



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 2

Lesson 6: Water Cycle

Focus Standard(s): RI.2.2

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

Estimated Time: 1 hour and 10 minutes


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

Resources and Materials:

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

Lesson Target(s):

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

| | |
|--|---|
| Guiding Question(s): | |
| <ul style="list-style-type: none"> • What is the main idea of the text? • What does the water cycle do? • How does the water cycle affect us? | |
| Vocabulary | |
| Academic Vocabulary: | Instructional Strategies for Academic Vocabulary: |
| <ul style="list-style-type: none"> • Key details • Main topic • Summarize | <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Write/discuss using the words |
| In-Context Vocabulary: | Strategies for Teaching How to Determine Meaning from Context Clues: |
| <ul style="list-style-type: none"> • Based on the specific needs of your students, choose words/phrases that have clear context clues in the text. | <input type="checkbox"/> Use an anchor chart to model how to use context clues to determine the meaning of words |
| Direct Instruction Text Vocabulary: | Instructional Strategies for Direct Instruction Text Vocabulary: |
| <ul style="list-style-type: none"> • Condensation • Evaporation • Water cycle • Water vapor | <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Students create pictures/symbols to represent words |
| Symbol | Type of Text and Interpretation of Symbol |
|  | Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level. |
| ✓ | Assessment (Pre-assessment, Formative, Self, or Summative) |

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

Explain to students the target skill for the day: finding the main idea and key details. Ask students to define the main idea. Tell students this lesson will give them practice on finding the main idea and key details.

Display the following “I Can” Statements:

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

Have students tell you if they recognize any words in the “I Can” statements. Discuss what students already know.

Anticipatory Set/Introduction to the Lesson:

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

Activity 1: Preview

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

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

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

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

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

Activity 2: Vocabulary

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

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

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

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

- Be specific and pair a struggling student with another student who will assist them for the game.

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

- Create a pile of higher level vocabulary words for these students to challenge them.

Activity 3: Read the Text

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

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

Text dependent questions:

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

Activity 4: Understand the Text

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

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

Activity 5: Respond to the Text

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

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

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

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

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

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

Activity 6: Writing Opportunity

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

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

Activity 7: Closing

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

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

Reflection

- ✓ Exit Ticket: Provide students with a card that has 5 stars. Have them fill in the number of stars that shows how much they learned today. Explain to them that the more stars they fill in, the more they learned. The less stars they fill in, the less they

learned. Explain that it is important for you to see how much or how little they feel that they learned, and it is important for them to monitor that too. Explain that there is no right or wrong answer.

Optional Small Group Activities:

