



MISSISSIPPI

# EXEMPLAR

Units *&* Lessons

ENGLISH LANGUAGE ARTS

**Grade 2**

## Lesson 4: Climate

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

**Additional Standard(s):** RI.2.1, RF.2.4a, W.2.2, W.2.8

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

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

**Note:** Go through Chapter 2 before the lesson and use sticky notes to place over a variety of 3-4 text features, as well as cover some of the information while leaving the text feature visible.

### Resources and Materials:

- Handout 1.3: Exit Ticket
- Handout 1.4: Student Participation Checklist
- Handout 4:1: Frayer Model
- Handout 4.2: Summary Note Taking
- Reader's Response Journal (RRJ)
- Reading Passage "[Climates](#)"
- National Geographic Article: "[Wild Weather](#)"
- Checklist: [Read Think Write](#)
- Geography of the 50 States: [State Geography](#)
- Reading Passage: [Study of Earth](#)
- Video: [Basis of Geography](#)
- Video: [Climate Zones of the World](#)
- Problem Solving Activity: [Climate Activity](#)
- [Family Guide for Student Success](#)

### Lesson Target(s):

- The students will take informational text regarding climate and geography to determine the use of text features.

- The students will ask and answer questions about key details in text.

**Guiding Question(s):**

- What major event occurs in Chapter 2?
- How does location affect weather?
- How are text features helpful and why?

**Vocabulary**

**Academic Vocabulary:**

- Describe
- Draw Conclusion
- Key details
- Major event
- Plot
- 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:**

- Column
- Engine
- Grove
- Rippling
- Schooner

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

- Definition
- Comparison
- 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

	<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	
<p><b>Anticipatory Set/Introduction to the Lesson:</b> Students work with partners to look at a map or globe and complete an activity regarding what clothing someone would wear in a certain area. Direct students to predict what kind of climate they believe that a particular part of the world has and why. Review the anchor chart for text features made previously.</p> <p><b>Understanding Lesson Purpose and Student Outcomes:</b> 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:</p> <ul style="list-style-type: none"> <li>• I can use text features to find information.</li> <li>• I can identify the main idea and key details in a text.</li> </ul> <p>Have students tell you if they recognize any words in the “I Can” statements. Discuss what students already know.</p> <p><b>Activity 1: Vocabulary</b> Review content vocabulary from lesson. Use <b>Handout 4:1 Frayer Model</b> to assist with words that are harder to understand. Use In Content vocabulary words to play Brain Power Words.</p> <ol style="list-style-type: none"> <li>1. Ask small groups of students to preview sections of a text and identify difficult words.</li> <li>2. For long chapters, assign different sections to different groups.</li> <li>3. Students place a Post-it next to the words in the text they identify as potentially difficult.</li> <li>4. After identifying the words, the group goes back and uses context clues to hypothesize what the words might mean. <ol style="list-style-type: none"> <li>i. Clues of substitution: A known word would make sense in the context and is probably a good definition.</li> </ol> </li> </ol>	

- ii. Clues of definition: The word is defined in the text (many textbooks do this).
  - iii. Clues of opposition: Words “not, unlike” etc. are excellent clues to what a word is not and thus help define the words.
5. After Brain Power Words list is identified and definitions sought, the students check their work with the teacher.

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

- Provide students with an example of a Frayer Model and/or Model one for students.
- Using a different Fryer Model; definition, picture, sentence with word, and examples.

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

- Students can use a more complex Frayer Model; definition, synonyms and antonymous, sentences, and characteristics or facts.

**Activity 2: Hide the Text Features**

**Note:** Go through Chapter 2 before the lesson and use sticky notes to place over a variety of 3-4 text features, as well as cover some of the information while leaving the text feature visible. Be sure to remove sticky notes before moving to activity 3.

Direct students to pages where text features are covered, and text is revealed. Discuss with the class how the covered information helped or hindered them from understanding the information.

**Activity 3: Read the Text**

Read Chapter 2 of *Twister on Tuesday* (pages 9-15), and reread in small groups if needed. Choose a text that contains information regarding climate and geography to read with the class. Read aloud “*Climates*” and National Geographic’s “*Wild Weather*” to the class. Have students point out the text features found in these articles.

Discuss with the class the differences types of texts (other than books) in which text features are found often. Some of the texts students may mention are articles, newspapers, and/or internet resources. Use **Handout 4.2: Summary Note Taking**.

**Note 1:** “Climate” has a Lexile Level of 930. Read aloud to the class to aid in comprehension.

**Note 2:** Think about your students. If they need differentiation regarding reading aloud, read this [Edutopic](#) article for suggestions.

**Activity 4: Understanding the Text**

Discuss with the class what information was given through text and what information was given through text features. Give an example of information that was given through text and information given through text feature. Students Think-Pair-Share their responses. Bring in specific information regarding climate and geography from the articles read. Discuss why some of the different geographical regions have different climates.

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

- Once discussed with class, create an anchor chart with information regarding climate and geography.

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

- Students can research climate and/or geography on their own to add to KWL chart for class.

**Activity 5: Respond to the Text**

Students write a summary of “Wild Weather” and “Climate” read today. Use the \$2-\$3 summary. (Each word is worth 10 cents, add your words to make \$2-\$3 for your summary.) Use notes from the graphic organizer.

Ask these guiding questions to assist students with activity 5:

1. What are the main topics or ideas?
2. What are the important details that support the main idea?
3. Is there any information that is not needed?

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

- Provide an example for students performing below grade level.

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

- Work together as a group to complete a summary letting each person add a word to the summary and passing the summary around to finish the summary.

**Activity 6: Critical Thinking**

Use the [Climate Activity](#) to share research with the class. Use these materials, but substitute the two cities for your city and another

well-known city to the students. Once you have gathered and charted all the information with the class; break the class into groups and have them analyze the data.

**Note:** You could coordinate this assignment with a math lesson for the following standards: MD.2.10 and MD.2.9.

#### **Activity 7: Writing Opportunity**

Have students refer to the same globe/map used in the anticipatory set of this lesson. Direct students to choose where on the globe they would like to travel, and write a short opinion piece about the location. Have them use information about climate and geography from both text to explain their reasons they want to travel to that place.

Review with students peer editing. When the students finish their opinion piece, have them swap papers with a partner. The partner will give suggestions or edits that should be made to the paper.

**Note:** Model the process of peer editing for students. Use the link from [Read Think Write](#) regarding peer editing for additional information.

#### **Activity 8: Closing**

Review and discuss the lesson from today. Discuss the essential questions. Write in Reader's Response Journal to answer the essential questions and discuss their predictions that were made at the beginning of the lesson.

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

#### **Activity 9: 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**

Locate an informational text at home (newspaper, magazine article, book) with text features and a fictional text. Complete the activity on the bottom half of page 11 in the [Family Guide for Student Success](#) 2<sup>nd</sup> grade booklet. Bring both texts to school with a note from your parent stating how well you completed the activity.

Handout 4:1: Frayer Model

<b>My Definition</b>	<b>Key Characteristics</b>
<b>Example</b>	<b>Non-example</b>



For training or questions regarding this unit,  
please contact:

[exemplarunit@mdek12.org](mailto:exemplarunit@mdek12.org)