides from the teacher journal and have students use the facts displayed to make inferences.** • **(slide 3) Provide students time to make inferences. Once they have recorded a couple inferences, display slide 4 and have students share the other inferences they made. Emphasize that there is not one correct answer when inferencing.** • **(slide 5) Provide students time to make inferences. Once they have recorded a couple inferences, display slide 6 and have students share the other inferences they made.**
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:** "When you make an inference, you use clues, facts, and what you know to reach a conclusion that makes sense. Let's try one more... Your aunt is putting food in the cooler, tells you to get your bathing suit and a towel, and walks out to the car. Are you going to the park or are you going to the lake? **(pause for response)** Right, the lake. When you know how to make good inferences, it helps you understand what you hear and read."

Inference	Facts from the Book
Clay is not the best soil to have in my garden.	Water has a hard time flowing through clay. When clay is dry, it forms hard clumps. pgs. 9, 10 
I can put vegetable and fruit peels from the kitchen in the soil to help plants grow.	Organic matter comes from living things such as plants and animals. When organic matter rots, or decays, it puts nutrients into the soil that plants and animals need to grow. pg. 13 

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

Inference	Facts from the Book
	Two facts you know from our unit on soil: Soils with rich topsoil can be used for planting. Once soil is lost, it takes a long time to come back. pgs. 26, 28

Inference	Facts from the Book
We have to conserve our soil. 	**Two facts you know from our unit on soil:** Soils with rich topsoil can be used for planting. Once soil is lost, it takes a long time to come back. pgs. 26, 28

Inference	Facts from the Book
	Two facts you know from our unit on soil: Earthworms, insects, and microbes help to recycle nutrients in the soil. Nutrients help plants grow, and plants provide the food and oxygen you need to live. pg. 18

Inference	Facts from the Book
We have to take care of living things, including insects and worms. 	**Two facts you know from our unit on soil:** Earthworms, insects, and microbes help to recycle nutrients in the soil. Nutrients help plants grow, and plants provide the food and oxygen you need to live. pg. 18

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	WORDS TO KNOW PRACTICE LESSON 11

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

TEACHING OBJECTIVE:

- Define words by providing a simple definition.

TEACHING TECHNIQUE:

- Rich Instruction

LESSON TEXT:

- N/A

TALK STRUCTURE FOR WE DO/YOU DO:

- Small Groups

LESSON MATERIALS YOU PROVIDE:

- Game pieces
- Dice
- Bags or paper clips

UNIT MATERIALS PROVIDED:

- Teacher Journal Lesson #11
- Game board for Lesson #11
- Game cards for Lesson #11

SPECIAL INSTRUCTIONS FOR THIS LESSON:

- **Before the lesson…** Cut out the game cards; you might want to bag or clip a set for each small group.
- During the I Do routine, review the definitions of the Words to Know using Teacher Journal Lesson #11. Have students say the definitions several times. The teacher journal can serve as a reference during the game if students forget the definitions.
- Divide students into small groups of three or four to play the game. Each group should receive a game board and a set of game cards. Have students place their cards face down in the center of the group. Members will draw cards and either give the word for a definition card, or the definition for a word card. If an answer is deemed correct by the group, the student can roll and move his or her game piece on the game board.
- Encourage students to give definitions in their own words; they do not have to memorize the verbatim definitions taught.
- *Save the game cards and game boards for use in Lesson 20.*

LESSON ROUTINE

SET	**Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.** **You could say:** "Everyone put your fingers in front of you and wiggle them like you're playing the piano. It's practice time! We are practicing so we can use our words perfectly. Today our purpose is to practice the definitions of our Words to Know. Defining words is a little harder than understanding and using them, so we'll have to practice saying the definitions. We want to know how to use these words; the more words we practice, the easier it is to understand what we're reading and hearing."
I DO	**Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.** **Review the Words to Know. Then demonstrate how to play the game. You could say:** "First, we'll review our Words to Know and their definitions... • **Particle** means 'a small piece of something.' Say it with me: **Particle** means 'a small piece of something.' Now say it to your neighbor… • **Cause and effect** means 'the relationship between an action and an event.' Say it with me: **Cause and effect** means 'the relationship between an action and an event.' Now say it to your neighbor… • There is more to the definition for this Word to Know—we define the words themselves. 'The **cause** is why something happens. The **effect** is what happens because of the **cause**.' It's kind of a tongue twister. Say it with me: 'The **cause** is what happens, the **effect** is what happens because of the **cause**.' Now say it to your neighbor…

	• **Phrase** means 'a small group of words which provides additional information about something.' Say it with me: **Phrase** means 'a small group of words which provides additional information about something.' Now say it to your neighbor… "Now it's time to practice definitions for the words. Each group will have a game board and a stack of game cards, placed face down. You will also have game pieces and a die. The first person draws a card, like this. **(draw card)** This one is a picture of [**particle**], so I would give a definition for [**particle**], like '[a small piece of something].' The definition does not have to be in the exact same words—you can use your own words—but it should mean the same thing. If my group says my definition is okay, I'll roll the die and move my game piece. Here's another one. **(draw another card)** It says, '[what happens; what happens because of it].' I know that is a definition of [**cause and effect**]. Then I would roll, move, and my turn is over."
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.** **Divide students into small groups. Distribute game boards, game cards, game pieces, and dice.** **You could say:** "Now you are in your groups with a game board, stack of cards, game pieces, and a die. We'll do a few rounds together to make sure you understand. The next card I see is… **(draw card)** [**cause and effect**]. Who knows that one—we just did it? **(pause for response)** Yes, you could say, '[the **cause** is what happens; the **effect** is what happens because of it].' Now you can roll and move your token. Let's do one more. This one is [**phrase**]. Who knows this definition?" **(pause for response; provide feedback and allow child to roll if correct)** **When students have had sufficient practice, move to the You Do segment.**
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.** **Have students play the game with their groups. You could say:** "Now you're ready to play. This time the oldest in the group can start first. Take a card and say either the word or give a definition. If you're correct, you can roll the die and move that number of spaces on your game board. Then it's the next person's turn. Remember, if you can't think of a definition, you can look on the board. But you'll want to try to pull it out of your brain if you can." **Circulate the room to monitor students as they play the game. Provide feedback on their definitions.** **If students run out of cards, have them reshuffle and continue playing.**
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:** "Your practice is really paying off. I can tell that you know the definitions of these words. Let's see how quickly you can say these words from the definitions… • The relationship between an action and an event **(cause and effect)** • A small piece of something **(particle)** • A small group of words which provides additional information about something **(phrase)** Knowing the definition of words helps you understand them and allows you to use them easily when you talk and write. You will learn thousands of words in the next few years. What you're learning now is how to learn words. You already have a head start!"

Word: phrase

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

---

Word: cause and effect

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

Word: particle

Definition: a small piece of something

			**cause and effect**
The relationship between an action and an event	A small group of words which provide additional information about something	A small piece of something	What happens; what happens because of it
The relationship between an action and an event	A small group of words which provide additional information about something	A small piece of something	What happens; what happens because of it
			**cause and effect**

LET'S KNOW!
Building Language to Improve Comprehension

Go Ahead 2

Go Back 2

Go Back 2

Go Ahead 2

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	WORDS TO KNOW LESSON 12

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

TEACHING OBJECTIVE:

- Define target vocabulary words by providing a simple definition and using it in a sentence.

TEACHING TECHNIQUE:

- Rich Instruction

LESSON TEXT:

- Dirt by Steve Tomecek

TALK STRUCTURE FOR WE DO/YOU DO:

- Rally Robin

LESSON MATERIALS YOU PROVIDE:

- Document camera, interactive whiteboard or chart paper

UNIT MATERIALS PROVIDED:

- Vocabulary Picture Cards: **conserve, nutrient, horizon, mineral**
- Teacher Journal Lesson #12
- Student Journal Lesson #12

SPECIAL INSTRUCTIONS FOR THIS LESSON

- **Before the lesson…** The text uses several of the Words to Know in context; mark the following pages to share with students.
  - (p. 12) The text discusses **minerals.**
  - (p. 13) The text discusses **nutrients:** 'When organic matter rots, or decays, it puts **nutrients** into the soil that plants and animals need to grow.'
  - (p. 22) The text explains the meaning of **horizons:** 'Scientists call these layers **horizons.**'
  - (p. 28) The word **conserve** is not used in the text, but the concept is addressed on this page.
- The I Do and We Do routines are combined to facilitate introducing and practicing each Word to Know at once.
- During the I Do/We Do routine, use the Vocabulary Picture Cards and teacher journal as you teach the words. Give students the student journal so they can easily see the words and definitions.
- WORDS TO KNOW
  - **conserve:** To use something carefully so that it lasts a long time
  - **nutrient:** Things like water and vitamins that help plants and animals to grow
  - **horizon:** 1) The layer of soil that is different from the layers above and below it; 2) The line where the sky seems to meet the land
  - **mineral:** Hard objects that are made in nature

LESSON ROUTINE

SET	**Engage student's interest; activate their background knowledge on the skill or concept you will teach by providing an example, state the purpose of the lesson and why it's important for listening or reading comprehension.** **You could say:** "Every time we study something new, we can add words to our vocabulary. In this unit we have already learned the Words to Know **phrase, cause and effect,** and **particle**. The purpose of today's lesson is to learn four more words that we can add to our vocabulary. When you know more words, you can understand more ideas when you read or listen."
I DO/ WE DO	**Teach main concept or skill using clear explanations and/or steps. Model two examples of the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.** **Display Teacher Journal Lesson #12 and distribute the student journal.** **You could say:** "Let's learn our new Words to Know… "Our first word today is **conserve. Conserve** means 'to use something carefully so that it lasts a long time.' **(show Vocabulary Picture Card)**

	• For example, on page 28, **(show page)** the author explains that soil, water, and air are something we depend on. We **conserve** water when we turn off the faucet while we brush our teeth. If we plant trees and grass, we can **conserve** our soil because plants can keep the soil from washing away in a storm. • Say the word **conserve** with me: **conserve.** Let's spell the word **conserve**: **C-O-N-S-E-R-V-E.** • Now read the definition of the word with me: To use something carefully so that it lasts a long time. • Now fill in the blank and read the sentence from your student journal out loud. **(nutrient)** "The next word is **nutrient**. **Nutrients** are 'things like water and vitamins that help plants and animals to grow.' **(show** nutrient **picture card)** • On page 13 of the book Dirt, **(show page)** we read that 'When organic matter rots, or decays, it puts nutrients into the soil that plants and animals need to grow.' • People get **nutrients** for their bodies when they eat fruits, vegetables, and protein. • Say the word **nutrient** with me: **nutrient.** Spell the word **nutrient**: **N-U-T-R-I-E-N-T**. • Read the definition of the word with me: Things like water and vitamins that help plants and animals to grow. • Now fill in the blank and read the sentence from your student journal out loud. **(horizon)** "A **horizon** is a layer of soil that is different from the layers above and below it. It is also the line where the sky seems to meet the land. **(show** horizon **picture card)** • For example, on page 22 of the book Dirt, **(show page)** the author writes, 'Over time, sediment piles up to make different layers of soil. Scientists call these layers horizons.' • You can also say, 'The sun is setting on the **horizon.**' • Say the word **horizon** together: **horizon.** Let's spell the word **horizon**: **H-O-R-I-Z-O-N**. • Read the definition of the word with me: The layer of soil that is different from the layers above and below it, OR the line where the sky seems to meet the land. • Now fill in the blank and read the sentence from your student journal out loud. **(mineral)** "Our last word for today is **mineral**. **Minerals** are hard objects that are made in nature. **(show** mineral **picture card)** • Sodium, which we use for salt, is one kind of mineral. • On page 12 in our book, we read 'Minerals help plants grow. Without minerals in the soil, most plants would die.' • Now say the word **mineral**: **mineral**. Spell the word **mineral** out loud: **M-I-N-E-R-A-L**. • Read the definition of the word with me: Hard objects that are made in nature. • Now fill in the blank and read the sentence from your student journal out loud."
YOU DO	**Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.** **Display Teacher Journal Lesson #12, p. 2. You could say:** "Now work with a partner to create sentences using the Words to Know. Look at the first sentence: 'Minerals are _____.' Complete the sentence. The question 'What?' is a prompt to help you think of what you could add—Minerals are *what?* Take turns creating new endings to the sentence. Tell your partner your sentence." **Have students continue for the next three words, using the prompts from teacher journal, p. 2. Circulate the room to provide feedback and support.**

CLOSE	**Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.** **You could say:** "Today you added four new Words to Know to the words you know—**mineral, nutrient, horizon,** and **conserve**. Give me a thumbs-up for *yes* or a thumbs-down for *no*. • **Minerals** are the same as vegetables. **(no)** • Dogs need **nutrients**. **(yes)** • You can eat the **horizon**. **(no)** • If you forget to shut off your hose outside, you are **conserving** water. **(no)** When you know more words, you can express yourself better and you can understand what you hear and read. I wonder what **nutrients** you will have for dinner today? Tell someone about it when you are eating your dinner."

Word: mineral

Definition: Hard objects that are made in nature

Sentence: Gold is a very popular _____.

Word: nutrient

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

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

Word: horizon

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

Sentence: I can see the sunrise on the _____.

Word: conserve

Definition: To use something carefully so that it lasts longer

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

Creating an Extended Sentence

Minerals are _____.

Minerals are very small.

Horizons are _____.

Horizons are _____.
What?

Plants need nutrients.

Plants need nutrients _____.
Why? Where?

I conserve soil.

I conserve soil _____.
How? Why?

Student Journal

Earth Materials – Lesson 12

Word: mineral

Definition: Hard objects that are made in nature

Sample Sentence: Gold is a very popular _____.

Word: nutrient

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

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

Word: horizon

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

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

Word: conserve

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

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

LET'S KNOW!

Building Language to Improve Comprehension

WEEKLY LESSON PLANNER

EARTH MATERIALS

Week 4	Lesson 13	Lesson 14	Lesson 15	Lesson 16
Lesson Type	**Integration**	**Integration Practice**	**Words to Know**	**Words to Know Practice**
Objectives	• Summarize with detail from two separate texts.	• Summarize the main ideas and key supporting details of a grade-level informational text. • Integrate information from different expository texts for a specific purpose (compare and contrast).	• Use a variety of different types of words to convey thoughts and meanings in spoken or dictated text.	• Define target vocabulary words by providing a simple definition. • Use target vocabulary words correctly in spoken or dictated texts.
Lesson Texts	• Dirt by Steve Tomecek • Rocks and Soil by Charlotte Guillain	• Dirt by Steve Tomecek • Rocks and Soil by Charlotte Guillain	• N/A	• N/A
Materials				
Lesson Materials You Provide	• Document camera or interactive whiteboard • Sticky notes	• Document camera or interactive whiteboard • Sticky notes	• Document camera, chart paper, or interactive whiteboard • Blank paper (1 per student)	• Chips, tokens, or small pieces of paper
Unit Materials Provided	• Teacher Journal Lesson #13 • Student Journal Lesson #13	• WRAP set #5 • Vocabulary Picture Cards: **conserve, nutrient, horizon, mineral** • Teacher Journal Lesson #14 • Student Journal from Lesson #13	• Teacher Journal Lesson #15 (print or digital) • Word web (optional)	• WRAP set #6 • Vocabulary Picture Cards: **conserve, nutrient, horizon, mineral** • Teacher Journal Lesson #16 • Bingo boards for Lesson #16

Digital/Tech Prep Materials Preview the Text Game Save Materials

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	INTEGRATION LESSON 13

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

TEACHING OBJECTIVE:
- Summarize with detail from two separate texts.

TEACHING TECHNIQUE:
- Summarizing

LESSON TEXTS:
- Dirt by Steve Tomecek
- Rocks and Soil by Charlotte Guillain

TALK STRUCTURE FOR WE DO/YOU DO:
- Think-Pair-Share

LESSON MATERIALS YOU PROVIDE:
- Document camera or interactive whiteboard
- Sticky notes

UNIT MATERIALS PROVIDED:
- Teacher Journal Lesson #13
- Student Journal Lesson #13

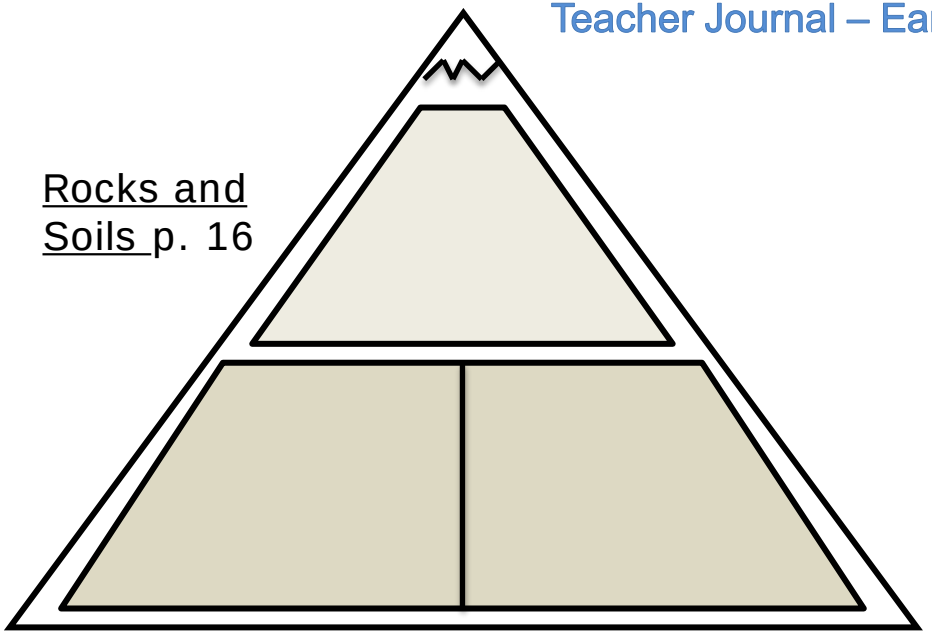
SPECIAL INSTRUCTIONS FOR THIS LESSON:
- **Before the lesson…** The following pages from the lesson texts are used in the lesson routines. You may want to flag them with sticky notes.
  - Rocks and Soil, pp. 16, 22, and 26
  - Dirt, pp. 13, 16, and 26
- The blank graphic organizer on teacher journal, p. 1 can be filled in as the lesson progresses. Alternately, you could use the completed organizer on p. 2 and uncover the boxes as you teach the lesson.
- You will read a page from each of the lesson texts for the You Do activity. You could display the text using a document camera after reading the page if students need to reference the text again.

LESSON ROUTINE

SET	**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 a movie and a friend asks you what it's about, they don't want the entire story of the movie. What they want is the *main idea* and a few *details;* they want you to *summarize* the movie for them. That's our purpose today—to summarize by finding the main idea and some details from two of our books. When we can summarize and identify the main idea and key details it shows that we understand the information in the book."
I DO	**Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.** **Display the teacher journal and read the selections indicated. As you find the main idea and details of a selection, fill in the graphic organizer. Then use the information to write a brief summary below it. (Refer to teacher journal, p. 2 for ideas.)** **You could say:** "I'm going to read this page from Rocks and Soil and show you how to summarize it. **(read Rocks and Soil, p. 16)** I know that the page is about soil because of the header and what the paragraph says. I'll write *Soil* in the top space of our organizer, the main idea. **(fill in main idea)** Then I see two details. The first sentence talks about pieces of rock, so that will be the first detail. **(add detail)** It also talks about pieces of plants and animals, so that will be the second detail. If I look at what I've written, I can summarize the page like this: *Soil is made up of pieces of rock, plants, and animals.* "Now let's look at page 13 from Dirt. It doesn't have a header, so I'll have to read it to find out the main idea. **(read Dirt, p. 13)** It looks like the main idea is soils, so *Soils* goes in the top space. **(add main idea)** The first detail is about organic matter, but I don't see another detail about soils. **(add *Organic* matter as a detail)** Now listen to my summary: *Soil contains organic matter*."

