



MISSISSIPPI

# EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 2

## Lesson 9: Water Cycle Part 2

**Focus Standard(s):** RI.2.5, W.2.2

**Additional Standard(s):** RI.2.1, RF.2.4, W.2.8

**Estimated Time:** 1 hour and 10 minutes

**Text(s):** *The Water Cycle at Work* by Rebecca Olien

**Resources and Materials:**


- Dice
- Sticky Notes
- Paper
- Reader's Response Journal (RRJ)
- Chart paper
- Handout 1.3: Exit Ticket
- Handout 1.4: Student Participation Checklist
- Handout 6.2: Weather Tracking Graph
- [Reading Rockets Expository Text](#)
- Thinking Map: [Foldable PDF](#)

**Lesson Target(s):**

- Describe the connection between steps in technical procedure in a text.
- Know and use various text features to locate key facts or information in a text efficiently.

**Guiding Question(s):**

- What steps are taken in the water cycle?
- How did the text features help you understand the text?

Vocabulary	
<p><b>Academic Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Text features</li> <li>• Text structure</li> </ul>	<p><b>Instructional Strategies for Academic Vocabulary:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce words with student-friendly definition and pictures</li> <li><input type="checkbox"/> Read and discuss the meaning of word in multiple contexts</li> <li><input type="checkbox"/> Write/discuss using the words</li> </ul>
<p><b>In-Context Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Condensation</li> <li>• Evaporation</li> <li>• Humidity</li> <li>• Mist</li> <li>• Precipitation</li> <li>• Water cycle</li> <li>• Water vapor</li> </ul>	<p><b>Strategies for Teaching How to Determine Meaning from Context Clues:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition</li> <li><input type="checkbox"/> Cause and effect</li> <li><input type="checkbox"/> Examples</li> </ul>
<p><b>Direct Instruction Text Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Review all words placed on the word wall.</li> </ul>	<p><b>Instructional Strategies for Direct Instruction Text Vocabulary:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce words with student-friendly definition and pictures</li> <li><input type="checkbox"/> Model how to use the words in writing/discussion</li> <li><input type="checkbox"/> Read and discuss the meaning of word in multiple contexts</li> <li><input type="checkbox"/> Students create pictures/symbols to represent words</li> <li><input type="checkbox"/> Students write/discuss using the words</li> <li><input type="checkbox"/> Students act out the words or attach movements to the words</li> </ul>
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: listing text features in informational text and how those text features help students. Ask students what a text feature is. Ask students to list some text features that they hear in the video clip they will watch next. Tell students this lesson will give them information about different text features and their purposes.

Display the following “I Can” Statements:

- I can use text features to find information.

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:

- Introduce learning target: Text features in your own story. Review text features with class using [Reading Rockets Expository Text](#).

### Activity 1: Vocabulary Instruction

Before reading the text, have students preview the In-Context vocabulary words and play “Vocabulary Rock and Roll!”

“VOCABULARY ROCK AND ROLL” can be played with partners or in a small group. Students roll a die and then complete the activity for the corresponding number they roll. If students roll:

- 1 – Define the word using your own words.
- 2 – Make a list of 5 synonyms.
- 3 – Use the word in a sentence.
- 4 – Make a list of 5 antonyms.
- 5 – Provide at least 3 sensory details about the word.
- 6 – Have you heard this word before? (Yes or No) If yes, in what?

#### 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 2: Preview**

Using the Water Cycle at Work, look through the pages with the students. Direct students to certain pages where the text is covered, but text features are revealed. Some of the pages will have the text feature covered, but the text will be revealed. Students Think Pair Share with partners regarding the information covered and the information exposed. Ask if it was helpful or confusing to have the text features covered. Some students will share out their partner's answers. Make sure they justify their response.

**Note:** Place sticky notes over various text features and over general information before class begins.

**Activity 3: Read the Text**

**Note:** Prior to lesson, cover the following in the text:

Page 6- cover definitions

Page 7- cover picture

Page 14- cover text

Page 10- cover bolded words

Project page 14 with the text covered. Ask the students:

- What did the caption say?
- Did the caption tell me anything about weather?
- Uncover the text and have them read. Then ask:
- After reading the words, what did you learn?

Project page 10 with the bolded words covered. Ask the students:

- Read the text. After they read, say "What could have helped you prepare for the text?"

Project page 6. Read the caption and text together as a class. Ask the students:

- What is missing from this page?

Uncover the definitions and have the students talk with a partner about how the definitions helped them.

Project page 7. Ask the students what could help them better understand the water cycle?

Uncover the page and have them tell their partner how the illustrations and diagrams helped them.

#### **Activity 4: Understand the Text**

Revisit the anchor chart that was made at the beginning of the unit. Review the information with the class. In pairs, students find a text feature and describe what it teaches. Make an anchor chart to show the text feature and what they learned. Break students into groups. Each group will pick a text feature to make their own anchor chart.

**Note:** Think about listing certain text features they can choose from or having them sign up for text features.

#### **Activity 5: Respond to the Text**

Students brainstorm facts about themselves using Thinking Map: [Foldable PDF](#). Each student should have at least four facts regarding themselves. They will use a folding sheet of paper into a book and using text features, they will write their facts in the book. They will include at least three text features in their book. See instructions for foldable book in materials/resources.

##### **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.

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

- Write the passage and make an illustration (drawing, photo, graphic) to help comprehension.
- Have students write a poem or play to explain what they learned about text features.

#### **Activity 6: Closing**

The students share their facts with the class. The class reviews the lesson before exit ticket.

- ✓ Use **Handout 1.4: Student Participation Checklist** throughout the lesson to monitor progress.

**Reflection**

- ✓ Exit Ticket: Students complete **Handout 1.3: Exit Ticket** as a self-reflection based on the lesson and target skill. As a class, discuss the essential questions for this lesson.

**Homework**

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

For training or questions regarding this unit,  
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