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EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 2

Grant funded by:



Lesson 7: One Room School House

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

Additional Standard(s): RF.2.4, SL.2.1

Estimated Time: 1 hour and 10 minutes

Text(s): *Twister and Other Terrible Storms* by Mary Pope Osborne and “[One-Room Schoolhouse](#)” from DKfindout.com

Resources and Materials:

- Handout 1.2: Student Progress Tracking Cha
- Handout 1.3: Exit Ticket
- Handout 2.1: Venn Diagram
- Handout 6.2: Weather Tracking Graph
- Handout 7.1: Anchor Chart
- Reader’s Response Journal (RRJ)
- [One Room School House](#)

Lesson Target(s):

- Compare and contrast the most important points presented by two texts on the same topic.
- Compare and contrast the important points in two texts on the same topic in a written response.

Guiding Question(s):

- How do two different authors’ present information on the same topic in similar and different ways?

Vocabulary

Vocabulary	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Key details • Main topic • Summarize 	<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"> • Basement • Burlap • Cellar • Sod 	<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 to students the target skill for the day: Summarizing the main idea of a multi-paragraph. Ask students to define what summarizing would be. Tell students this lesson will give them practice summarizing with finding the main idea and key details.

Display the following “I Can” Statements:

- I can identify the most important points presented by the two texts on the same topic.
- I can compare these important points in a written response.

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:

Show photographs and/or videos (links listed in materials/resources) of an old one room school house. Have a short whole group discussion about one room school house. Groups will come up with list of adjectives to describe the one room school houses. List the words on large paper or the board and discuss the differences in the groups.

Activity 1: Preview

Before reading the text, have students preview the illustrations in the story. Look for any objects in the text that may need an explanation before reading.

Activity 2: Vocabulary Instruction

Introduce the In-Context vocabulary words to the students. Review directions for “SPLAT”. “SPLAT” can be played by two or more players. One person is the caller and the others have fly swatters. The caller describes a word either prefix, suffix, context clues, synonyms, or antonyms. The other players then try to be the first person to locate the word and “SPLAT” it with their swatter. Then the players trade roles. Management tip: Be very explicit with directions involving both the fly swatters and noise level. This game can easily get out of hand for obvious reasons, but can also be easily manageable.

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: Comparing and Contrasting the Texts

Discuss with students that two different authors can write about the same topic. When they do this, there may be similar and different main points that they make, depending on what they want to focus on and the reasons why they are writing the text. Ask students if they were to write a text about tornados, what main points would they make. Compare the main points that they mention.

Explain to students that they will help you compare and contrast the main points in two different texts. Present **Handout 7.1: Anchor Chart** so that students understand how to compare and contrast the main points in two different texts.

Students read Chapter 3, One-Room Schoolhouse, independently. Guide students through a discussion about what the main topic of the chapter could be. Direct them to look at the chapter title, the text features, and key details. After students come to a conclusion and write down the main topic, direct students to focus on the important points that the author writes about the main topic while you read. While reading, draw attention to the text features used in Chapter 3 and ask students how they can use those to understand the important points in the text. Create a whole-class bulleted list or have students create individual or collaborated bulleted list of the important points of the author about the main topic.

- ✓ Distribute **Handout 1.2: Student Progress Tracking Chart** throughout the lesson to monitor progress

Provide a whole-group read of One Room School-House from DK Find Out! (link in materials/resources). Guide students through a discussion about what the main topic of the text could be. Direct them to look at the title, the text features, and key details. After students come to a conclusion and write down the main topic, direct students to focus on the important points that the author writes about the main topic while you read. While reading, draw attention to the text features used in the text and ask students how they can use those to understand the important points in the text. Create a whole-class bulleted list or have students create individual or collaborated bulleted list of the important points of the author about the main topic.

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

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

Activity 4: Understanding the Texts

Discuss vocabulary words or other information given. Partners can use Think-Pair-Share to discuss these text dependent questions:

1. According to the passage, what do they call the teacher from the one room school house?
2. According to the passage, why did school shut down during the summer?
3. Click on the stove link and ask: Why would there be a stove in the one room school house?
4. What was some similar important points between the two texts?
5. What was some different important points between the two texts?

Activity 5: Respond to the Text

Compare and contrast with the class the most important points presented by the two texts. Distribute **Handout 2.1: Venn Diagram**. Students will use the information taken from the text and the videos to fill out the Venn diagram. Write a short informational response comparing the most important points presented by the two texts.

Note: If students have not received instruction on a compare/contrast task before, provide one or more mentor texts or a model of a compare/contrast written response. Be sure to conduct a think aloud for why certain parts of the written response that are common in compare/contrast responses. Have discussions with students about how to write an effective compare/contrast response.

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

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 notes for students to use with the Venn diagram for 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.
- Make a digital photo journal of One Room School Houses.

Activity 6: Reflection and Closing

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.

How to Compare and Contrast the Main Points of Two Texts

1. Determine the main topic of both texts.
2. Make a list of the main points of each text.
3. Check to see what is similar between the two texts.
 - ✓ Ask yourself: Do any of the ideas seem similar?
 - ✓ Ask yourself: Do both authors use similar headings or key words?
4. Check to see what is different between the two texts.
 - ✓ Ask yourself: Do any of the ideas seem different?
 - ✓ Ask yourself: Do both authors use different headings or key words?

Signal Words for Comparing/Contrasting Two Texts

Both texts explain...

One text explains...

The other text states something different...

<Title of Text> and <Title of Text> are both mainly about...

One main point that is similar is....

A main point that is different is...

For training or questions regarding this unit,
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