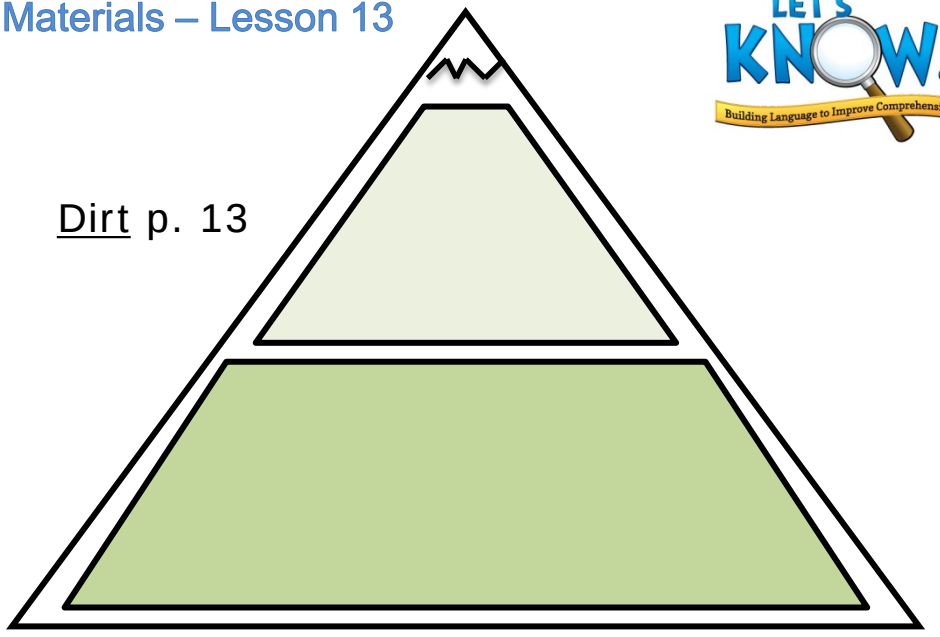
WE DO	**Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.** **Finish filling in the graphic organizers from the teacher journal by reading the remaining selections. Work with students to identify the main idea and details and develop a brief summary.** **You could say:** "Here's another page to summarize and this time, you can help me. I'll read the page first and then we'll decide on the main idea, details and summary…"
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.** **Distribute the student journal and divide students into pairs.** **You could say:** "Now I'll read you a page from each book. After I read it, I want you to discuss the page with your partner and choose the main idea and two details from the boxes beside the graphic organizer in your student journal. There will be one box that will not be included in the mountain. You may either write the main idea and details in the spaces or draw lines to the correct spaces. Then I'll read the second page, and you'll do the same for the next mountain. After that, you and your partner will decide how you would summarize each page. You won't need to write the summaries; you'll just discuss what you think they would be, and then you can share your results with the class." **Read the selections indicated on the student journal. After reading each selection, allow time for students to work and develop summaries.** **Once students have completed their journals, invite them to share their summaries with the 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:** "You did an amazing job learning how to summarize today. Tell me the first thing we need to find to help us summarize. **(pause for response)** Right, the main idea. What do we need next? **(pause for response)** Details. When we combine the main idea with key details, what do we have? A summary. Here's a challenge for you… Give a summary of what you did in this lesson to someone in your family tonight. Let's see if you can apply what we learned today in school to what you do at home."

Rocks and Soils p. 16



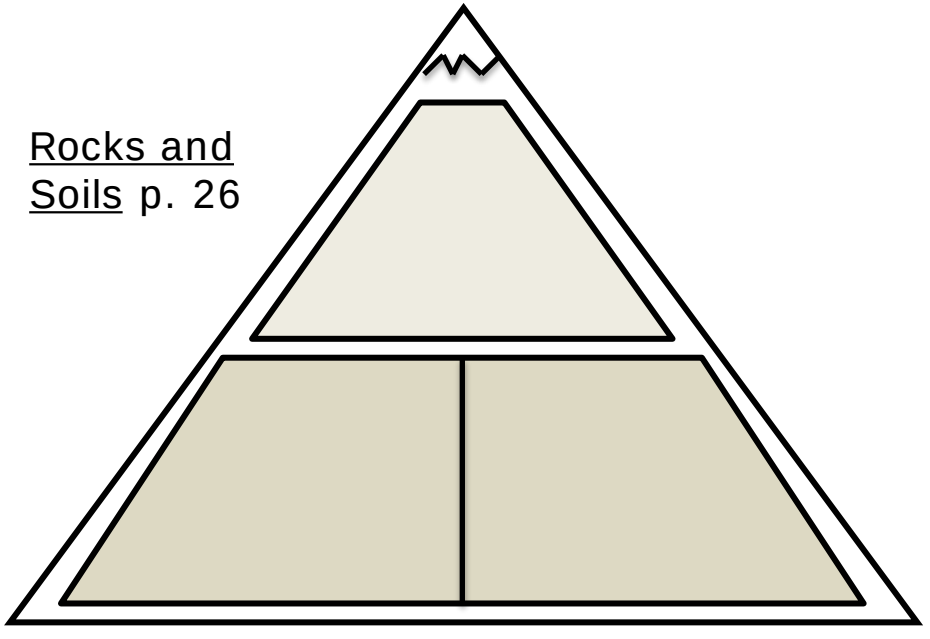
Summary:

Dirt p. 13



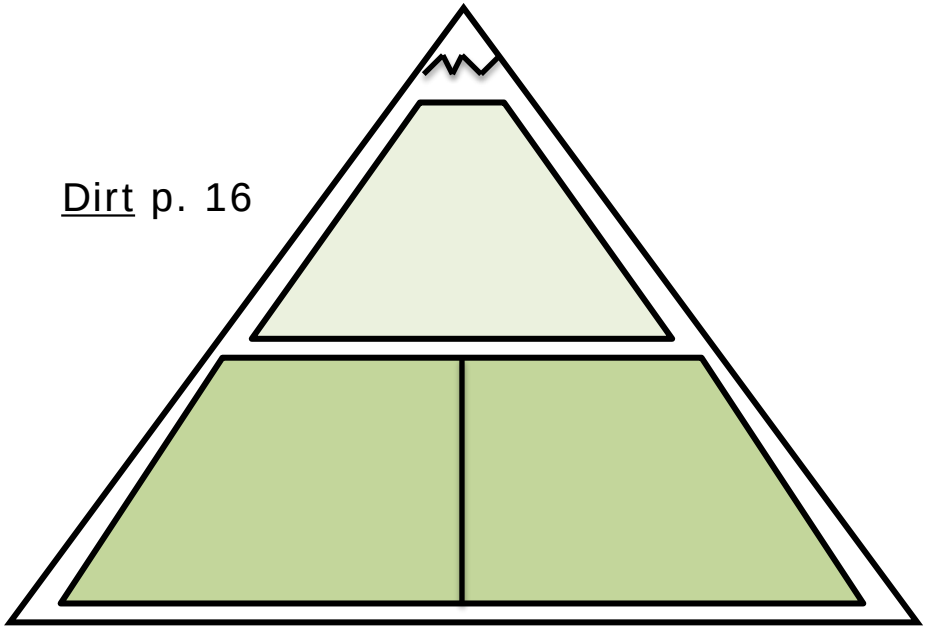
Summary:

Rocks and Soils p. 26



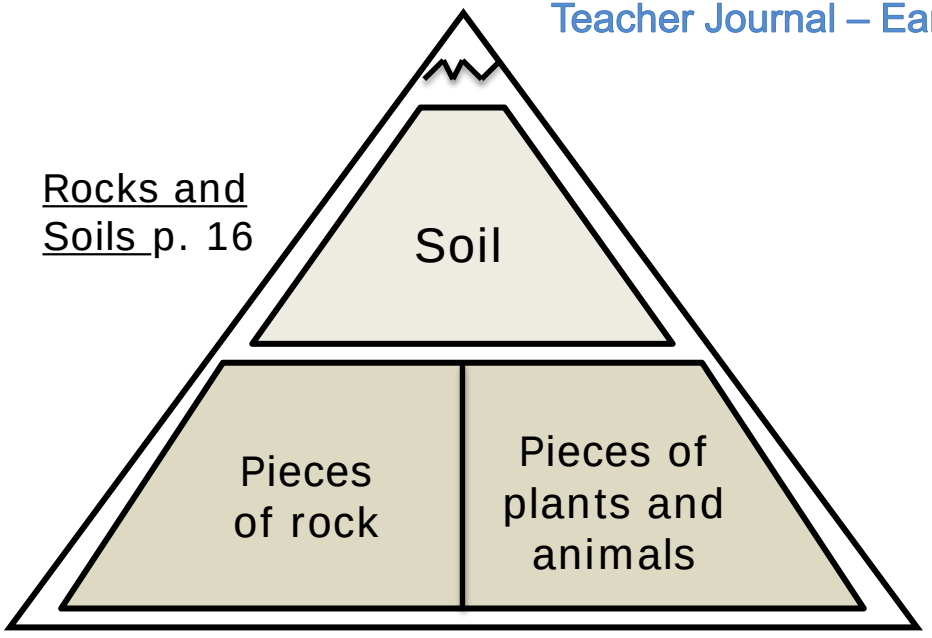
Summary:

Dirt p. 16



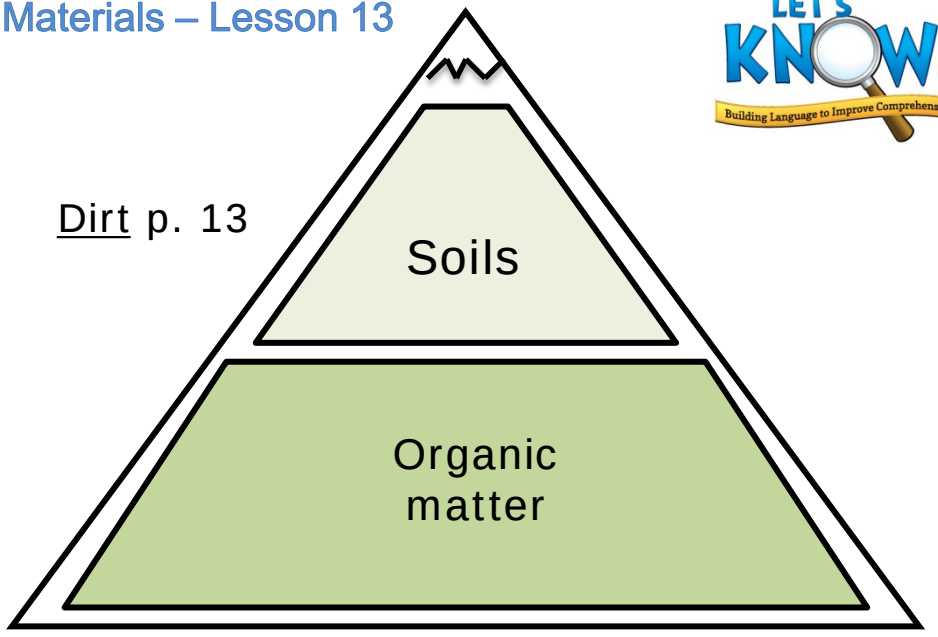
Summary:

Rocks and Soils p. 16



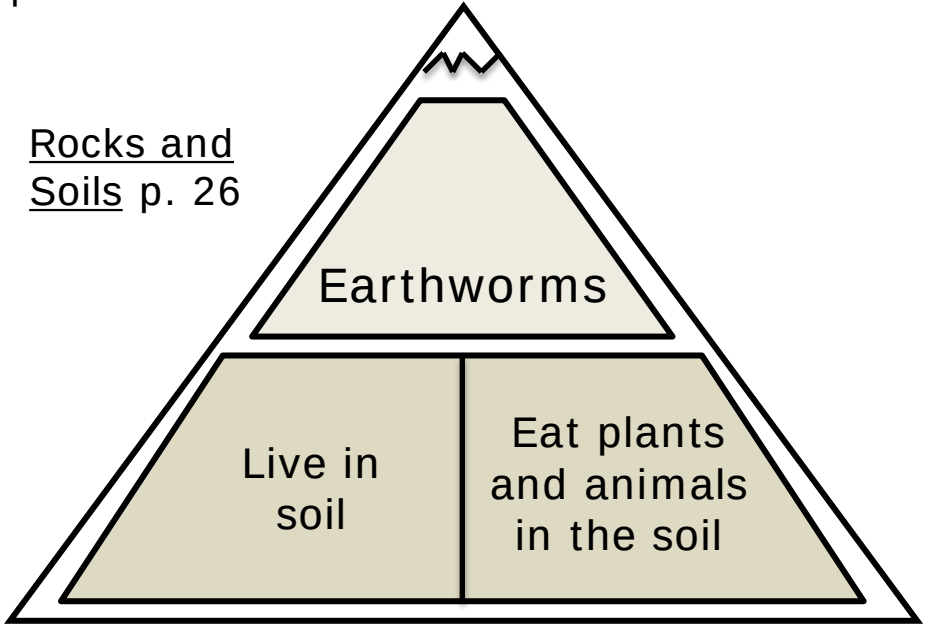
Summary: Soil is made up of pieces of rock, plants and animals.

Dirt p. 13



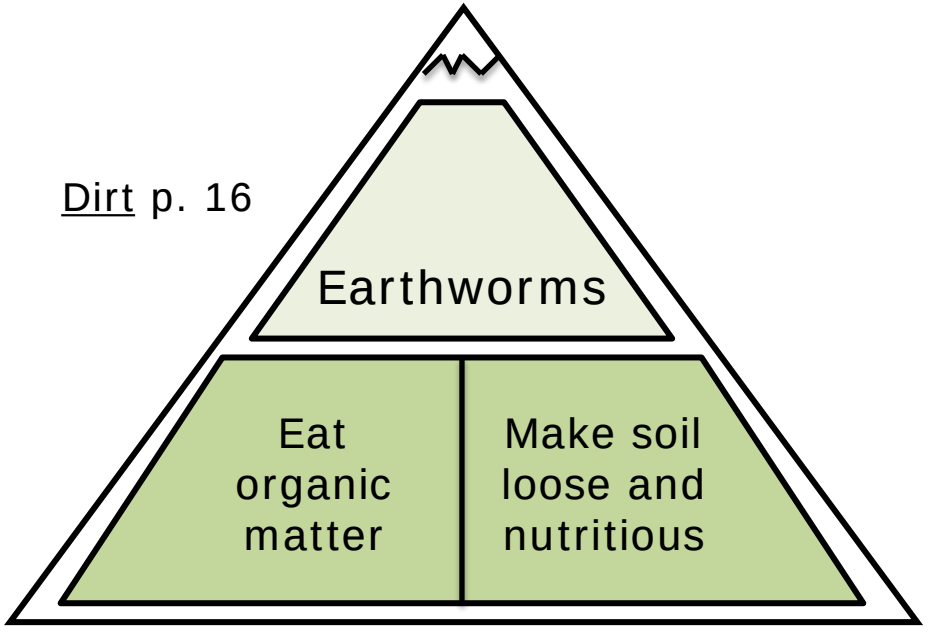
Summary: Soil contains organic matter.

Rocks and Soils p. 26



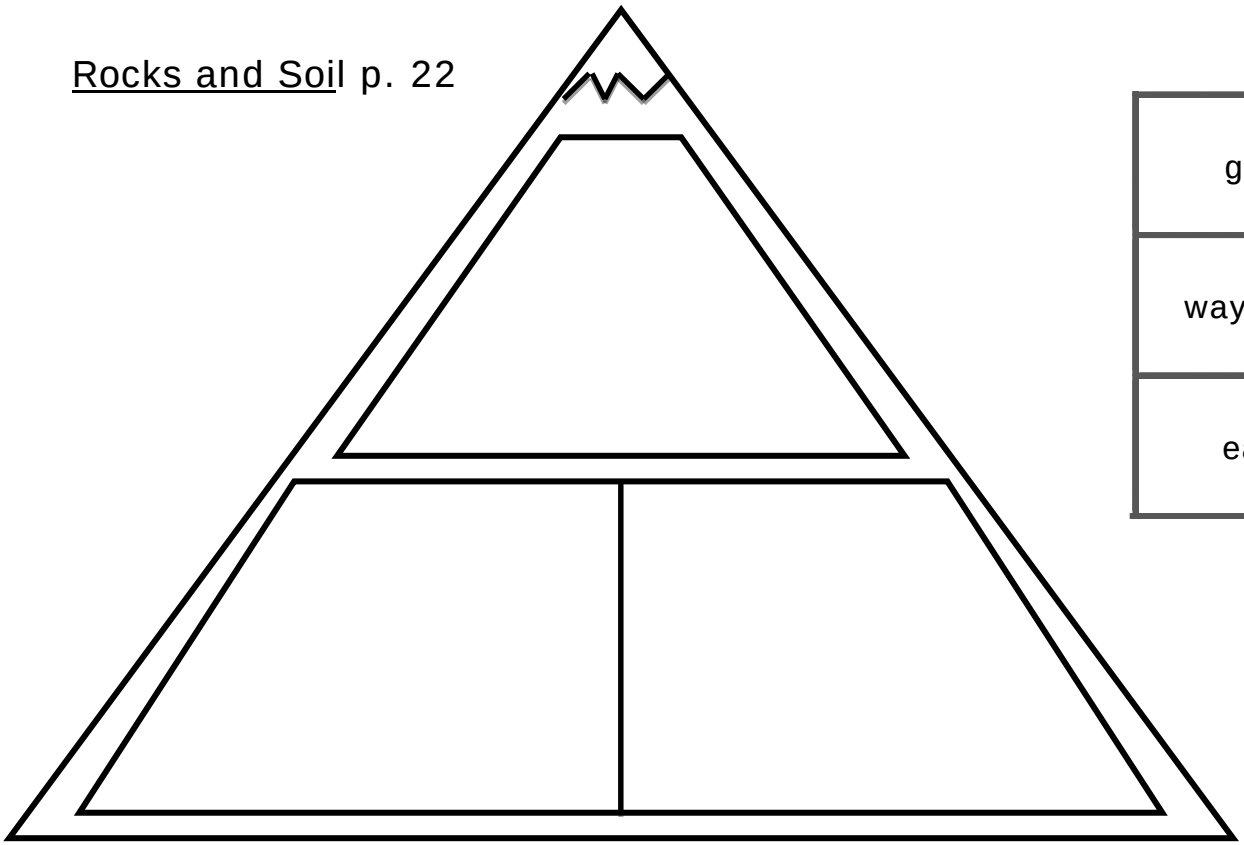
Summary: Earthworms live in the soil and eat plants and animals in the soil.

