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# EXEMPLAR

Units *&* Lessons

ENGLISH LANGUAGE ARTS

**Grade 2**

Grant funded by:



## Lesson 12: Grasshopper Attack and Twister!

**Focus Standard(s):** RL.2.5, RL.2.2

**Additional Standard(s):** RL.2.1, W.2.2, L.2.4a

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

**Text(s):** *Twister on Tuesday* by Mary Pope Osborne

**Resources and Materials:**

- Reader's Response Journal (RRJ)
- Chart paper
- Handout 1.2: Student Progress Tracking Chart
- Handout 1.3: Exit Ticket
- Handout 1.4: Student Participation Checklist
- Handout 6.2: Weather Tracking Graph
- Handout 12.1: Alpha Box
- Handout 12.2: Story Structure
- [Interactive Story Map](#)

**Lesson Target(s):**

- The student will describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**Guiding Question(s):**

- How has the story changed from the beginning?
- What has happened to the main characters since the beginning of the book?
- How will events so far affect the characters?

## Vocabulary

### Academic Vocabulary:

- Beginning
- Character
- End
- Major events
- Middle
- Recount
- Setting
- Structure

### Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Read and discuss the meaning of word in multiple contexts
- Write/discuss using the words

### In-Context Vocabulary:

- Atmosphere
- Cirrus
- Cumulus
- Funnel
- Hail
- Stratosphere
- Stratus

### Strategies for Teaching How to Determine Meaning from Context Clues:


- Definition
- Cause and effect
- Examples

### Direct Instruction Text Vocabulary:

- Review all words placed on the word wall.

### Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- 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:**

Provide a verbal and/or written description of the overall structure of a story, including how the beginning introduces the characters, setting, problem, and plot and how the ending reveals the outcome of the character’s problem and/or the character’s response to a challenge.

**Anticipatory Set/Introduction to the Lesson:**

Students will help teacher create an anchor chart about story structure. Note: See **Handout 12.2: Anchor Chart Story Structure Example**

**Activity 1: Vocabulary**

Preview the topic words. Have students guess words that may be associated with weather. Students fill out **Handout 12.1: Alpha box** with words from this unit. The students can work in small groups. When all the groups are finished. Work together to fill in one large alpha box with all the words combined.

Introduce the In-Context vocabulary words with personal dictionaries. Select an organizing principal: subject, alphabetical, general, or technical. They can include translations or antonyms and synonyms.

**Note:** Students can use a note book or a foldable for their personal dictionaries.

**Activity 2: Read the Text**

Students will follow along as the teacher reads aloud chapters 6 and 7. Discuss the chapters with the class. Bring up front the information learned during the reading. Students can take notes during 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 3: Understand the Text**

Students discuss the Chapters in small groups based on the guiding questions, and then answer questions addressed to the whole class.

High level questions:

- What was the moral of the poem from page 38?
- How do you think Jack and Annie knew about the storm cellar?

On level questions:

- What did they call the hail storm?
- According to page 45, Jack and Annie thought the sky looked weird. What was coming?

Low level questions:

- What was Miss Neely referring to when she said, slate pen?
- Where were Jack and Annie running back to on page 51?

**Activity 4: Respond to the Text**

Teacher will walk students through the interactive story structure activity using this website [Interactive Story Map](#) and a discussion about how the beginning introduces the story and how the ending concludes the action and problem. Students will complete a graphic organizer when they finish and discuss what they have learned about story structures in typical stories.

- ✓ Use a handout similar to **Handout 1.2: Student Progress Tracking Chart** to monitor students understanding and progress as it concerns student's ability to describe how the beginning introduces the story and how the ending concludes the action and problem. From the data collected, make determinations about what types of support to provide to students.

**Writing Opportunity:**

Students write down their conclusions from their discussions about to describe how the beginning introduces the story and how the ending concludes the action and problem.

- ✓ Use **Handout 1.2: Student Progress Tracking Chart** to monitor students understanding and progress as it concerns student's ability to describe how the beginning introduces the story and how the ending concludes the action and problem. From the data collected, make determinations about what types of support to provide to students.

**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.

**Activity 6: Closing**

The students will review the interactive story structure with the class. The teacher will review the lesson before the 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** Continue to track the weather in their area. The students can use the chart given or another one similar. Add cloud tracking this week.

## Alpha Boxes

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W X	Y Z

**Handout 12.2: Story Structure**

Characters	Setting	
Plot: What happens in the Beginning, Middle, and End of the story?		
Beginning	Middle	End



For training or questions regarding this unit,  
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