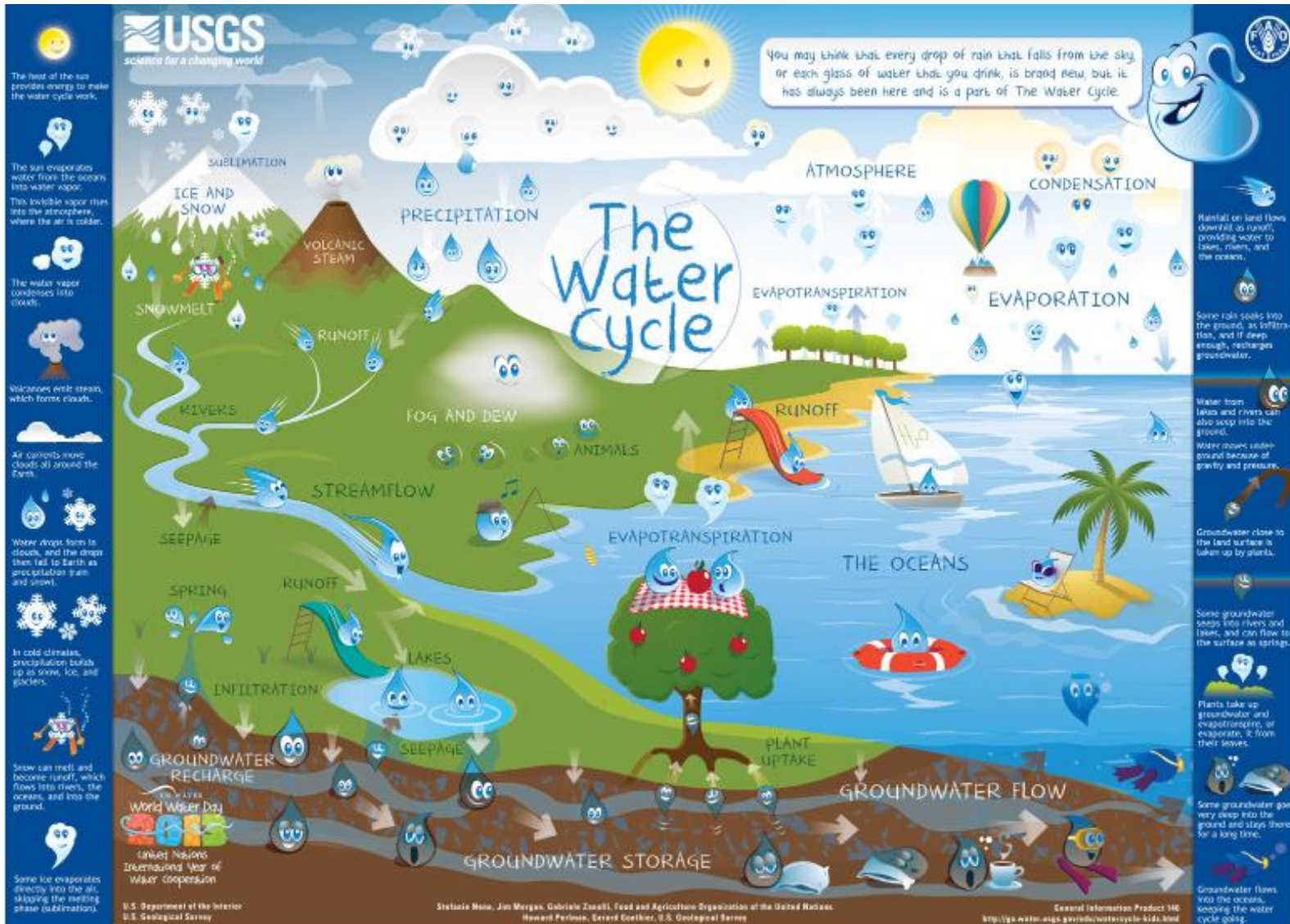
Activities to address differentiation during learning stations: (These are optional and will be listed under lessons 1, 6, 11, and 16.)

- **Computer station:** Use the computer to research other websites about the water cycle or perception.
- **Writing station:** Use a Teacher's choice graphic organizer to summarize what they learned about the water cycle or perception.
- **Phonics station:** Visit [Florida Center for Reading Research](#) to create differentiated phonics instruction.
- **Independent reading station:** Read a book of choice that matches their ZPD and independent reading level.
- **Teacher led station:** Pull students per ability or skill level and address specific targets. See details under small group instruction in the *read the text section* of each lesson.
- **Science Center:** Work on a weather station. Link to instructions are listed in lesson.
- **Water Cycle Art Center:** Incorporate weather art and have the students write about their art based on the writing standards and weather information.

Homework

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

Handout 6.1: Diagram



Handout 6.2: Weather Chart

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

sunny**cloudy****rainy****windy****snowy**

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---------------|----------------|------------------|-----------------|---------------|-----------------|---------------|
| | | | | | | |

For training or questions regarding this unit,
please contact one of the following:

Dana R. Danis, ELA Content Specialist,
English Language Arts
ddanis@mdek12.org

Ashley Kazery, English Language Arts
Professional Development Coordinator
ashley.kazery@mdek12.org

Dr. Felicia Jackson-Stewart, English Language Arts
Professional Development Coordinator
fstewartjackson@mdek12.org

Barbara Trivelli-Bowen, English Language Arts
Professional Development Coordinator
btbowen@mdek12.org