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EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 2

Grant funded by:



Lesson 10: Precipitation

Focus Standard(s): RI.2.9, W.2.2

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

Estimated Time: 1 hour and 10 minutes

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

Resources and Materials:

Note: If possible, invite a local meteorologist to speak to your class about weather.

- Note Cards
- Chart paper
- Handout 1.4: Student Participation Checklist
- Handout 2.1: Venn Diagram
- Handout 6.2: Weather Chart
- [Interactive Venn diagram](#)
- [16 WAPT Weather Report](#)
- [Precipitation Book](#)
- Video: Informational text [Compare and Contrast Nonfiction Text](#)

Lesson Target(s):


- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- Compare and contrast the most important points presented by two texts on the same topic.

Guiding Question(s):

- How were these two-text similar?
- How were these two-text different?
- How was the text connected?

Vocabulary

<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Compare • Connections • Contrast • Differences • Similarities 	<p>Instructional Strategies for Academic Vocabulary:</p> <ul style="list-style-type: none"> <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
<p>In-Context Vocabulary:</p> <ul style="list-style-type: none"> • Atmosphere • Condensation • Dew Point • Hail • Precipitation • Sleet 	<p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Definition <input type="checkbox"/> Cause and effect <input type="checkbox"/> Examples
<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • Review all words placed on the word wall. 	<p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in writing/discussion <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students create pictures/symbols to represent words <input type="checkbox"/> Students write/discuss using the words <input type="checkbox"/> Students act out the words or attach movements to the 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 how the two text are alike and different. Understand what the authors say about the topics in both text and what can be learned in each text.

Anticipatory Set/Introduction to the Lesson:

Teacher introduces learning target: comparing and contrasting two stories on the same topic. Host a short class discussion with teacher created anchor chart. Show Video: Informational text [Compare and Contrast Nonfiction Text](#) after the anchor chart.

Activity 1: Vocabulary

Introduce In-Context vocabulary words with Marzano's 6 steps. Today use steps 1-5.

- *Step one:* The teacher explains a new word, going beyond reciting its definition (tap into prior knowledge of students, use imagery).
- *Step two:* Students restate or explain the new word in their own words (verbally and/or in writing).
- *Step three:* Ask students to create a non-linguistic representation of the word (a picture, or symbolic representation).
- *Step four:* Students engage in activities to deepen their knowledge of the new word (compare words, classify terms, write their own analogies and metaphors).
- *Step five:* Students discuss the new word (pair-share, elbow partners).

Activity 2: Preview

Preview both text with the students. Review the Academic Vocabulary with students. Students point out the similarities and differences before reading by looking through the illustrations and headings.

Note: Create an anchor chart or some form of visual for students as a reminder of the Academic Vocabulary.

Activity 3: Read the Text

Read aloud *Twisters and Other Terrible Storms* page 41-50, *Rain and Storms*, and [Precipitation Book](#). Students use **Handout 2.1: Venn Diagram** and their notes for students to fill out during and after reading.

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

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 4: Understand the Text

In small groups, students compare and contrast the two texts using an [Interactive Venn Diagram](#). Students can check their work by comparing their notes to other people's notes in the group.

Activity 5: Respond to the Text

Students brainstorm all the information they have about precipitation from their notes. Each group will choose one form of precipitation and write a short informational passage. They will compile the main idea and key details learned from the videos and passages read. Include an illustration with the informational passage.

Note: This can be presented as a paragraph, slide show, or poster depending on class' needs.

Example information:

- What is precipitation?
- What is an example of some that you have experienced?
- What is a form you learned about?
- How can precipitation be dangerous?
- How can we keep safe?

Activity 6: Writing Opportunity:

Note: Show the local weather report [16 WAPT Weather Report](#) before presenting this assignment.

Students pretend you are a meteorologist and write a weather report based on one of the storms you read about today. Practice reading your weather report with a partner. If materials are available, student record themselves or create a pod cast.

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.
- Write a journal or postcards from an explorer's or scientist's point of view (accurate historically, or in the future...).

Activity 8: Closing

The student will share their project with the class.

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

Reflection

- ✓ Exit Ticket: Provide students with a note 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.

Homework

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

For training or questions regarding this unit,
please contact:

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