Dirt p. 16



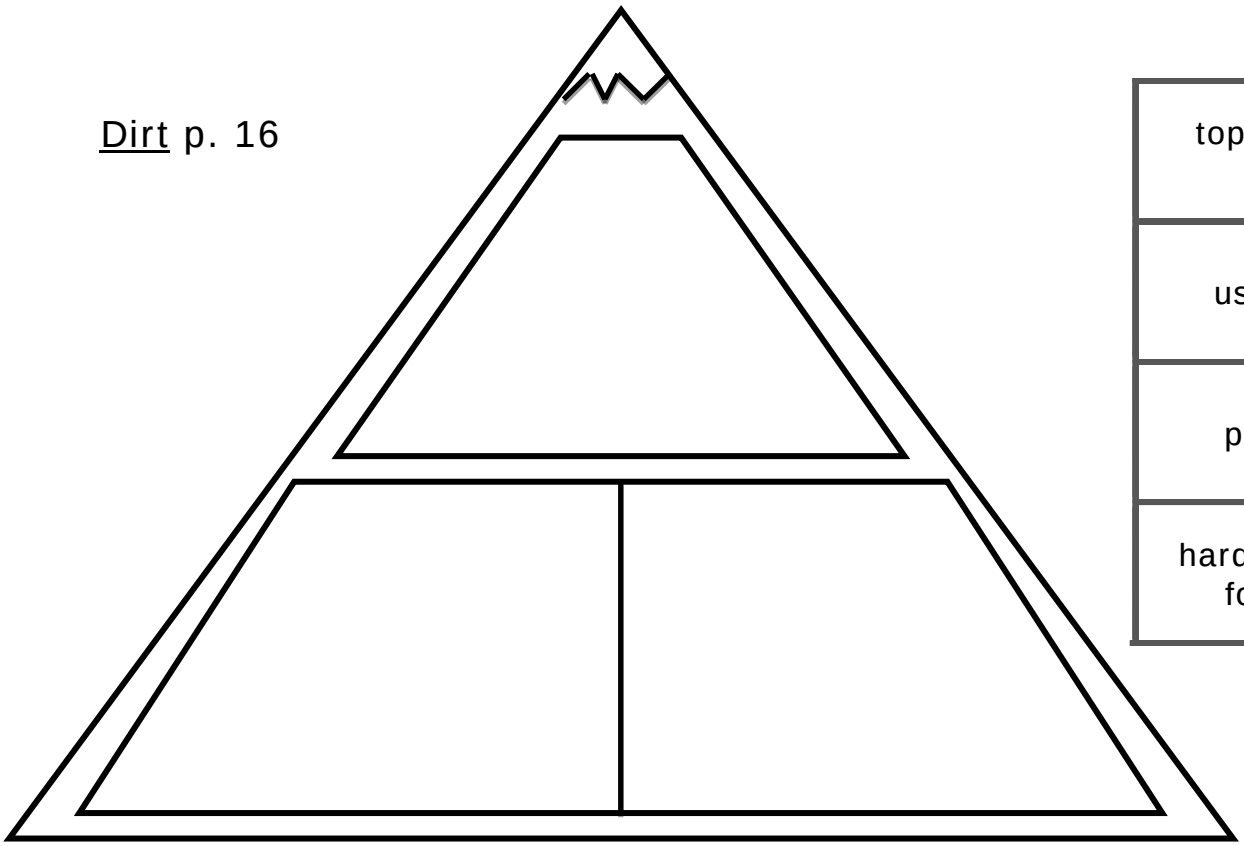
Summary: Earthworms eat organic matter and make the soil loose and nutritious.

Rocks and Soil p. 22



grow plants
ways we use soil
earthworms

Dirt p. 16



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

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	INTEGRATION PRACTICE LESSON 14

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

TEACHING OBJECTIVES:

- Summarize the main ideas and key supporting details of a grade-level informational text.
- Integrate information from different expository texts for a specific purpose (compare and contrast).

TEACHING TECHNIQUE:

- Summarizing

LESSON TEXTS:

- Dirt by Steve Tomecek
- Rocks and Soil by Charlotte Gillian

TALK STRUCTURE FOR WE DO/YOU DO:

- Think-Pair-Share

LESSON MATERIALS YOU PROVIDE:

- Document camera or interactive whiteboard
- Sticky notes

UNIT MATERIALS PROVIDED:

- WRAP set #5
- Vocabulary Picture Cards: **conserve, nutrient, horizon**, **mineral**
- Teacher Journal Lesson #14
- Student Journal from Lesson #13

SPECIAL INSTRUCTIONS FOR THIS LESSON:

- **Before the lesson…**You may want to use sticky notes to flag the following pages used in today's summarizing activities: Rocks and Soil, pp. 16, 22, 26; Dirt, pp. 13, 16, 26.
- This lesson reviews summarizing, which was covered in Lesson 13, but builds upon that lesson to add a comparison of the summaries.
    - Teacher Journal Lesson #14, p. 1 includes the completed graphic organizers and summaries from Lesson 13 and a completed comparison chart. Use this for modeling during the I Do segment.
    - Teacher journal, p. 2 shows the completed organizers from Lesson 13, but students will help you develop and compare the summaries during the We Do segment.
    - Teacher journal, p. 3 shows the organizers from Student Journal Lesson 13, with an additional comparison chart. Students should use the chart to guide their discussions during the You Do activity, not create their own charts.

LESSON ROUTINE

SET

START THE LESSON WITH WRAP SET #5: CONSERVE, NUTRIENT, HORIZON, MINERAL

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

You could say:
"When you go to the shoe store to buy some new shoes, you usually try on more than one pair, right? You compare several pairs of shoes, looking at how they feel and what they look like before you decide which pair to buy. Today our purpose is to *summarize* two different pages we've read and then decide what's the same and different about the summaries. When we can summarize and then compare our summaries, we know that we understand and remember what we're reading in a book."

I DO

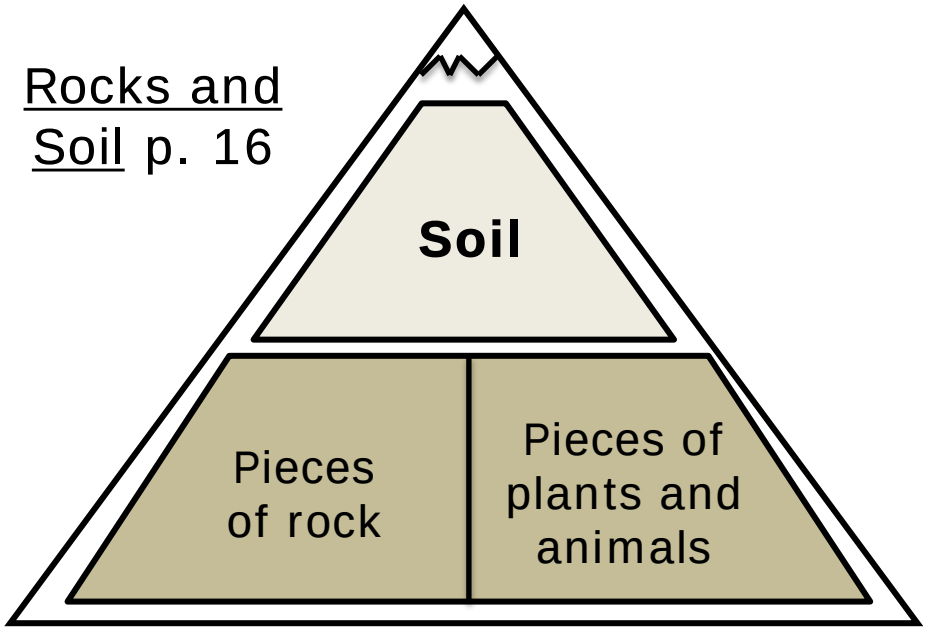
Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.

Display Teacher Journal Lesson #14, p. 1. You could say:
(show Rocks and Soil, p. 16) "Remember the organizers we made when we summarized last lesson? When we read this page from Rocks and Soil and looked for the main idea, we thought it was soil because the header says *Soil* and the paragraph is about soil. So we wrote *Soil* in the top space of our mountain organizer. The two details were about pieces of rock and pieces of plants and animals. The summary was: *Soil is made up of pieces of rock, plants, and animals.*

	(Show Dirt, p. 13) "The page from Dirt was also about soils, so *Soils* went in the top space of that organizer. The only detail was about organic matter. So the summary was *Soil contains organic matter*. "Now we're not quite done. Today, I want to *compare* the two summaries. I want to decide how they're alike and how they're different. • Let's start with how they are the same. **(point to center column of comparison chart)** They're both about soil, and they both talk about pieces of plants and animals in the soil. That's how they're the same; the Dirt book calls it organic matter, and describes it as plants and animals. • The two summaries are different **(point to last column of chart)** because Rocks and Soil mentions pieces of rock, and Dirt only talks about the organic matter. The Rocks and Soil book has more information about rocks, and the Dirt book talks more about organic matter. What I've done is *summarize* pages from two different books about soil. Then I *compared* the summaries to see how they're the same and different."
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.** **Display teacher journal, p. 2. You could say:** "Here are the organizers from two more pages that we looked at in the last lesson. I want you to help me use the organizer to write a summary. • Page 26 in Rocks and Soil talks about how earthworms live in the soil and eat plants and animals that are in the soil. What would be a good summary for this page in the book? Talk with your partner, and then we'll share ideas. **(allow talk time, have students share ideas, and then write a summary on the teacher journal)** • Now let's work on this page16 from Dirt. What were the main idea and details? Look at the chart. **(pause for response)** Now let's think of a summary for this page. **(work with students to write a summary to add to the teacher journal)** "Now let's compare the two summaries. How are they the same? **(pause for response)** Good. They both talk about earthworms and soil. They both talk about earthworms eating plants and animals, too. I'll write those ideas in the *Same* column of my chart. **(add to chart)** Now how are they different? Does one page tell about something the other page doesn't talk about?" **(elicit responses and complete the comparison chart)**
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 pairs and display Teacher Journal Lesson #14, p. 3. Read the selections indicated below; have students work in pairs to summarize the pages and compare their summaries.** **You could say:** "Now I'll read you pages from each book. You can take out your student journal from Lesson 13 to remind you of the main idea and details of the pages. Then you can think of a summary for each page with your partner. After that, I want you to discuss how your two summaries are the same and different. **(point to the chart on teacher journal, p. 3)** You don't need to write anything or make your own chart; just discuss your comparisons and then we'll talk about your discoveries as a class." **Read the following pages, allowing time for students to discuss after each one.** • **Rocks and Soil, p. 22** • **Dirt, p. 26** **Have students share their summaries and comparisons. Complete teacher journal, p. 3 as a class.**

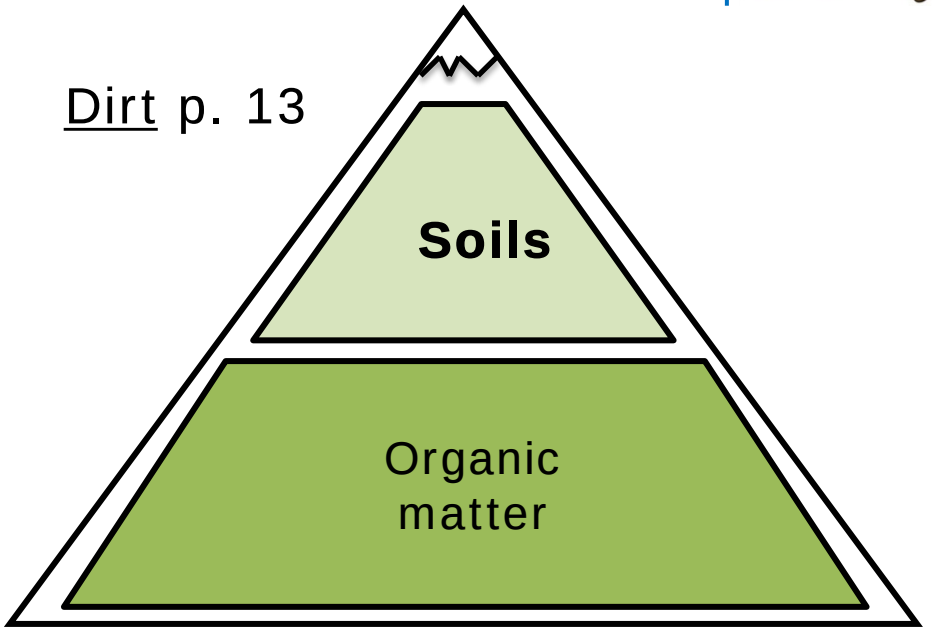
CLOSE	**Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.** **You could say:** "Comparing two things is something you do every day. You can compare summaries of paragraphs like we did today, shoes that you buy, how tall you are, what's in your lunch… Tell your partner one other thing that you could compare. **(allow brief talk time)** Now tell your partner one thing that is the same between our two books, Rocks and Soil and Dirt. **(allow brief talk time)** When we read, we always want to be comparing what we hear with what we already know. That's what learning is all about!"

Rocks and Soil p. 16



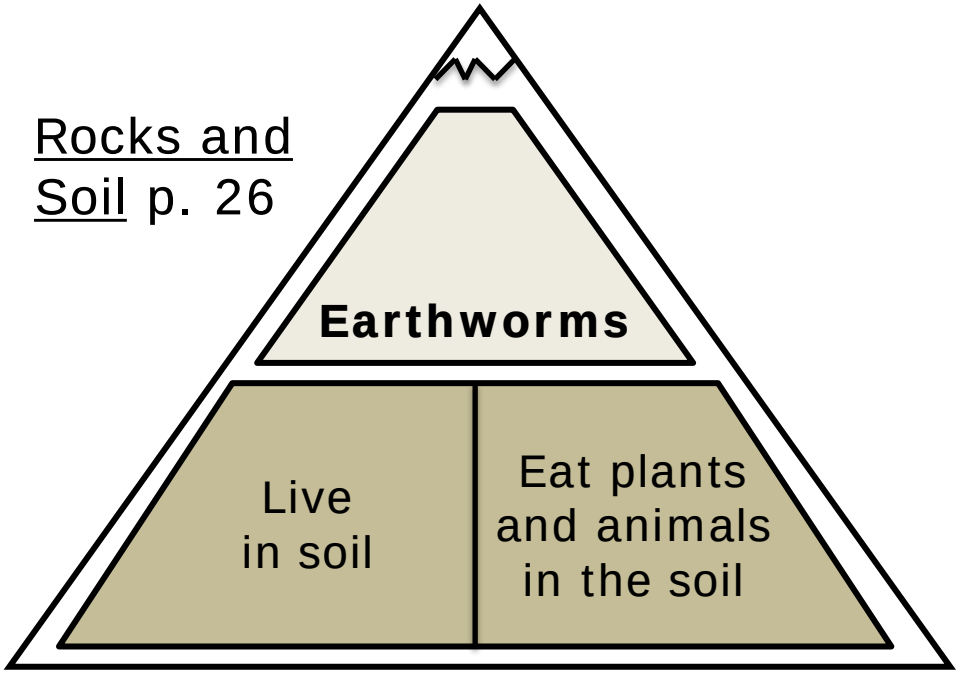
Summary: Soil is made up of pieces of rock, plants, and animals

Dirt p. 13

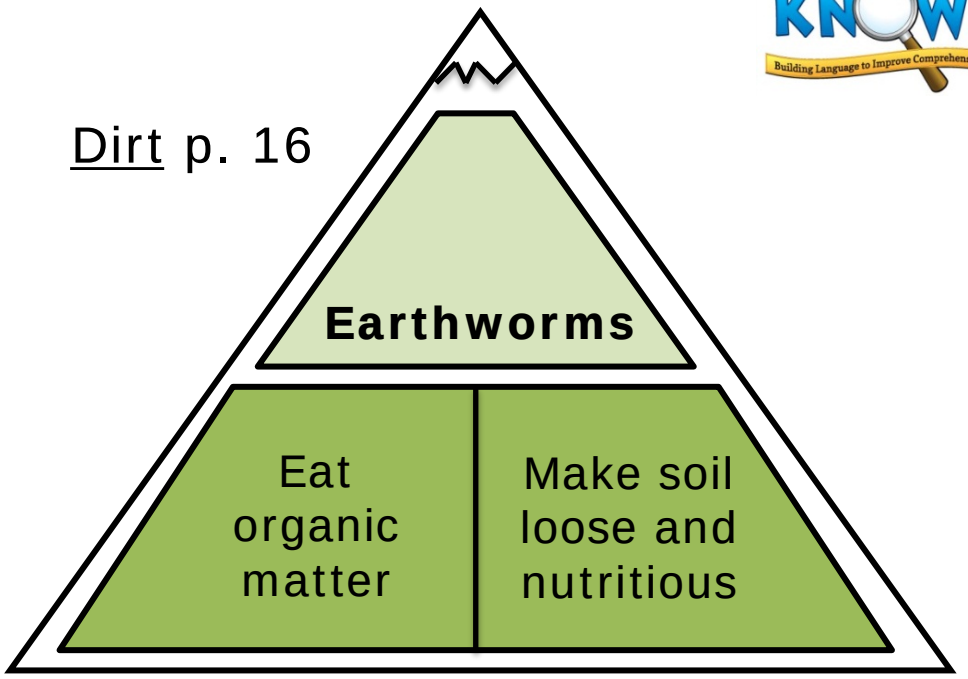


Summary: Soil contains organic matter.

Book	Same	Different
Rocks and Soil	Soil Pieces of plants and animals	Pieces of rock
Dirt		Organic matter



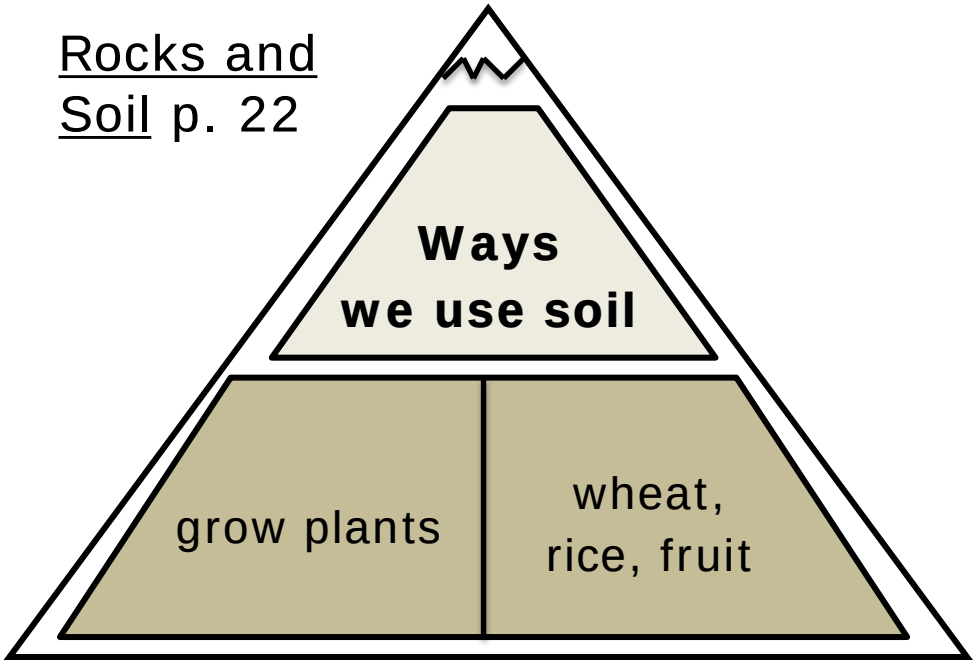
Summary:



Summary:

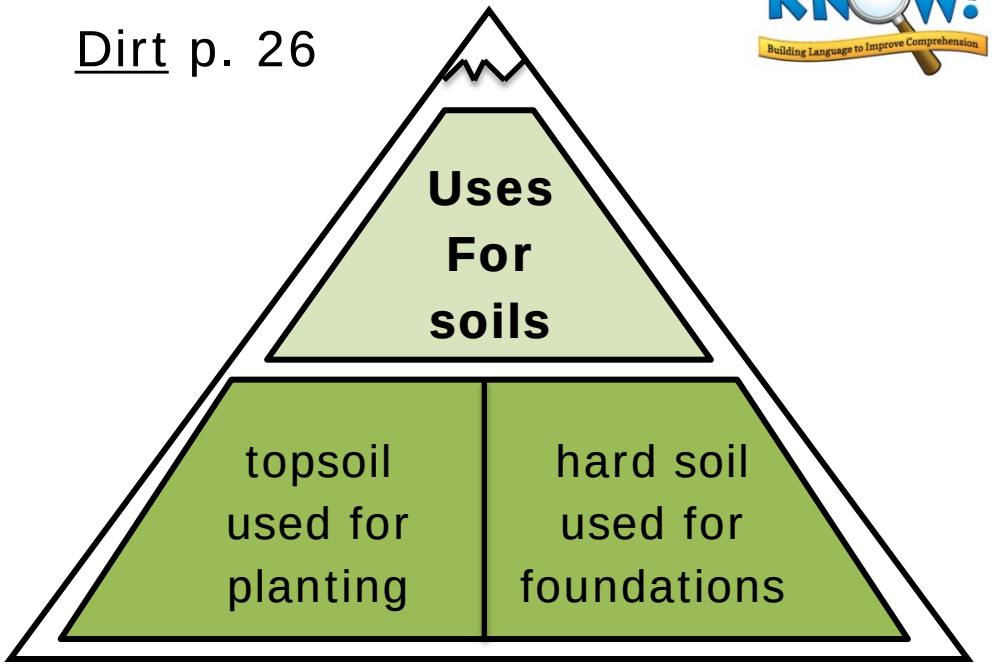
Book	Same	Different
Rocks and Soil		
Dirt		

Rocks and Soil p. 22



Summary:

Dirt p. 26



Summary:

Book	Same	Different
Rocks and Soil		
Dirt		

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	WORDS TO KNOW LESSON 15

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

TEACHING OBJECTIVE:

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

TEACHING TECHNIQUE:

- Rich Instruction

LESSON TEXT:

- N/A

TALK STRUCTURE FOR WE DO/YOU DO:

- Think-Pair-Share

LESSON MATERIALS YOU PROVIDE:

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

UNIT MATERIALS PROVIDED:

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

SPECIAL INSTRUCTIONS FOR THIS LESSON:

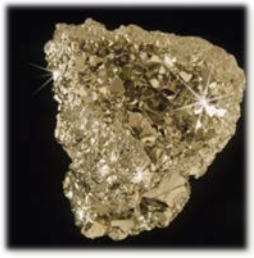
- **Before the lesson…** You may use the print or digital version of the teacher journal. If using the print version, you may want to cut out the images so you can place them on your word webs. You will need four copies of the word web.
- Use the teacher journal and/or word webs to map the Words to Know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

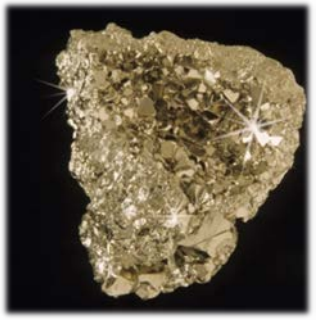
LESSON ROUTINE

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

	"We have the word **mineral** in the center of the web. If I think of the word **mineral,** I think that a **mineral** is something hard that is made in nature. So I am going to say that *rock* is a related word. **(point out or add to web)** [I'll write the word *rock* in the web]. I think the word *gold* is related, too, because *gold* is a mineral. **(point out or add to web)** Another **mineral** is a *diamond*. A *diamond* is a beautiful **mineral**." **(point out or add to web)**
WE DO	**Provide guided practice, feedback, and support, insuring active participation of all students. Check for understanding, insuring that students are ready for independent practice before moving to YOU DO.** **Work with students to make a word web for** horizon**. Ask students to suggest related words to add to the web; you may add their ideas as well as the suggested related words provided under Special Instructions. Discuss with students how the words are related.** **You could say:** "Let's find some related words for **horizon**. Horizon has two definitions: 'the layer of soil that is different from the layers above and below it,' and 'the line where the sky seems to meet the land.' How many related words we can think of? Remember, words can mean something similar to **horizon,** they can be opposites, or they can be related by an idea. Let's add some related words to the web." **Elicit responses to add to the web, encouraging students to explain the word relationships. If students struggle, ask guiding questions, model generating other related words, and/or show the examples from the teacher journal.**
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 pairs and pass out blank paper. You could say:** "Now you will work with a partner. The next word web is for **nutrient.** Write **nutrient** in the middle of your paper and circle it. Your task is to think of related words to complete your web. Add as many circles as you need. When you're finished, turn your paper over and make a web for the word **conserve**. When you're finished, you can report how many related words you found." **Circulate the room to provide support and offer feedback on students' related words.** **Once students have completed their webs, you could show the examples from the teacher journal and ask students to add other related words that they generated. Encourage students to continue adding words to their webs.**

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:
	"Let's review. A related word can be similar, opposite, or connected to the same idea.
	• I am going to say two words. If they are similar hold up one finger, if they are opposites hold up two fingers…
	  o **conserve** and *spend* **(opposite)**
	  o **nutrient** and *vitamin* **(similar)**
	• Now tell your partner a word related to this word…
	  o **horizon**
	  o **mineral**
	When you know many related words, it helps you understand what you read, and it helps you write in interesting ways. Try to find related words the next time you read, or use them in your writing."

 **mineral**	 **horizon**	 **nutrient**	 **conserve**
 gold	 skyline	 healthy	 save
 diamond	 sunrise	 food	 protect
 rock	 border	 vitamins	 manage



gold

rock

mineral

diamond

skyline

border

horizon

sunrise

healthy

nutrient

vitamins

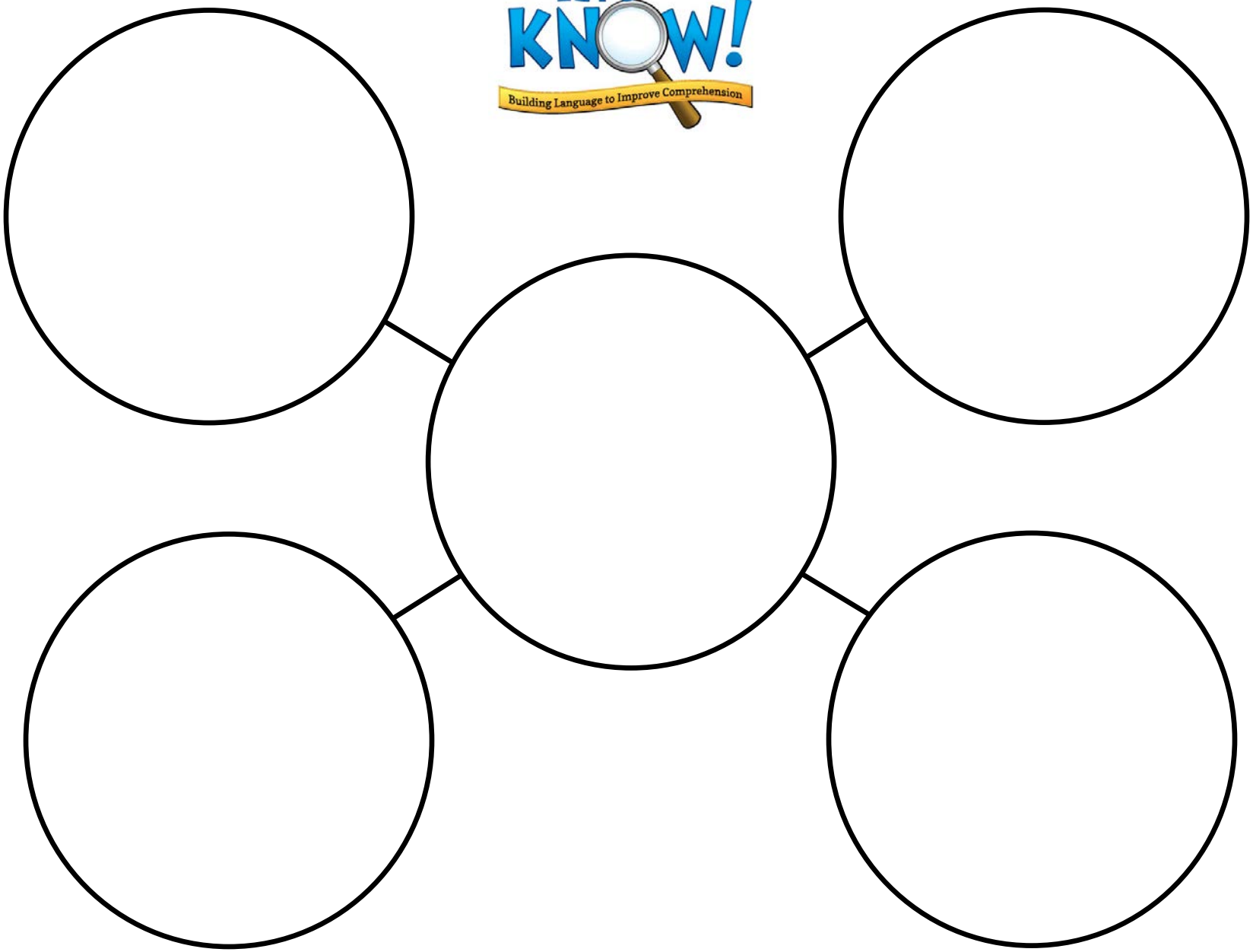
food

save

conserve

manage

protect


LET'S
KNOW!
Building Language to Improve Comprehension

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	WORDS TO KNOW PRACTICE LESSON 16

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

TEACHING OBJECTIVES:

- Define target vocabulary words by providing a simple definition.
- Use target vocabulary words correctly in spoken or dictated texts.

TEACHING TECHNIQUE:

- Rich Instruction

LESSON TEXT:

- N/A

TALK STRUCTURE FOR WE DO/YOU DO:

- Think-Pair-Share

LESSON MATERIALS YOU PROVIDE:

- Chips, tokens, or small pieces of paper

UNIT MATERIALS PROVIDED:

- WRAP set #6
- Vocabulary Picture Cards: **conserve, nutrient, horizon**, **mineral**
- Teacher Journal Lesson #16
- Bingo boards for Lesson #16

SPECIAL INSTRUCTIONS FOR THIS LESSON:

- **Before the lesson…** Cut the bingo boards for Lesson #16 in half so each partner will have one.
- To set up for the Words to Know bingo game, display the teacher journal and assign pairs of students to check each other's answers; make sure each pair has plenty of game chips or tokens.
- To play the game…
  - Randomly call one of the words, a number, and the task from Teacher Journal Lesson #6, marking the square on the journal.
  - Have students say the corresponding definition, sentence, or related word; partners should check the accuracy of each other's answers. If correct, students should place a chip on that square.
  - Then call another word, number, and task, repeating the above.
  - Continue until someone calls, "Bingo!" The winner must have four chips in a row, either horizontally, vertically, or diagonally. You may want to have the student retell their responses for the four squares.
- You can continue playing the bingo game by either avoiding four in a row when choosing a word and number, starting fresh, or playing "blackout." You may have time for more than one game during the lesson.
- You could display Teacher Journal Lesson #12 and/or the words webs from Lesson 15 to help students remember definitions and related words.

LESSON ROUTINE

SET

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

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

You could say:
"When I was little, I loved to play bingo. All of my family, my aunts, uncles, cousins—everyone would play bingo. It was a lot of fun. Today you're going to play bingo, but there's a little catch… You have to tell something about one of our Words to Know. You are getting very familiar with all of the words and the purpose of today's lesson is to help you learn the words even better! When we know how to understand and use a lot of words, we can talk, listen, read and write even better."

I DO

Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.

Display Teacher Journal Lesson #16 and demonstrate how to play the bingo game.

	You could say: "Let me show you how to play our Words to Know bingo game. You will have a bingo board like this. **(point to teacher journal)** Each of the Words to Know is listed at the top. In each of the different squares, there are tasks that you'll have to do, like define the word, make a sentence, or say a related word. I'll say a word, a number, and the task, and you'll look on your bingo board to see what you have to do. "For instance, if I said, '**horizon**, number 3, related word,' **(point to square)** you'd tell your partner a related word for **horizon**, like *skyline***.** Your partner has to tell you if it's correct, and then you can put a chip on that square. **(add chip to square)** Then I'll say a different word, number and task like '**conserve**, number 14, definition.' Then you'll have to tell your partner your definition for **conserve,** like 'to use something wisely so it lasts longer.' If your partner says it's correct, you can put a chip on that square." **(add chip to square)**
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.** **Distribute bingo boards and chips; divide students into pairs.** **Practice the game with students. You could say:** "Let's do a few together and then you can play on your own. Make sure you have a bingo board and plenty of chips. I'm going to start with **mineral**, number 11, *related word.* Tell your partner a related word for **mineral**. **(allow talk time)** What did your partner tell you? **(elicit answers to check for understanding)** Was your partner correct? If it's correct, tell them so they can put a chip on the square for **mineral**, number 11, *related word.*" **Provide several opportunities for practice before moving to the You Do segment.**
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.** **When students are ready for independent practice, begin a new bingo game. You could display the teacher journal and word webs from Lessons 12 and 15 to help students remember definitions and related words.** **You could say:** "Are you ready? Let's start a new game. Get your chips ready…?" **Call various words and tasks, allowing students to practice using the words in different ways.**
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:** "Your vocabularies are getting huge! As I was listening, I heard you using even more words today. We want to use our words in many different places, not just at school. Think of one place that you could use the word **conserve** and tell your partner. **(allow brief talk time)** Knowing and using a lot of words is very helpful in school. You are becoming very word-wise!"

WORDS TO KNOW BINGO

horizon	nutrient	mineral	conserve
1. definition	5. related word	9. sentence	13. related word
2. sentence	6. related word	10. related word	14. definition
3. related word	7. definition	11. related word	15. sentence
4. related word	8. sentence	12. definition	16. related word

WORDS TO KNOW BINGO

horizon	nutrient	mineral	conserve
1. definition	5. related word	9. sentence	13. related word
2. sentence	6. related word	10. related word	14. definition
3. related word	7. definition	11. related word	15. sentence
4. related word	8. sentence	12. definition	16. related word

WORDS TO KNOW BINGO

horizon	nutrient	mineral	conserve
1. definition	1. related word	1. related word	1. sentence
2. sentence	2. definition	2. related word	2. related word
3. related word	3. sentence	3. definition	3. related word
4. related word	4. related word	4. sentence	4. definition

LET'S KNOW!
Building Language to Improve Comprehension

WEEKLY LESSON PLANNER

EARTH MATERIALS

Week 5	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Lesson Type	**Read to Me**	**Integration**	**Integration Practice**	**Words to Know Practice**
Objectives	• Identify when text doesn't make sense and apply a targeted fix-up strategy. • Participate in collaborative conversations.	• Summarize the main ideas and key supporting details of a multi-paragraph, grade-level informational text.	• Summarize the main ideas and key supporting details of a grade-level informational text.	• Define words by providing a simple definition.
Lesson Texts	• Soil by Sally M. Walker	• Soil by Sally M. Walker	• Soil by Sally M. Walker	• N/A
Materials				
Lesson Materials You Provide	• Document camera • Sticky notes	• Document camera or interactive whiteboard	• Chart paper, document camera, or interactive whiteboard	• Game pieces and dice
Unit Materials Provided	• Fix-Up Strategies Poster • Comprehension Monitoring Icons (optional)	• WRAP set #7 • Vocabulary Picture Cards: **conserve, nutrient, horizon, mineral** • Teacher Journal Lesson #18 • Student Journal Lesson #18	• Teacher Journal Lesson #19	• WRAP set #8 • Vocabulary Picture Cards: **conserve, nutrient, horizon, mineral** • Teacher Journal Lesson #20 • Game cards for Lesson #20 • Game board and game cards from Lesson #11

Digital/Tech Prep Materials Preview the Text Game Save Materials

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	READ TO ME LESSON 17

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

TEACHING OBJECTIVES:

- Identify when text doesn't make sense and apply a targeted fix-up strategy.
- Participate in collaborative conversations.

TEACHING TECHNIQUES:

- Comprehension Monitoring
- Rich Discussion

LESSON TEXT:

- Soil by Sally M. Walker

TALK STRUCTURE FOR WE DO/YOU DO:

- Group Discussion

LESSON MATERIALS YOU PROVIDE:

- Document camera
- Sticky notes

UNIT MATERIALS PROVIDED:

- Fix-Up Strategies Poster
- Comprehension Monitoring Icons (optional)

SPECIAL INSTRUCTIONS FOR THIS LESSON:

- **Before the lesson…** Preview the lesson text, Soil by Sally M. Walker.
  - This text is quite long; select the chapters you'd like to read to keep the lesson at the appropriate length.
  - Use sticky notes to flag passages where you will model comprehension monitoring or prompt students to monitor their comprehension. Several examples are provided in the lesson, but you could use others. The following examples are used in the lesson routines:
    - (p. 9) Reread to clarify the meaning of the word *resource.*
    - (p. 11) Use picture clues to understand how rocks break apart.
    - (p. 13) Find the definition for the unknown word *glaciers* in the glossary.
    - (p. 16) Look up *humus* in the glossary as well.
  - You could also note questions for rich discussion.
- Use of the Comprehension Monitoring Icons (Makes Sense/Doesn't Make Sense signs) is optional; you could have students raise their hands or use thumbs-up and thumbs-down signals to show their understanding.
- You should refer to the Fix-Up Strategies Poster as you remind students to monitor their comprehension.

LESSON ROUTINE

SET	**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:** "Today we are going to read the last book in our unit, Soils by Sally M. Walker. It has quite a few chapters, so we won't read all of them today. We will, however, monitor our understanding of the parts we do read and use fix-up strategies when we don't understand something in the book. The purpose of our lesson is to continue using fix-up strategies when we need to, and to discuss some interesting questions about what we read."
I DO	**Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.** **Model comprehension monitoring as you read. Signal confusion with the Comprehension Monitoring Icons or other signals. Then use fix-up strategies to clarify the confusion.** **You could say:** "As I read Soil by Sally M. Walker, I will stop when I don't understand something and use a fix-up strategy to make sense of what I read. **(point to Fix-Up Strategies Poster)** Remember that we can reread the sentence or paragraph, ask questions, look at the pictures for clues, or find the meaning of a word. Let's start… **(begin reading)**

	(p. 9, after first sentence) "The author says that 'soil is a natural *resource*.' I have heard this word before, but I am not sure what it means. **(show Doesn't Make Sense icon or otherwise signal)** I am going to read on. **(continue reading page)** Now that I read on, I see that natural resources are 'materials found on Earth that help living things.' They are made by nature, not by people. Hmm… Let me read that again! **(reread)** Now I understand—water, minerals, and soil are all *natural* resources because they are made by nature and they help living things. **(flip icon)** **(after reading p. 11)** "I don't understand how rushing water breaks rocks. **(show icon or otherwise signal)** I am going to look at the picture. **(display picture)** The author says the water makes the rocks 'roll and tumble.' I can imagine the water pushing rocks together so hard that the rocks crash together. I look at the picture of the waterfall, and I can see exactly how this could happen!"**(flip icon)**
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.** **Pass out the Comprehension Monitoring Icons or review other signals you would like students to use. Continue reading the text, encouraging students to indicate when they are confused.** **You could say:** "Now it's time for you to raise your hand if you don't understand something. Then we'll stop and use one of our fix-up strategies… **(p. 13; if students don't raise their hands, stop after the word *glaciers*)** "I am not sure what a *glacier* is, but I see the pronunciation of the word here. When an author includes the pronunciation, they often write the definition in the text. Let me read on and see if the next few words explain what this word means. **(continue reading)** Yes, the author tells me that *glaciers* are 'giant, moving slabs of ice.' This is very helpful!" **Read on as far as you would like, encouraging students to display their icons or raise their hands to indicate confusion. Then guide them to apply appropriate fix-up strategies. Practice at least one more example of comprehension monitoring with students before moving to the You Do segment.**
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.** **After reading, facilitate an extended discussion of topics from the text. Ensure that all students have an opportunity to participate. Prompt students to take multiple turns, to elaborate on their responses, and to follow up on their peers' ideas.** **You could use the following questions to facilitate rich discussion:** • Why is soil so important to living beings? • If I had soil that had a lot of rocks in it, how could I make it better so I could grow vegetables? • Where would we find the most soil? Why?
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:** "Using comprehension strategies helps us become better readers by reminding us to make sense of what we read. One strategy tells us to think about what we know and ask questions about what we read. Turn to someone sitting close to you and share one question you still have about soil. **(allow brief talk time)** Asking questions is a good way to find out about what you don't know. Try it tonight at home."

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	INTEGRATION LESSON 18

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

TEACHING OBJECTIVE:

- Summarize the main ideas and key supporting details of a multi-paragraph, grade-level informational text.

TEACHING TECHNIQUE:

- Summarizing

LESSON TEXT:

- Soil by Sally M. Walker

TALK STRUCTURE FOR WE DO/YOU DO:

- Think-Pair-Share

LESSON MATERIALS YOU PROVIDE:

- Document camera or interactive whiteboard

UNIT MATERIALS PROVIDED:

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

SPECIAL INSTRUCTIONS FOR THIS LESSON:

- Display the teacher journal during the I Do and We Do routines.
  - Blank charts are found on pp. 1–2; corresponding completed charts are on pp. 3–4 for your reference. If you prefer, you could reveal the answers from the completed charts instead of filling in the answers as you teach the lesson.
  - Use the completed charts on pp. 5–6 for students to check their work after the You Do activity.

LESSON ROUTINE

SET

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

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

You could say:
"My friend asked me about my weekend. I didn't tell her every little thing that I did; instead, I *summarized* my weekend. I told her only the *main idea* and a few *details.* We summarize all the time. Our purpose today is to summarize some of Soil so we can understand what's in the text without having to tell every little detail. The ability to summarize is a very important life skill to have because it helps us understand what we read and hear."

I DO

Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.

Display the teacher journal. Read the selections from the text indicated below and model filling in main ideas and details on the chart. Then demonstrate how you would use the chart to develop a summary.

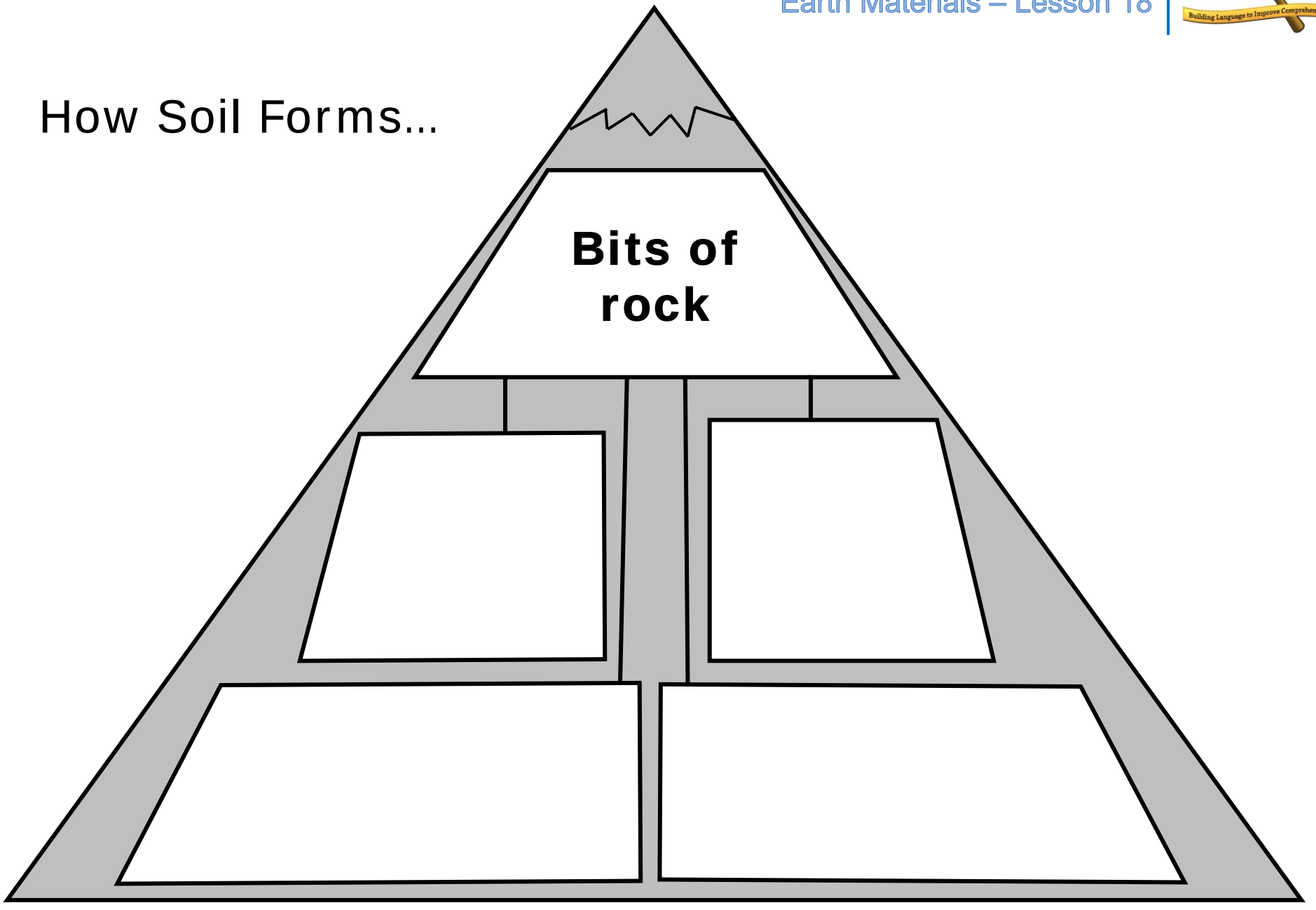
You could say:
"I'm going to show you how to summarize by filling in this graphic organizer. First we can keep track of main ideas and details; then we can use them to summarize what's in the text. The title of this chapter is 'How Soil Forms,' so I'm going to keep that idea in my head as I work...

- **(read p. 10)** It says that a material in soil is 'bits of rock.' Bits of rock is our main idea, so I'll write that in the top box of the mountain. **(add *Bits of rock* to chart)**
- **(read p. 11)** How do we get bits of rock? The text says that there are different ways rock breaks apart. One way is by rushing water. That sounds like an important detail. Let's write it in a details box and read on. **(add to chart)**
- **(read p. 12)** It looks like another detail I can write is *Ice cracks rocks apart*. **(add to chart)**

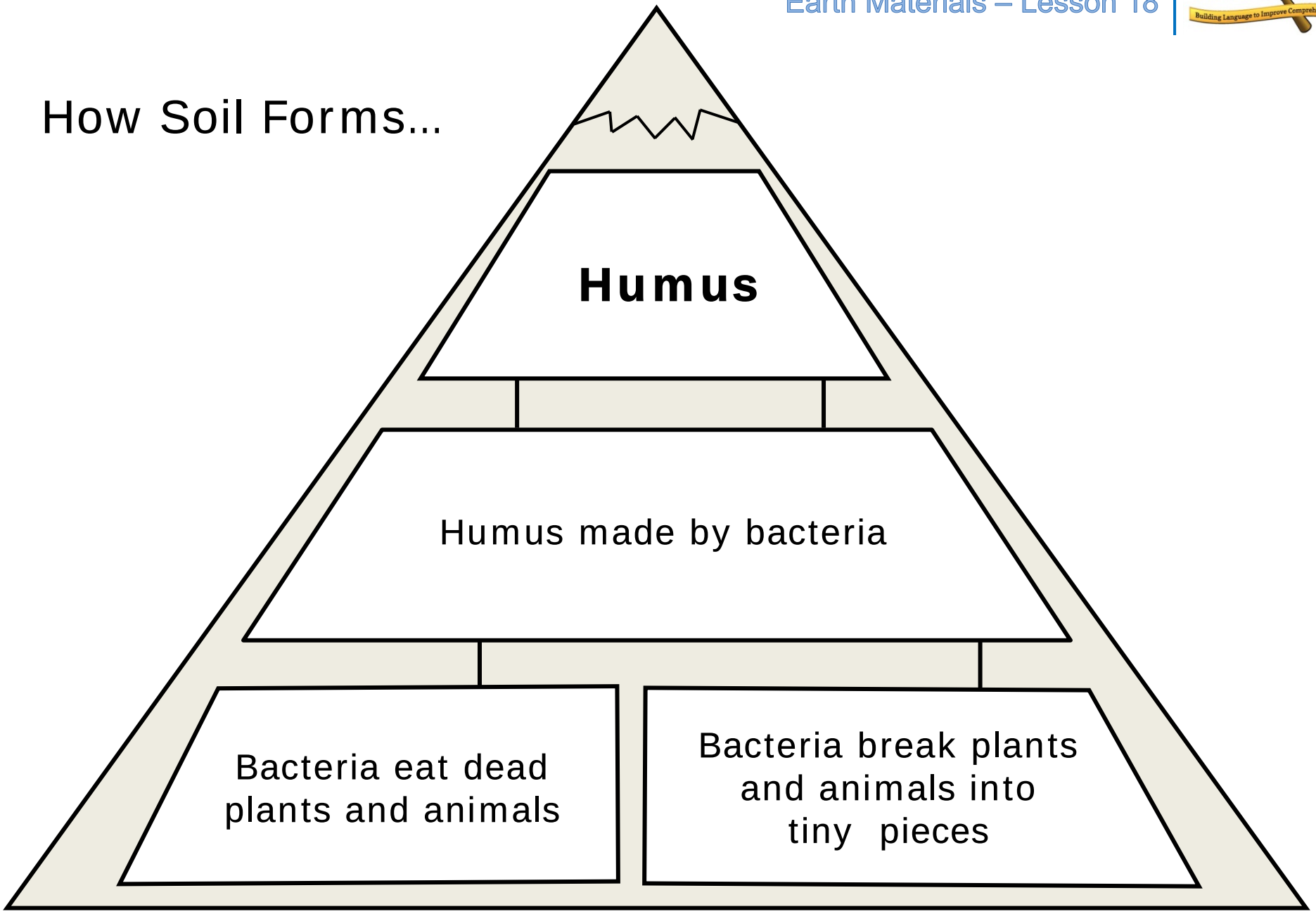
	"Now I can use the organizer to summarize this part like this: **(point to the boxes as you summarize)** Bits of rock in soil come from rushing water and ice. That's a good summary, but we have more to do!"
WE DO	**Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.** **Work with students to find additional details from the next pages of the text and add them to the teacher journal. You could say:** "Now you can help me find the details to finish our mountain. Pay attention as I read… • **(read p. 13)** Remember, bits of rock is our main idea. What's the next important detail? What else makes bits of rock? **(pause for response)** Yes, glaciers grind rocks into smaller pieces, too. I will add *Glaciers grind rocks* as another detail. **(add to chart)** • **(read p. 14)** What's another detail from this page? What else makes bits of rock? **(pause for response)** Wind. Good thinking. It scrubs off rock. I will write *Wind scrubs off rock* on our chart. **(add to chart)** "Now let's use our mountain graphic organizer to summarize this entire part. What could we say? **(elicit responses)** How about this: Bits of rock in soil are formed by rushing water, ice, glaciers, and wind. That's a great summary of these pages. **(display teacher journal, p. 2)** "You are doing so well, let's do another… • **(read p. 16)** What is the second material in soil? We're talking about humus, that's our main idea. **(add *Humus* to top of organizer)** • Now let's look for details. The second paragraph says that humus is made by what? **(pause for response)** Bacteria, that's right. That sounds like an important detail; I'll write *Humus made by bacteria* to our first detail box. **(add detail)** • **(read p. 17)** What do the bacteria do? **(pause for response)** The text says they 'eat dead plants and animals.' That's the first sentence and it is usually very important, so let's write that detail in the box under bacteria. **(add detail)** • Then the book says that the bacteria 'break the plants and animals into tiny pieces.' That sounds like an important detail, too. I'll write that as my final detail. **(add to organizer)** "Now let's use the organizer to summarize the main ideas and details of this section: Humus is made by bacteria that eat dead plants and animals and break them into tiny pieces."
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 student journal and divide students into pairs. You could say:** "Now it's your turn to find a main idea and details for another section of the book. I'll read the book. You and your partner will work together to find the main idea and details for the paragraph. Then you can write the information on the journal page; use the boxes in the middle to help you decide what to write in the graphic organizer boxes. Afterward, we'll summarize the text." **Read each selection indicated below. If you have a document camera, you can display the pages from the book for students to reference after you read.** • **Read p. 18, and then allow students time to fill in the first graphic organizer. Circulate the room to provide feedback as students work.** • **Then read p. 20–21 and repeat the procedure.** **When students have finished their journals, regroup as a class. Help students summarize the text using their graphic organizers; you may show pp. 5–6 of the teacher journal for students to check their answers.**

CLOSE	**Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.** **You could say:** "Today you practiced summarizing; tell your partner the two things we found first. **(allow brief talk time)** We found the main idea and details. Then we summarized. You are getting very good at summarizing. Good readers and writers can make good summaries. When you go home tonight, summarize your day for your family."

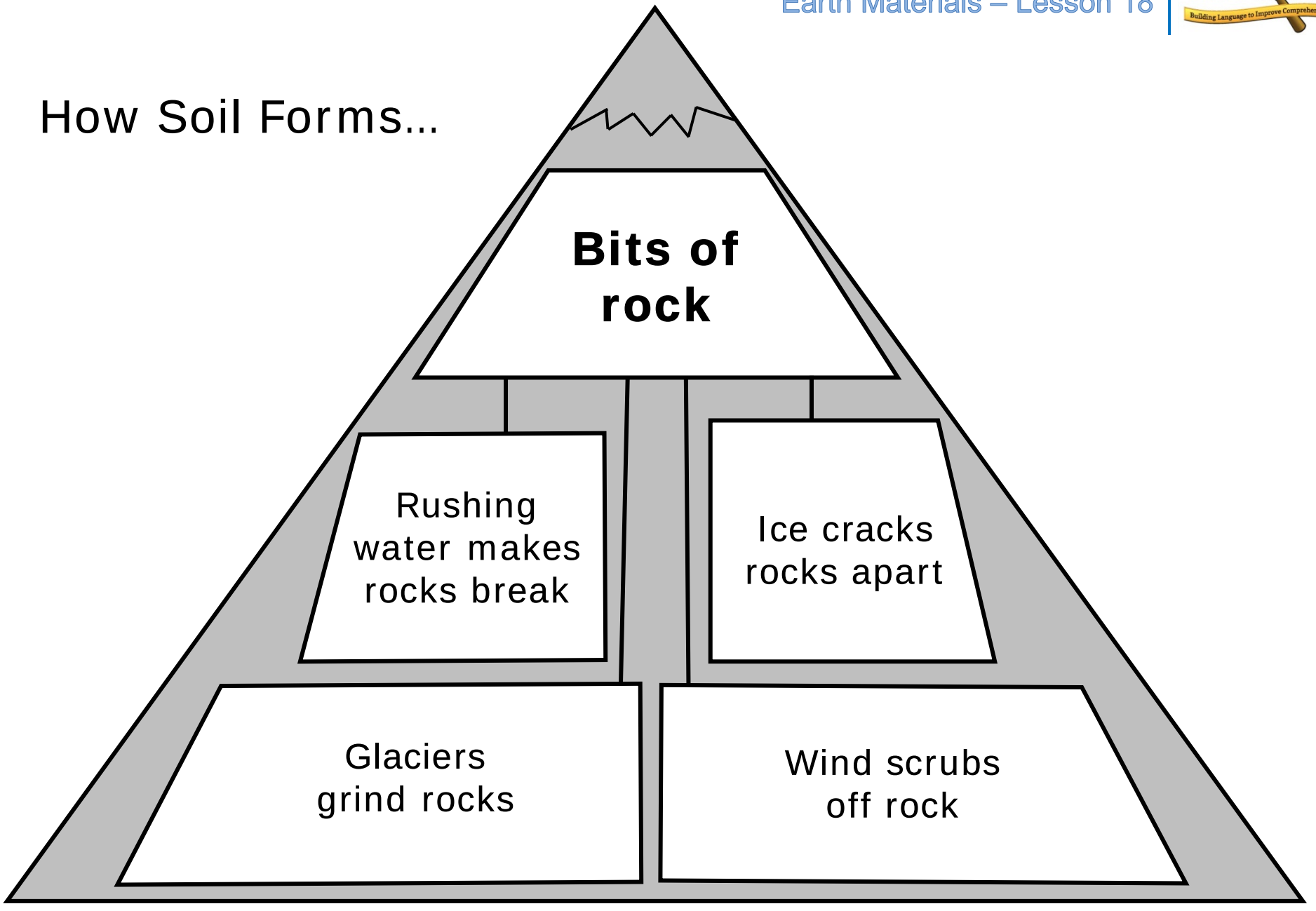
How Soil Forms...



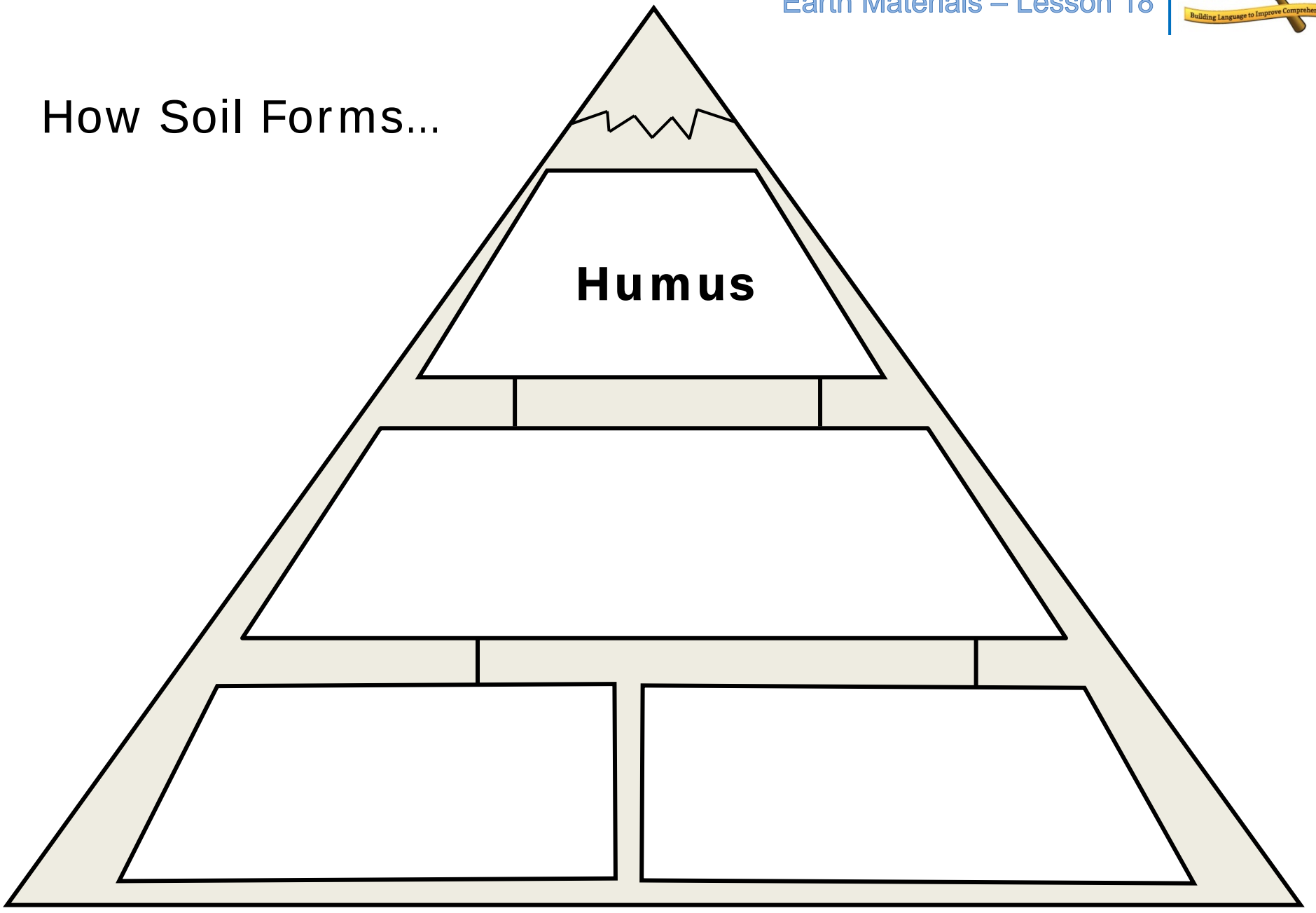
How Soil Forms...



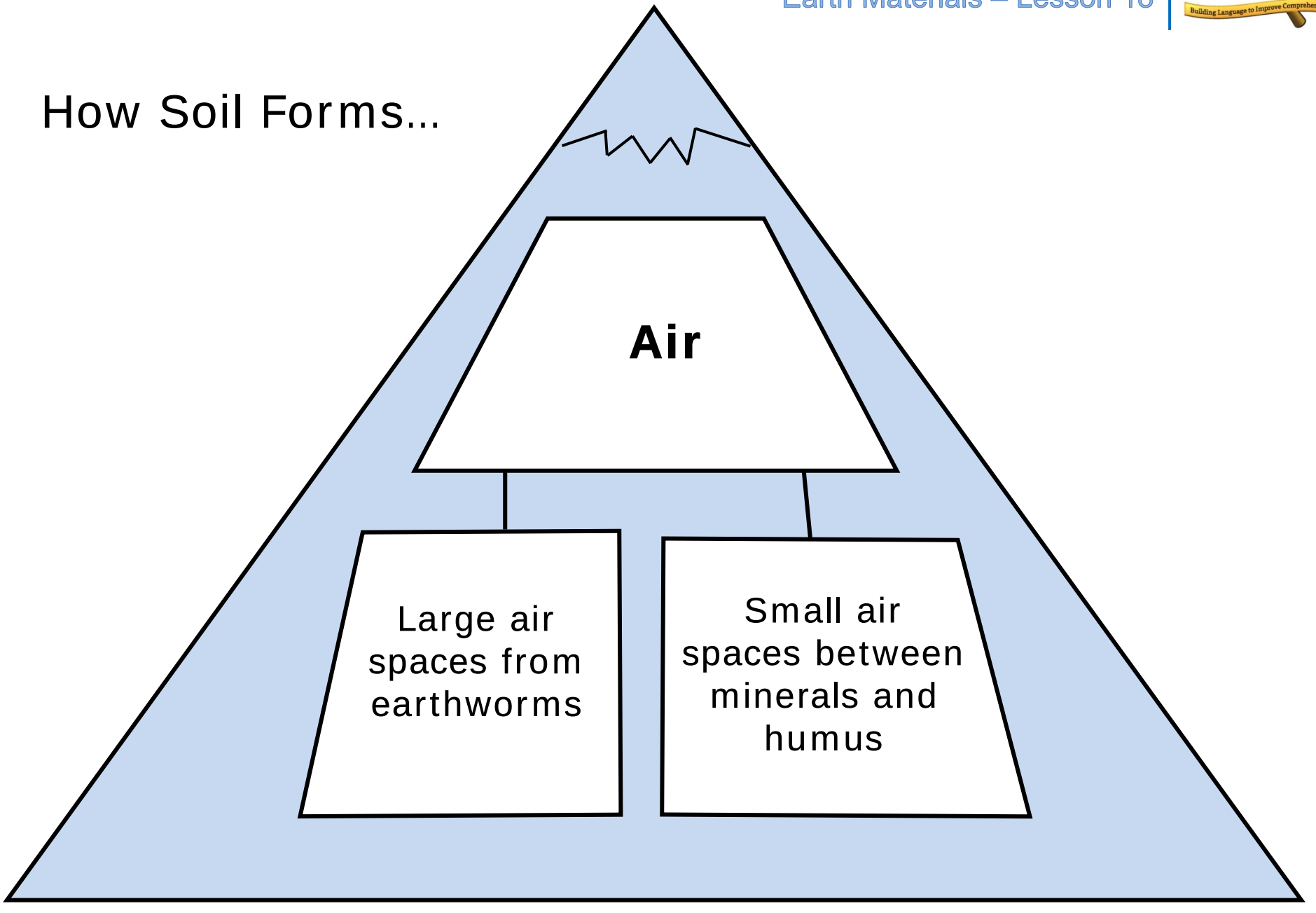
How Soil Forms...



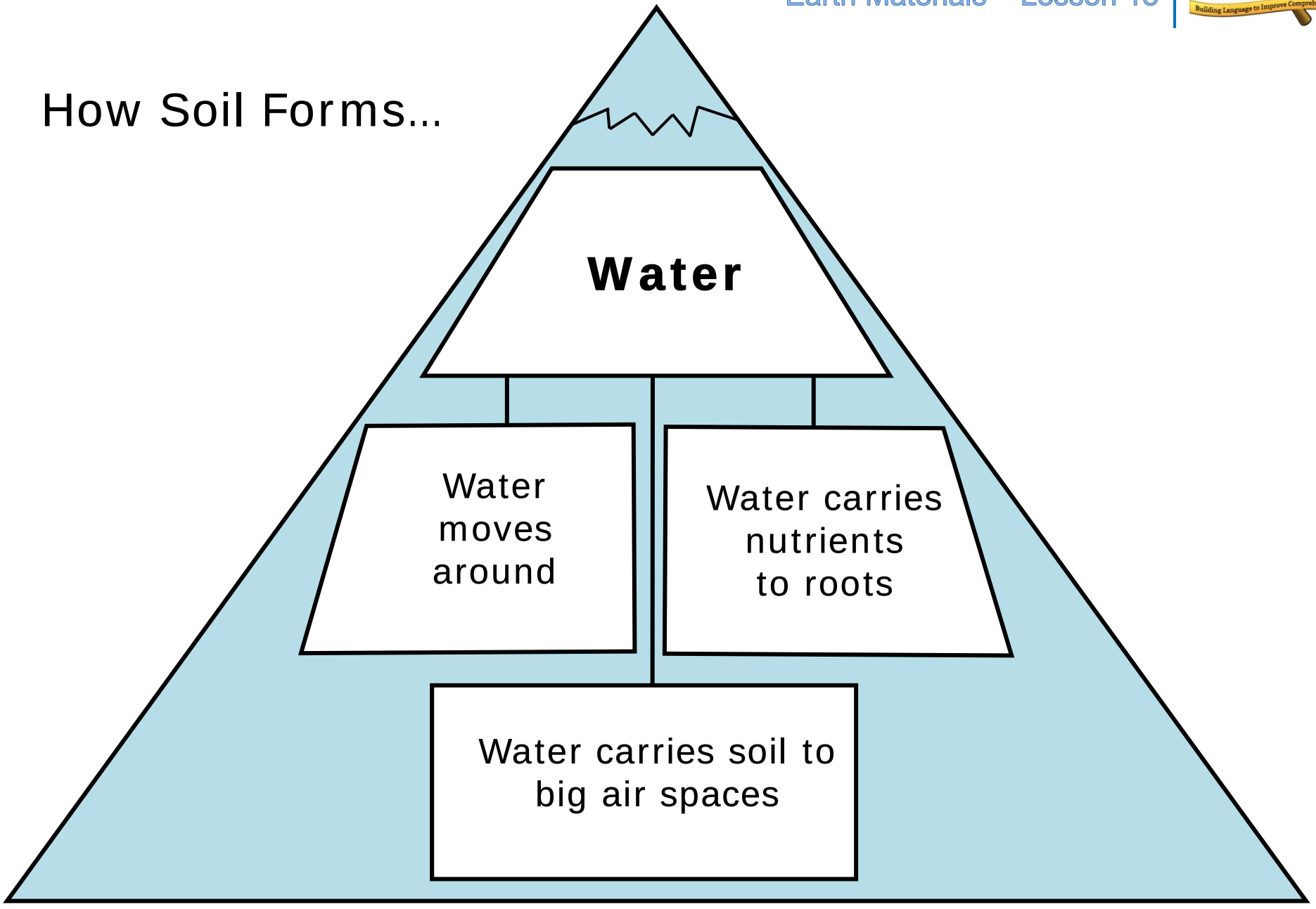
How Soil Forms...



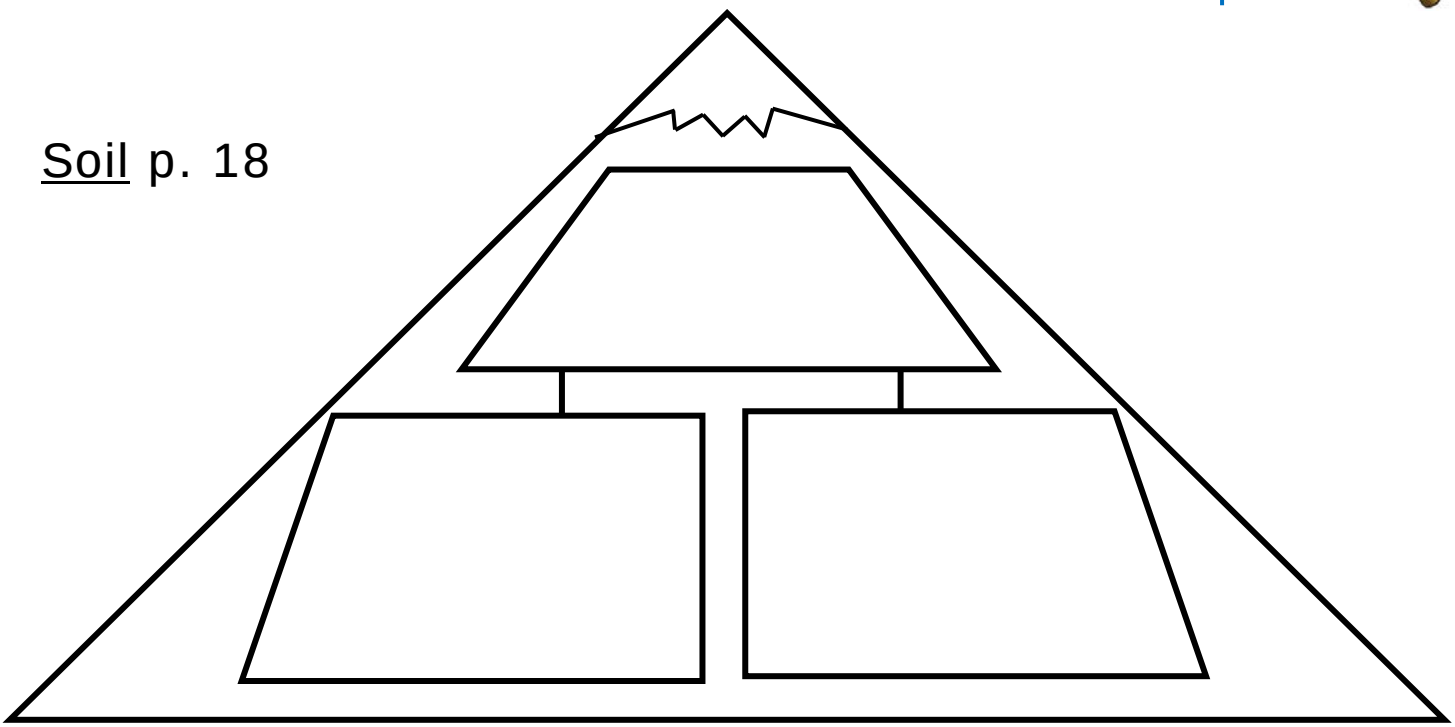
How Soil Forms...



How Soil Forms...

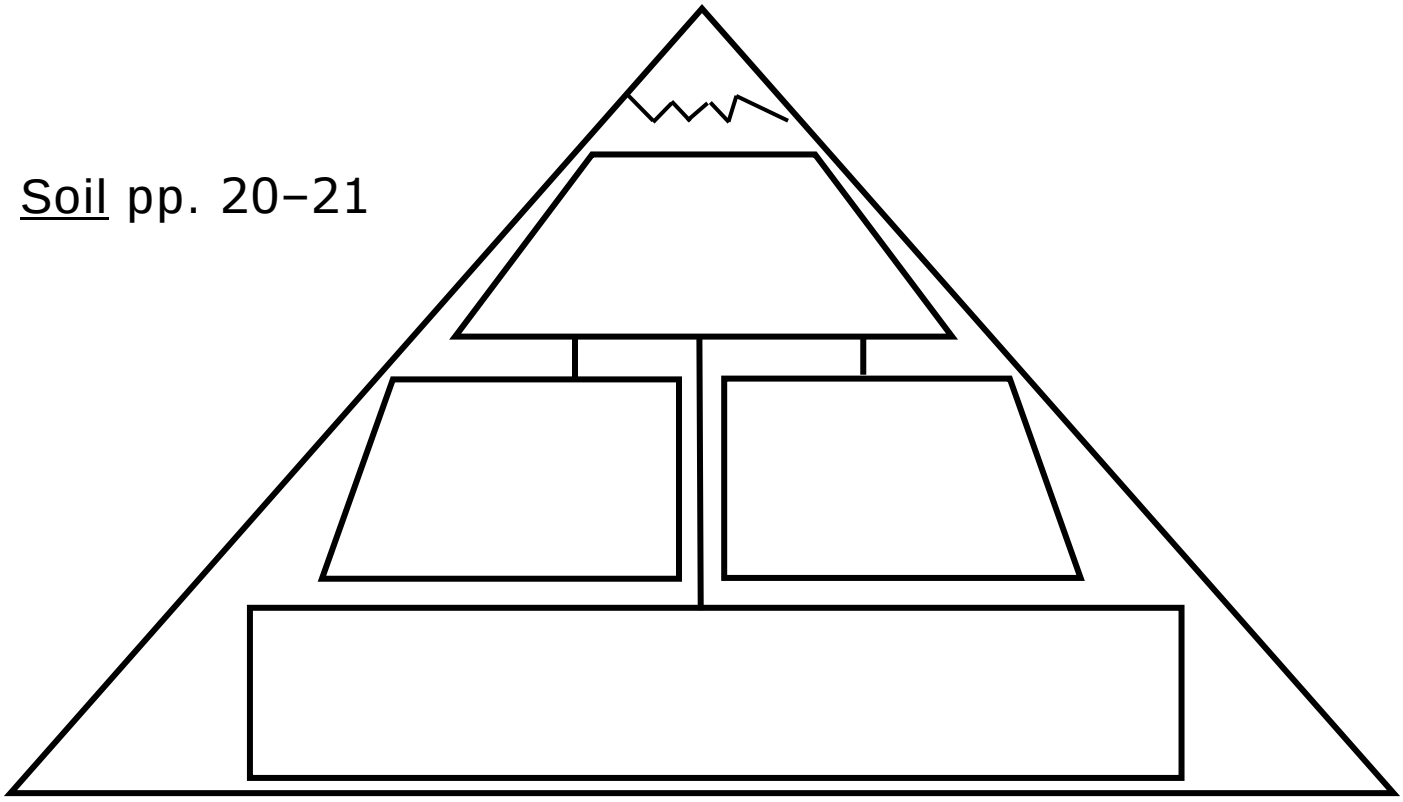


Soil p. 18



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

Soil pp. 20–21



LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	INTEGRATION PRACTICE LESSON 19

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

TEACHING OBJECTIVE:

- Summarize the main ideas and key supporting details of a grade-level informational text.

TEACHING TECHNIQUE:

- Summarizing

LESSON TEXT:

- Soil by Sally M. Walker

TALK STRUCTURE FOR WE DO/YOU DO:

- Think-Pair-Share

LESSON MATERIALS YOU PROVIDE:

- Chart paper, document camera, or interactive whiteboard

UNIT MATERIALS PROVIDED:

- Teacher Journal Lesson #19

SPECIAL INSTRUCTIONS FOR THIS LESSON:

- Teacher Journal Lesson #19 includes a main idea and details graphic organizer. To the sides of the organizer are answer choices; there is more than one option for each space. If using the printed journal, you can write the correct answers in the spaces or draw lines from the text to the spaces. If displaying the journal digitally, you can drag the correct choices into the graphic organizer.

LESSON ROUTINE

SET	**Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.** **You could say:** "When I want to know what's in an informational book, I usually look at the table of contents because that helps me see what's in the book. The chapter titles in the table of contents are like main ideas so I can find the idea that I would like to read about. Today our purpose is to look at one chapter in our book, find the main ideas, and then summarize the chapter. That's a big job for us today, but I know you are all good students and that you are up for the challenge! When we can summarize, we know that we understand the information that we're reading."
I DO	**Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.** **Display Teacher Journal Lesson #19. You could say:** "We are going to read a chapter and fill in the main ideas and details on this mountain organizer. **(point to teacher journal)** You can see that we have several choices of main ideas and details to choose from for our organizer. Let's get started… "At the very top of the mountain, let's put the main idea of our whole chapter. Chapter 5 of Soil has a title: 'Taking Care of Soil.' I think that's a good start for the main idea, but I'll read the first paragraph and then decide. **(read p. 38)** I still think the main idea is taking care of soil, so I'll put *Taking care of soil* in the very top spot in the mountain organizer. **(add to chart)** It's true that soil is an important resource, but the main idea is taking care of soil. "Let's read the next page. Then we can put the main idea of that paragraph in the next box. **(read p. 39)** Now look at our choices on my journal. The page talks about chemicals, but it doesn't say they shouldn't be used, only that you can't use too many. I'll choose *Use the right amount of chemicals* for the main idea of this paragraph, which is like the first detail for our chapter." **(add to chart)**

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.** **Continue filling in the graphic organizer with student input. You could say:** "Now I need some help from you. I'll read some paragraphs and you decide the main idea of the paragraph… **(p. 40, first paragraph)** "What would you say is the main idea? Talk with your partner, look at the choices on the journal, and then raise your hand. **(allow talk time and then elicit responses)** I agree, the main idea of this paragraph is that trees protect soil. **(add *Trees help protect soil* to next box in chart)** "Here's the next paragraph. After I read it, talk with your partner about your choice for the main idea and then raise your hand. We'll discuss your choices and then you'll get a chance to work on your own." **(read the rest of p. 40 and p. 41, elicit responses from students, and fill in the next box of the organizer)**
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.** **Continue the activity, having students work with partners to determine the main ideas of the paragraphs you read. Have them share their answers so you can complete the teacher journal.** **You could say:** "Now I'll read you the next paragraph from the book. You and your partner need to discuss what you think is the main idea of that paragraph… • **(p. 42–43, first paragraph)** Now look at the main idea choices on my journal page and decide with your partner the main idea of the paragraph. **(allow talk time)** Who can tell me what to add to the chart? • **(p. 43, rest of page)** Decide with your partner the main idea of these paragraphs. **(allow talk time)** Who can tell me what to add to the last box of our chart? "Here comes the big challenge… Talk with your partner about a summary for the entire chapter. Let's see if you can summarize this whole chapter in one sentence. Use the mountain organizer to help you. Discuss a good summary with your partner, and then we'll share our summaries with the class." **Monitor students' discussions and provide feedback on their summaries.** **Once students are ready, have volunteers report their summaries to the 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 we summarized an entire chapter of a book. Did you think we could do it? Now when you read, you can think of main ideas and summaries. It will help you become an even better reader and listener! Let's see if you can summarize our lesson today for your partner…"

SOIL IS AN IMPORTANT RESOURCE

TAKING CARE OF SOIL

Chemicals should not be used

Use the right amount of chemicals

Trees help protect soil

Soil can erode

Look at soil

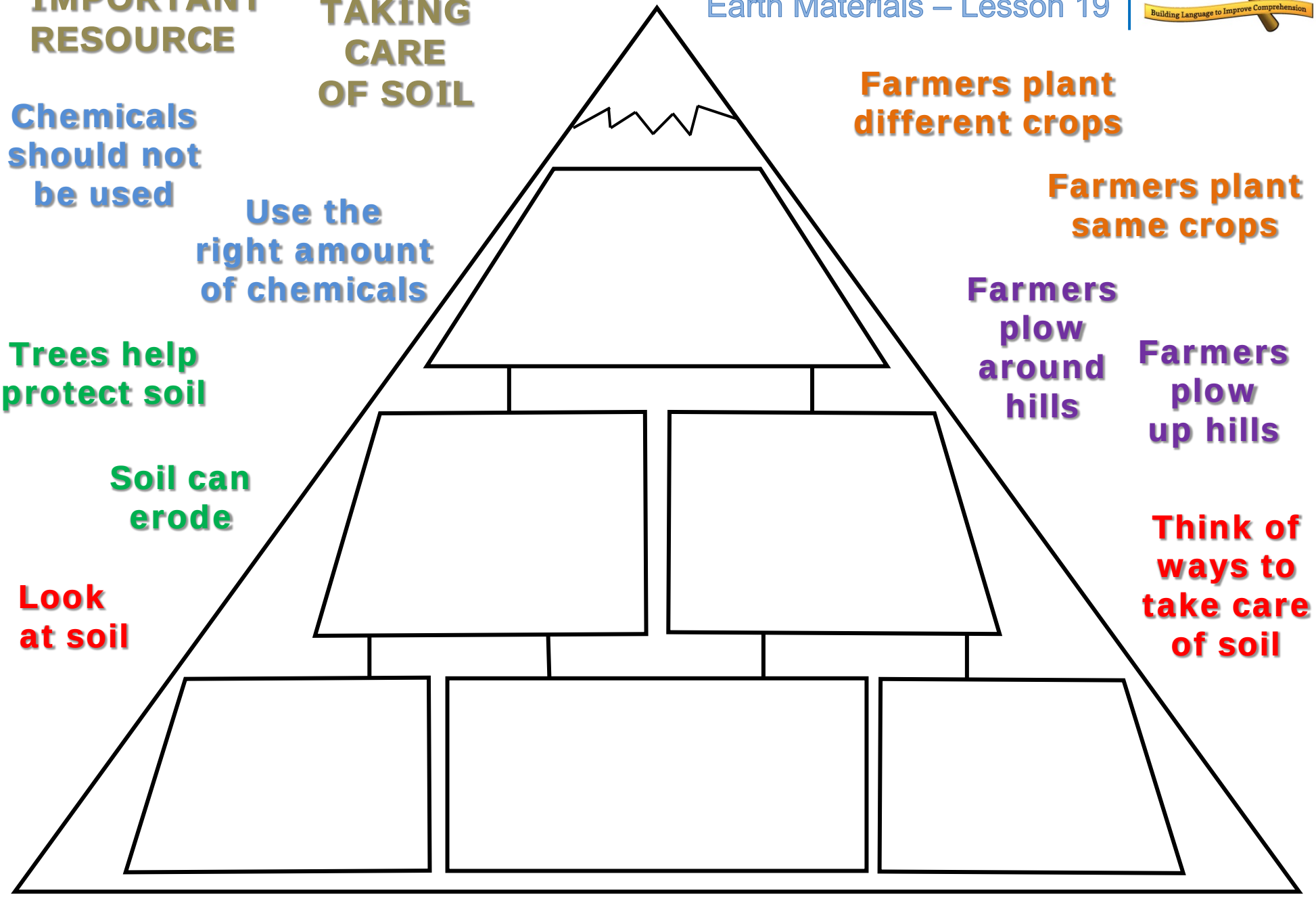
Farmers plant different crops

Farmers plant same crops

Farmers plow around hills

Farmers plow up hills

Think of ways to take care of soil



LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	WORDS TO KNOW PRACTICE LESSON 20

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

TEACHING OBJECTIVE:

- Define words by providing a simple definition.

TEACHING TECHNIQUE:

- Rich Instruction

LESSON TEXT:

- N/A

TALK STRUCTURE FOR WE DO/YOU DO:

- Small Groups

LESSON MATERIALS YOU PROVIDE:

- Game pieces and dice

UNIT MATERIALS PROVIDED:

- WRAP set #8
- Vocabulary Picture Cards: **conserve, nutrient, horizon**, **mineral**
- Teacher Journal Lesson #20
- Game cards for Lesson #20
- Game board and game cards from Lesson #11

SPECIAL INSTRUCTIONS FOR THIS LESSON:

- **Before the lesson…** Cut the game cards for Lesson #20 and add a set to each set of cards from Lesson 11.
- During the I Do routine, review the definitions of the Words to Know using Teacher Journal Lesson #20. Have students say the definitions several times. The teacher journal can serve as a reference during the game if students forget the definitions.
- Divide students into small groups of three or four to play the game. Each group should receive a game board and a set of game cards. Have students place their cards face down in the center of the group. Members will draw cards and either give the word for a definition card, or the definition for a word card. If an answer is deemed correct by the group, the student can roll and move his or her game piece on the game board.
- Remind students to give definitions in their own words; they do not have to memorize the verbatim definitions taught.
- The I Do and We Do routines are combined in this lesson.

LESSON ROUTINE

SET

START THE LESSON WITH WRAP SET #8: CONSERVE, NUTRIENT, HORIZON, MINERAL

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

You could say:
"If I have one apple and double it, I have two apples. If I have two apples and double them, I have four. If I have four apples and double them, I have eight. Today, we're going to double the Words to Know that you've been working with and use all eight of the words. Our purpose is to practice the definitions of all eight of our Words to Know. The last time we practiced, you worked very hard on definitions for the first four words, and today we'll be doubling the number of words to define. I know you're up to the challenge! The better we know the words, the easier it is to understand what we're reading and hearing."

I DO/ WE DO

Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. 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.

Review the Words to Know and their definitions and have students practice saying the definitions.

	You could say: "First, let's review the Words to Know and their definitions… • **Phrase** means 'a small group of words which provides additional information about something.' Say it with me: **Phrase** means 'a small group of words which provides additional information about something.' Now say it to your knee… • **Cause and effect** means 'the relationship between an action and an event.' Say it with me: **Cause and effect** means 'the relationship between an action and an event.' Now say it to your neighbor on the left… o 'The **cause** is why something happens. The **effect** is what happens because of the **cause**.' Say it with me: 'The **cause** is why something happens. The **effect** is what happens because of the **cause**.' Now tell your knee the definition… • **Particle** means 'a small piece of something.' Say it with me, **Particle** means 'a small piece of something.' Now say it to me… • **Mineral** means 'hard objects that are made in nature.' Say it with me: M**ineral** means 'hard objects that are made in nature.' Now say it to the person on your left… • **Nutrient** means 'things like water and vitamins that help plants and animals grow.' Say it with me: **Nutrient** means 'things like water and vitamins that help plants and animals grow.' Now say it to the person on your right… • Read with me: **(point to teacher journal) Horizon** means 'the layer of soil that is different from the layers above and below it; the line where the sky seems to meet the land.' Now read it to me… • **Conserve** means 'to use something carefully so that it lasts a long time.' Say it with me: **Conserve** means 'to use something carefully so that it lasts a long time.' Now say it to the person on your right…" **Review how to play the game; then practice it with students. You could say:** "Now it's time to practice definitions for all eight Words to Know. The rules of the game are the same as the last time we played. Each group will have a game board and a stack of game cards, placed face down. You will also have game pieces and a die. The first person draws a card, like this. **(draw card)** This one is a picture of [**particle**], so I would give a definition for [**particle**], like '[a small piece of something].' Remember, the definition does not have to be in the exact same words—you can use your own words—as long as the meaning is the same. If my group says my definition is okay, I'll roll the die and move my game piece. Here's another one…" **(draw another card and demonstrate how you would respond)** **Divide students into small groups. Distribute game boards, game cards, game pieces, and dice. You could say:** "Now you are in your groups with a game board, stack of cards, game pieces, and a die. We'll do a few rounds together to make sure you understand. The next card I see is… **(draw card)** [**horizon**]. Who knows that one? **(pause for response)** Yes, you could say, '[a layer of soil that differs from the one above it and under it].' Now you can roll and move your token. Let's do one more. This one is [**nutrient**]. Who knows this definition?" **(pause for response and provide feedback)** **When students have had sufficient practice, move to the You Do segment.**
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.** **Have students play the game with their groups. You could say:** "This time the youngest in the group can start first. Take a card and say either the word or definition. If you're correct, you can roll the die and move that number of spaces on your game board. Then it's the next person's turn. Remember, if you can't think of a definition, you can look at my teacher journal. But you'll want to try to come up with it on your own, in your own words." **Circulate the room to monitor students as they play the game. Provide feedback on their definitions.**

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:** "Your practice is making you perfect! I can tell that you really own these words. Turn to your partner and tell them the definition of your favorite Word to Know. **(allow brief talk time)** When you know definitions of this many new words, you can use them in many ways. Try to learn and use new words every day so you can use more words to say what you want to say and understand what you read. The more words the better!"

Word: **phrase**

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

Word: **cause and effect**

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

Word: **particle**

Definition: A small piece of something

Word: **mineral**

Definition: Hard objects that are made in nature

Word: **nutrient**

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

Word: **horizon**

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

Word: **conserve**

Definition: To use something carefully so that it lasts longer

			
hard objects that are made in nature	things like water and vitamins that help plants and animals to grow	the layer of soil that is different from the layers above and below it	to use something carefully so that it lasts a long time
hard objects that are made in nature	things like water and vitamins that help plants and animals to grow	the layer of soil that is different from the layers above and below it	to use something carefully so that it lasts a long time
			

LET'S KNOW!
Building Language to Improve Comprehension

WEEKLY LESSON PLANNER

EARTH MATERIALS

Week 6	Lesson 21	Assessment	Assessment	Assessment
Lesson Type	**Integration Practice**	**SMWYK**	**SMWYK**	**SMWYK**
Objectives	• Use information from within a text and from background knowledge (including personal experiences) to make accurate inferences.	• Administer the Show Me What You Know assessment to project-selected students. • Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.	• Administer the Show Me What You Know assessment to project-selected students. • Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.	• Administer the Show Me What You Know assessment to project-selected students. • Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.
Lesson Texts	• N/A	• Rocks and Soil by Charlotte Guillain	• Rocks and Soil by Charlotte Guillain	• Rocks and Soil by Charlotte Guillain
Materials				
Lesson Materials You Provide	• Computer, document camera, or interactive whiteboard	• None recommended	• None recommended	• None recommended
Unit Materials Provided	• Teacher Journal Lesson #21	• SMWYK Teacher Instructions • SMWYK Story Images • SMWYK Assessment Booklets (6)	• SMWYK Teacher Instructions • SMWYK Story Images • SMWYK Assessment Booklets (6)	• SMWYK Teacher Instructions • SMWYK Story Images • SMWYK Assessment Booklets (6)

Digital/Tech Prep Materials Preview the Text Game Save Materials

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	INTEGRATION PRACTICE LESSON 21

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

TEACHING OBJECTIVE:

- Use information from within a text and from background knowledge (including personal experiences) to make accurate inferences.

TEACHING TECHNIQUE:

- Inferencing

LESSON TEXT:

- N/A

TALK STRUCTURE FOR WE DO/YOU DO:

- Think-Pair-Share

LESSON MATERIALS YOU PROVIDE:

- Computer, document camera, or interactive whiteboard

UNIT MATERIALS PROVIDED:

- Teacher Journal Lesson #21

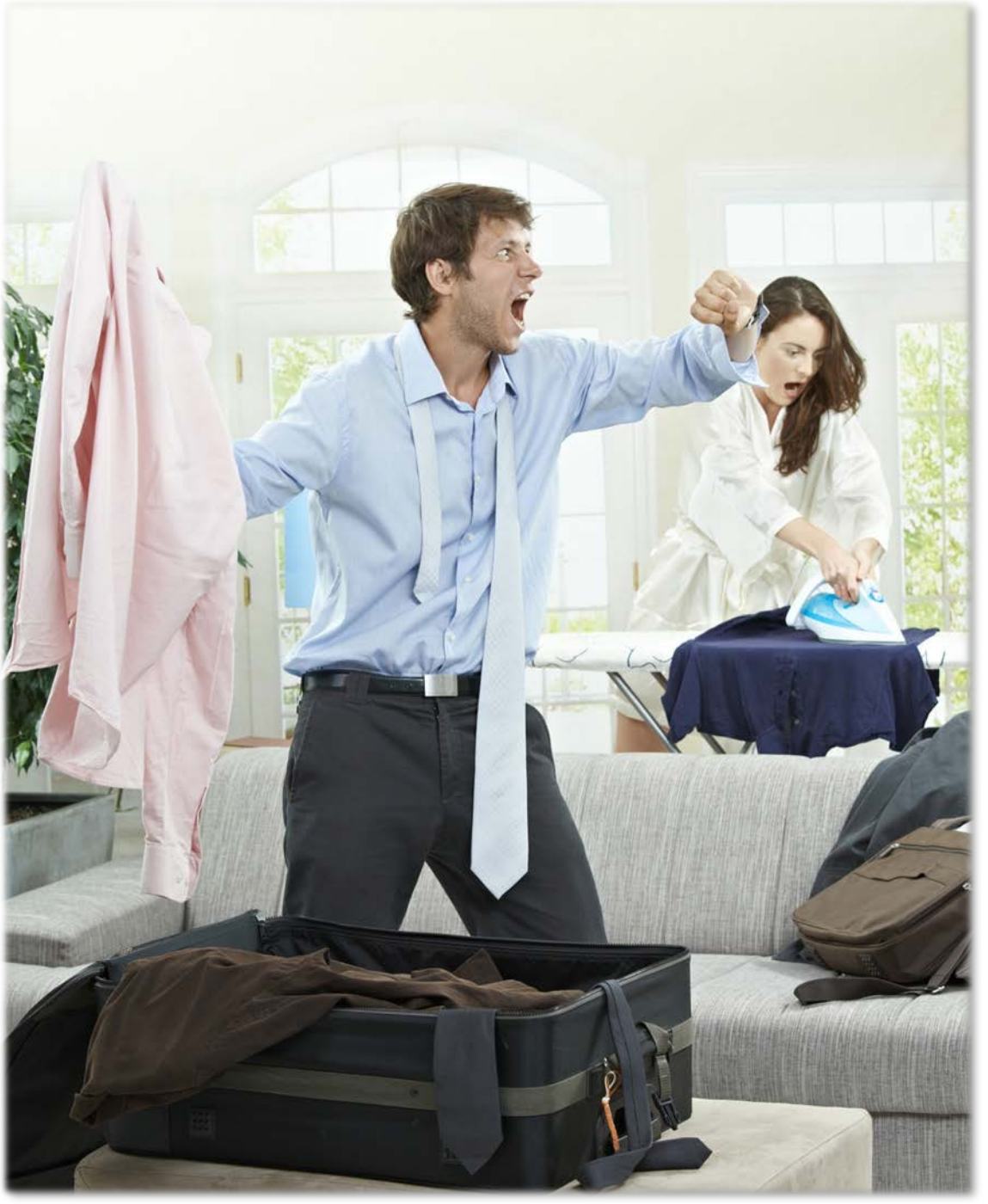
SPECIAL INSTRUCTIONS FOR THIS LESSON:

- In today's lesson, students will practice inferencing by using picture clues to make inferences. Display the images from Teacher Journal Lesson #21 as you proceed through the lesson.
- If possible, display the teacher journal digitally so children can see the images in color and in detail. You could also project the printed pages with a document camera to enlarge them.

LESSON ROUTINE

SET	**Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.** **You could say:** "When you see a small child with an ice cream cone on a hot day, you can infer that soon they'll have ice cream all over their face. You've had enough experience with ice cream to know what will probably happen. You can fill in the blanks; you take what you know, add what you see, and make an *inference.* We're learning to make inferences from information in texts; today our purpose is to make inferences using another medium—pictures. Remember we make inferences all the time, whether we are reading, listening, or viewing."
I DO	**Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.** **Explain today's task. Then model making inferences using clues from the pictures in the teacher journal.** **You could say:** "Pictures in texts give us a lot of information. When we make inferences from pictures, we add what we already know to what's in the picture to fill in the blanks, just like we do for the text. I'm going to show you some pictures and make some inferences. Then we'll make inferences together before you work together with partners. **(display teacher journal, p. 1)** "Let's look at the first picture. I see a woman with an empty wallet standing in a store. She looks very unhappy. I know that an empty wallet means she can't buy anything. I'll *infer* that she wants to go shopping to buy more clothes, but maybe she lost her money. Not being able to go shopping makes her very unhappy. **(p. 2)** "Here's another picture. A street has a large crack down the middle. I know that earthquakes can cause the earth to crack, so I infer that there was an earthquake in this city. I can also infer that it will take a long time to repair the street because the crack is very large. If the earthquake created this much damage in one part of the city, there is probably more damage in other parts of the city as well, probably causing buildings to fall. There are many inferences I can make from just one picture."

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.** **Continue displaying images from the teacher journal; elicit inferences from students.** **You could say:** "Let's make some inferences together. **(show p. 3)** What can you infer from this picture? **(have students share and discuss inferences)** Good inferences. Does anyone want to add to someone else's inference or share other ideas? **(pause for responses)** My first thought when I saw this picture was that maybe a ship went down, probably several years ago. A scuba diver wants to explore it. Maybe he or she is looking for some treasure… "Let's do one more inference before you work on your own. What can you infer from this picture?" **Display teacher journal, p. 4 and discuss students' inferences. Have them point out the picture clues that led them to their inferences.** **Allow as many students as possible to share inferences before moving to independent practice.**
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 pairs. Display the remaining pages from the teacher journal, leaving each image up long enough for students to make inferences and share them with each other.** **You could say:** "With your partner, look at the pictures I show and see how many inferences you can make before looking at the next picture. Make sure you both get a chance to share your inferences." **Circulate the room as students discuss, providing support and feedback on their inferences.** **As time allows, regroup as a class and have students share inferences about each picture.**
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:** "You have really improved your ability to *infer*. Tell your partner how to make an inference. **(allow brief talk time)** When we make inferences, we combine what we already know with new information or clues. We make inferences all the time. We can make inferences based on what people say, what they do, what we read, what we see in movies, and today we made inferences from pictures. Here's a new challenge… When you're with your friends at recess, think of an emotion, like happiness, anger, fear, or surprise. Make a face that expresses that emotion, and see if your friend can *infer* what you're feeling."




14

LARRC

Language and Reading Research Consortium

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

SMWYK: These materials not available for download.

LET'S KNOW!
Building Language to Improve Comprehension

WEEKLY LESSON PLANNER

EARTH MATERIALS

Week 7	Lesson 22	Lesson 23	Lesson 24
Lesson Type	**Stretch and Review**	**Stretch and Review**	**Close**
Objectives	• Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. • Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.	• Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. • Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.	• Express **cause and effect** relationships.
Lesson Texts	• Selected by teacher	• Selected by teacher	• Dirt by Steve Tomecek • Rocks and Soil by Charlotte Guillain • Soil by Sally M. Walker
Materials			
Lesson Materials You Provide	• Selected by teacher	• Selected by teacher	• Document camera or interactive whiteboard • Construction paper (1 per student) • Crayons, markers, and pencils • Completed sample posters
Unit Materials Provided	• You could reuse any materials provided for the unit.	• You could reuse any materials provided for the unit.	• Teacher Journal Lesson #24

Digital/Tech Prep Materials Preview the Text Game Save Materials

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	STRETCH AND REVIEW LESSON 22

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

TEACHING OBJECTIVE:

- Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.
- Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.

TEACHING TECHNIQUE:

- Selected by teacher

LESSON TEXT:

- Selected by teacher

TALK STRUCTURE FOR WE DO/YOU DO:

- Selected by teacher

LESSON MATERIALS YOU PROVIDE:

- Selected by teacher

UNIT MATERIALS PROVIDED:

- You could reuse any materials provided for the unit.

SPECIAL INSTRUCTIONS FOR THIS LESSON:

- **Before the lesson…**
  - Use the results from the Show Me What You Know assessments to plan this lesson. Reference your classroom summary sheet from the assessments to help determine the areas to review or expand upon during this lesson.
  - For the lesson text, you may select from texts provided for the unit or select new texts.
  - Write your own lesson plan by filling in each section below.

LESSON ROUTINE	
SET	**Engage student's interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.**
I DO	**Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.**

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

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	STRETCH AND REVIEW LESSON 23

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

TEACHING OBJECTIVE:

- Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.
- Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.

TEACHING TECHNIQUE:

- Selected by teacher

LESSON TEXT:

- Selected by teacher

TALK STRUCTURE FOR WE DO/YOU DO:

- Selected by teacher

LESSON MATERIALS YOU PROVIDE:

- Selected by teacher

UNIT MATERIALS PROVIDED:

- You could reuse any materials provided for the unit.

SPECIAL INSTRUCTIONS FOR THIS LESSON:

- **Before the lesson…**
  - Use the results from the Show Me What You Know assessments to plan this lesson. Reference your classroom summary sheet from the assessments to help determine the areas to review or expand upon during this lesson.
  - For the lesson text, you may select from texts provided for the unit or select new texts.
  - Write your own lesson plan by filling in each section below.

LESSON ROUTINE	
SET	**Engage student's interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.**
I DO	**Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.**

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

LET'S KNOW! GRADE 2	EARTH MATERIALS CAUSE AND EFFECT	CLOSE LESSON 24

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

TEACHING OBJECTIVE:

- Express **cause and effect** relationships.

TEACHING TECHNIQUE:

- Selected by teacher

LESSON TEXTS:

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

TALK STRUCTURE FOR WE DO/YOU DO:

- Selected by teacher

LESSON MATERIALS YOU PROVIDE:

- Document camera or interactive whiteboard
- Construction paper (1 per student)
- Crayons, markers, and pencils
- Completed sample posters

UNIT MATERIALS PROVIDED:

- Teacher Journal Lesson #24

SPECIAL INSTRUCTIONS FOR THIS LESSON:

For the Close project, students will create posters demonstrating a **cause and effect** relationship related to soil.

- **Before the lesson…** The Close lesson is designed to take 60 minutes but may run longer depending on students' engagement. Preplanning will help you structure the lesson so that students get the maximum time to complete their posters. You could break this lesson into two sessions, if needed.
  - Create two model posters to demonstrate what students' final products should look like.
  - Teacher Journal Lesson #24 also depicts four examples of **cause and effect** relationships and sample sentences to give students ideas for their posters.
- Directions for the poster project:
  - Each pair of students should have one sheet of construction paper (or drawing paper, poster board, or your preference).
  - Students should choose a **cause and effect** relationship about soil and decide how to picture the **cause and effect**.
  - Students should then write a sentence that explains the **cause and effect** relationship as a title for the poster.

LESSON ROUTINE

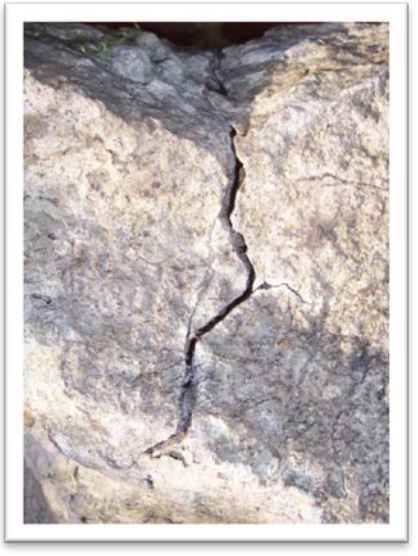
SET	**Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.** **You could say:** "During our Earth Materials unit, you learned many facts about rocks and soil. You saw photographs, drawings, and diagrams. We discussed **cause and effect**, saw how soil is created, and learned why it is important to take good care of our soil. Today you are going to create a poster that explains a **cause and effect** relationship that you learned during our study of soil. We know that we understand our topic when we can explain how and why things happen."
I DO	**Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.** **Display Teacher Journal Lesson #24. You could say:** "Look at this picture of waves pounding against the rocks on the shore. The waves **cause** the rocks and shells from the ocean to break into small pieces. The **effect** is the sand on the beach. I could write a sentence about this **cause and effect**: **(point to sentence on teacher journal)** *Sandy beaches have small pieces of rocks and shells because the ocean waves crash into rocks and shells along the shore*.

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

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

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

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



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

Unit Resources

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

Background Knowledge

Grade 2 — Earth Materials

What Is Soil? How Is It Formed?

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

Types of Soil

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

Horizons and Soil Profiles

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

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

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

Life in the Soil

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

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

Soil Conservation

Soil can be eroded by water, wind, or ice. Human activity, including deforestation, agriculture, and land development, also contributes to soil erosion. While some erosion is natural, excessive amounts of erosion can cause significant problems. Loss of soil impacts farming and damages ecosystems. Excessive runoff can lead to increased amounts of sediments in water, which can kill aquatic organisms or make a source of water undrinkable. Soil erosion can be prevented by planting trees and groundcover and by building terraces on sloped land used for farming.

Teacher's Bookshelf

Earth Materials – Grade 2

Required Books:

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

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

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

Optional Books:

During independent reading, students should have the opportunity to select books from your classroom library that are related to the unit theme. Consider topics such as soil and how it forms, soil conservation, geology, erosion, gardening, composting, earthworms, and other living things in soil. Following is a list of suggested books you can check out from your school or public library to accompany the Earth Materials unit.

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

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

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

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

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

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

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

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

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

Composters: Nature's Recyclers
by Robin Koontz
ISBN-10: 1404822003
ISBN-13: 978–140482209

Garbage Helps Our Garden Grow
by Linda Glaser
ISBN-10: 0761349111
ISBN-13: 978-0761349112

Life in a Bucket of Soil
by Alvin Silverstein and Virginia Silverstein
ISBN-10: 0486410579
ISBN-13: 978–0486410579

Soil
by Christin Ditchfield
ISBN-10: 0516293680
ISBN-13: 978–0516293684

Soil
by Robin Nelson
ISBN-10: 0822553767
ISBN-13: 978–0822553762

Soil Erosion and How to Prevent it
by Natalie Hyde
ISBN-10: 0778754162
ISBN-13: 978–0778754169

Micro Life in Soil
by Natalie Hyde
ISBN-10: 0778754022
ISBN-13: 978–0778754022

Compost!
by Linda Glaser
ISBN-10: 0761300309
ISBN-13: 978–0761300304

Soil
by Alice Flanagan
ISBN-10: 0756510198
ISBN-13: 978–0756510190

Soil Basics
by Mari Schuh Quam
ISBN-10: 1429671106
ISBN-13: 978–1429671101

Soil: Let's Look at a Garden
by Angela Royston
ISBN-10: 1403476837
ISBN-13: 978–1403476838

Wonderful Worms
by Linda Glaser
ISBN-10: 1562947303
ISBN-13: 978–1562947309

The Dirt on Dirt
by Paulette Bourgeois
ISBN-10: 1554531020
ISBN-13: 978–1554531028

Compost Stew: An A to Z Recipe for the Earth
by McKenna Siddals
ISBN-10: 1582463166
ISBN-13: 978–1582463162

Soil
by Cassie Mayer
ISBN-10: 1432916327
ISBN-13: 978–1432916329

Different Kinds of Soil
by Molly Aloian
ISBN-10: 0778754138
ISBN-13: 978–0778754138

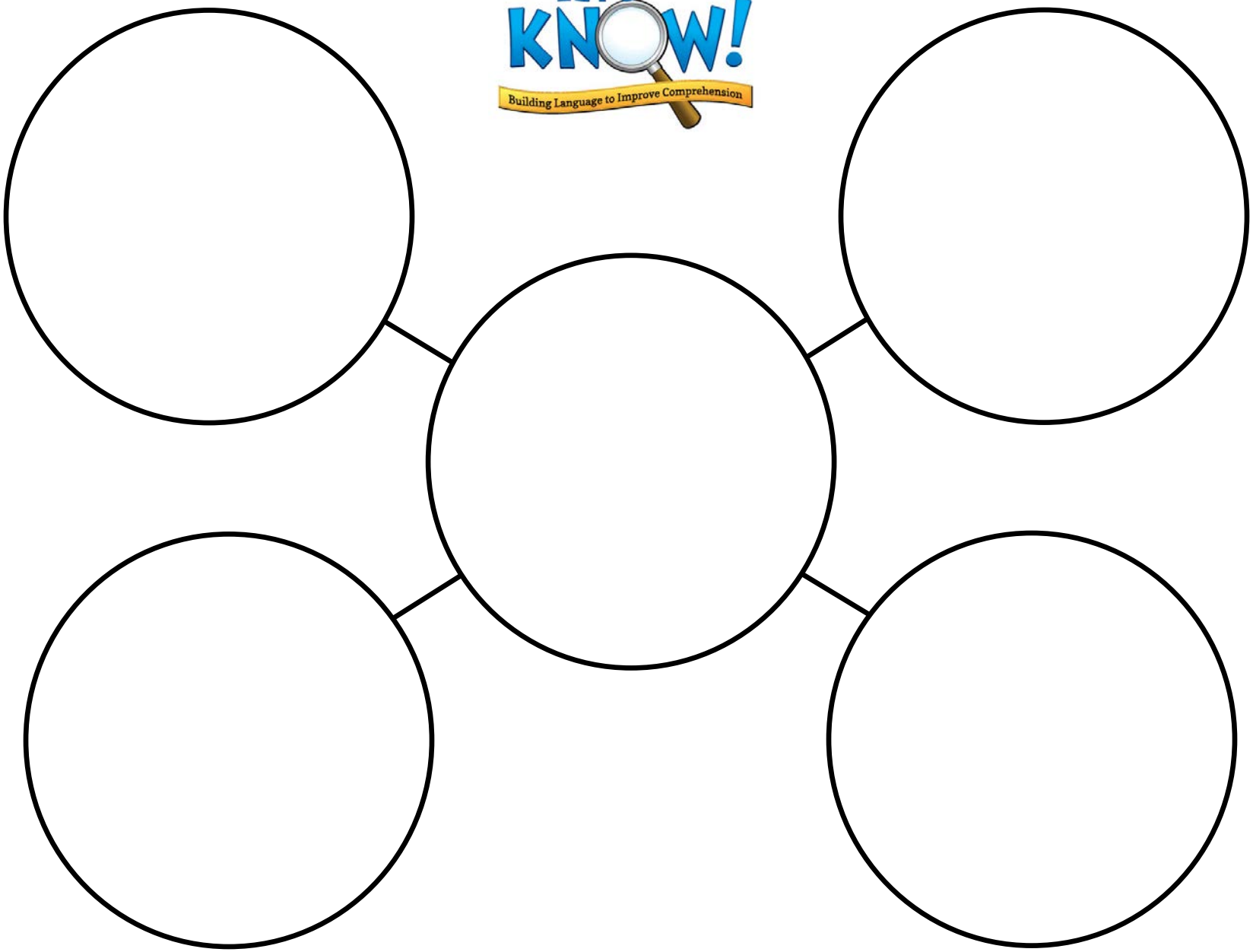
How is Soil Made?
by Heather L. Montgomery
ISBN-10: 0778754146
ISBN-13: 978–0778754145

Re-Cycles
by Michael Elsohn Ross
ISBN-10: 0761319492
ISBN-13: 978–0761319498

Using Soil
by Sharon Katz Cooper
ISBN-10: 1403493219
ISBN-13: 978–1403493217

How We Use Soil
by Carol Ballard
ISBN-10: 1410908976
ISBN-13: 978–1410908971

The Soil Neighborhood
by Dan Yunk
ISBN-10: 0979765315
ISBN-13: 978–0979765315


LET'S
KNOW!
Building Language to Improve Comprehension

Unit Vocabulary

Earth Materials – Grade 2

Cause and Effect

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

Particle

A very small piece of something

Phrase

A small group of words which provides additional information about something

Conserve

To use something carefully so that it lasts a long time

Nutrient

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

Horizon

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

Mineral

Hard objects that are made in nature

Cause and Effect

Cause and Effect

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

LARRC
Language and Reading Research Consortium
ASU • KU • LU • OSU • UNL

Particle

Particle

A very small
piece of something

LARRC
Language and Reading Research Consortium
ASU • KU • LU • OSU • UNL

Phrase

Phrase

A small group of words which provides additional information about something

LARRC
Language and Reading Research Consortium
ASU • KU • LU • OSU • UNL

Conserve

Conserve

To use something carefully so that it lasts a long time

LARRC
Language and Reading Research Consortium
ASU • KU • LU • OSU • UNL

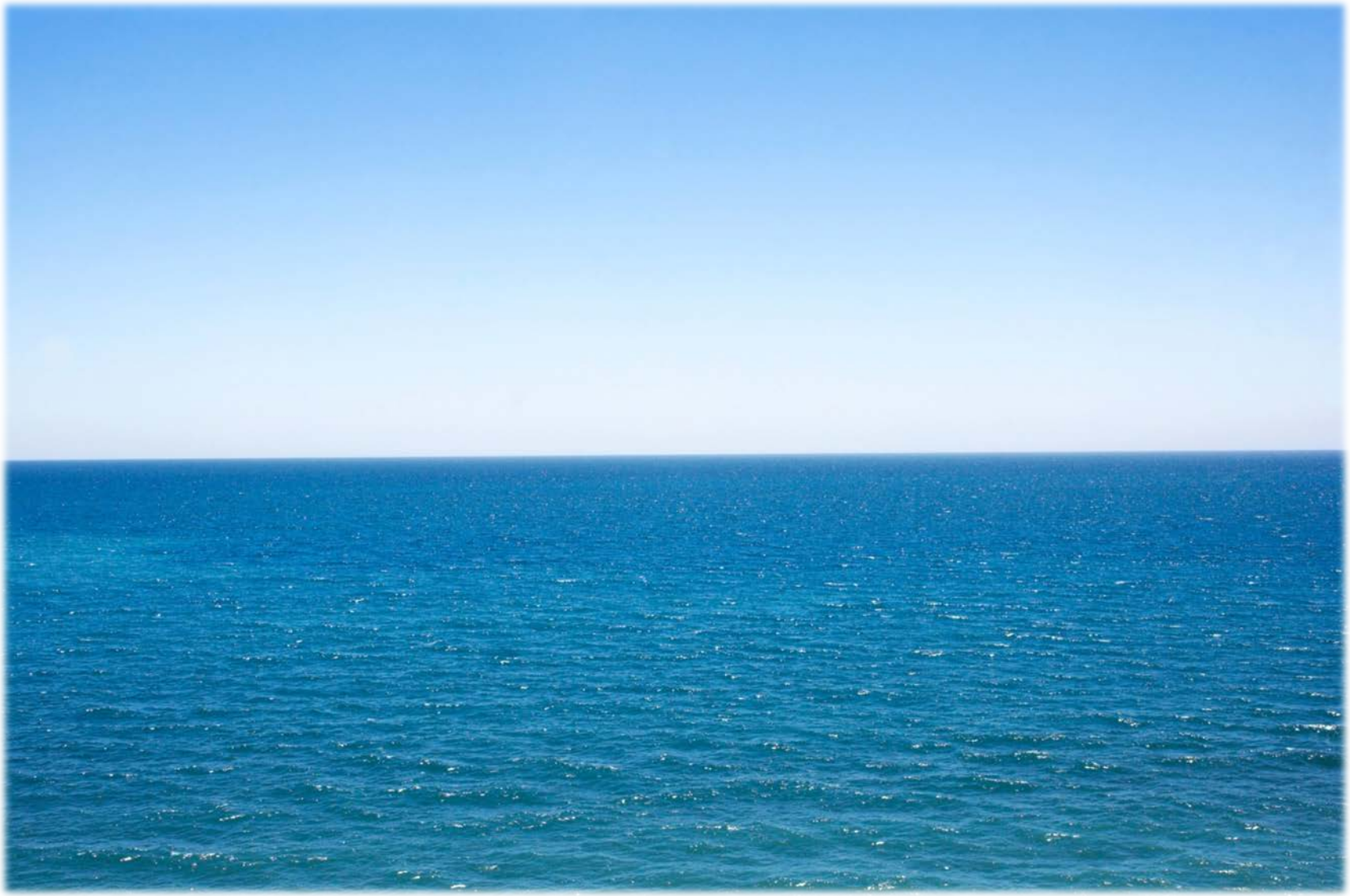
Nutrient

Nutrient

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

LARRC
Language and Reading Research Consortium
ASU • KU • LU • OSU • UNL

Horizon



Horizon

1) The layer of soil that is different from the layers above and below it

2) The line where the sky seems to meet the land

LARRC
Language and Reading Research Consortium
ASU • KU • LU • OSU • UNL

Mineral

Mineral

Hard objects that are made in nature

LARRC
Language and Reading Research Consortium
ASU • KU • LU • OSU • UNL

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

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

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

WRAP Set 1 – Lesson 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.

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

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

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

WRAP Set 2 – Lesson 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.

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

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

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

WRAP Set 3 – Lesson 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.

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

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

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

WRAP Set 4 – Lesson 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.

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

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

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

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

WRAP Set 5 – Lesson 14

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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

WRAP Set 6 – Lesson 16

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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

WRAP Set 7 – Lesson 18

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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

WRAP Set 8 – Lesson 20

Present the WRAP sentences before beginning the lesson.

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