



MISSISSIPPI

# EXEMPLAR

Units *&* Lessons

ENGLISH LANGUAGE ARTS

**Grade 2**

Grant funded by:



## Lesson 8: Reading Lesson

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

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

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

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

**Resources and Materials:**


- Dixie Cups
- Deck of Cards
- Handout 1.2: Student Progress Tracking Chart
- Handout 1.3: Exit Ticket
- Handout 1.4: Student Participation Checklist
- Handout 6.2: Weather Chart
- Handout 8.1: Story Structure
- Handout 8.2: Comic Strip Template
- Video 1: [Story Elements](#)
- Video 2: [Story Elements](#)

**Lesson Target(s):**

- Explain how stories are structured, including describing how the beginning introduces the characters and the problem and the ending shows how the characters solve the problem.
- Identify the problem and where the problem is introduced in the story.
- Identify the solution and where the solution happens in the story.

**Guiding Question(s):**

- What is the structure of the story?
- What has the weather been like around you?

Vocabulary	
<p><b>Academic Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Describe</li> <li>• Major events</li> <li>• Setting</li> <li>• 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>• Burlap</li> <li>• Glare</li> <li>• Grateful</li> <li>• Modestly</li> <li>• Scowl</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
	<p>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.</p>

✓

Assessment (Pre-assessment, Formative, Self, or Summative)

## Instructional Plan

### Understanding Lesson Purpose and Student Outcomes:

Explain to students the target skill for the day: finding text structure in a literary text. Ask students to discuss story structure. Tell students this lesson will give them practice identifying story structure.

Display the following “I Can” Statements:

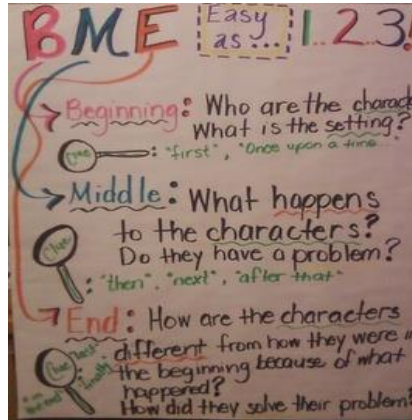
- I can tell the important details about how a story begins and ends.

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:

- Introduces learning target: Story structure and key details. Brainstorm the elements of story structure with class before creating the anchor chart. Watch Video 1: [Story Elements](#) or Video 2: [Story Elements](#) to review with the students the structure of a story. Create an anchor chart with the class on story structure. Create the anchor chart with students to give students buy in.

Here is an example of one type of type of anchor chart:



Explain that typically (not always) authors begin a story by including certain details about the setting and the main characters. Provide examples of settings and main characters in stories that all students know or have read previously. Explain that by authors doing this, it helps readers to understand the problem later in the story. Tell students to say, “Authors begin by introducing the setting and the characters.” Explain that as the story continues, authors include details after the beginning to let you know that

there is a problem. Tell students to say, “Oh no! Authors create a problem!” Explain that then authors include actions and details that involve the characters solving the problem. Tell students to say, “Yay! Author’s solve the problem!” Explain to students that this makes up common story structures in many texts: the beginning, the middle, and the end.

### **Activity 1: Understanding the Story Structure**

Have students help you identify details so far that the author included to introduce the story and the problem. Use **Handout 8.1: Story Structure** to help the students fill out the elements of the story structure so far in *Twister on Tuesday*.

### **Activity 2: Vocabulary Instruction**

Before reading the text, have students preview the In-Context vocabulary words and break into small groups to play “STACKS!”

**Note:** “STACKS” can be played by two or more players and requires Dixie cups with vocabulary words written on them. Students draw a cup and identify the word. You can have the student’s play where they must define the word, give a synonym or antonym, or use the word correctly in a sentence. The other players use the deck of word cards to check the first student. If they are correct, they get to “stack” their cup. If they are incorrect, they put the cup back in the center pile. Play continues through all players with the goal of building the highest stack of cups.

#### **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: Read the Text**

Have students read Chapters 4 and 5 of *Twister on Tuesday*. Then, have students discuss the text in whole and small groups.

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

The teacher will ask text dependent questions and discuss them with the class:

1. According to the text, what were the walls made of in the school house?
2. On page 24, where did Annie tell Miss. Neely they were going to?
3. Read the statement:

*Jeb just glared at him and didn't say anything.*

What does the word, glared mean in this sentence?

4. According to page 30, why did Will think a storm was coming?

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

Students create a comic strip of Jack and Annie focusing on story structure and main idea from *Twister on Tuesday*. **Handout 8.2:**

**Comic Strip Template** Students can work independently, in pairs, or groups to complete the comic strip.

**Note:** Review the Academic Vocabulary words with the students if needed before this activity.

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

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

Students explain what details were included in the beginning of the comic strip to help the reader understand the setting and the main characters. Students then explain what details were included in the middle of the comic strip to help the reader understand the problem. Finally, students explain what details were included in the end of the comic strip to help the reader understand how the problem was solved.

- ✓ Distribute **Handout 1.2: Student Progress Tracking Chart** to monitor students understanding and progress as it concerns student's ability to explain 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.
- Give examples of comic strips for students to view.

#### **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**

Share out their comic strip and writing. Students respond to the essential questions using their reading response journal.

- ✓ 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.

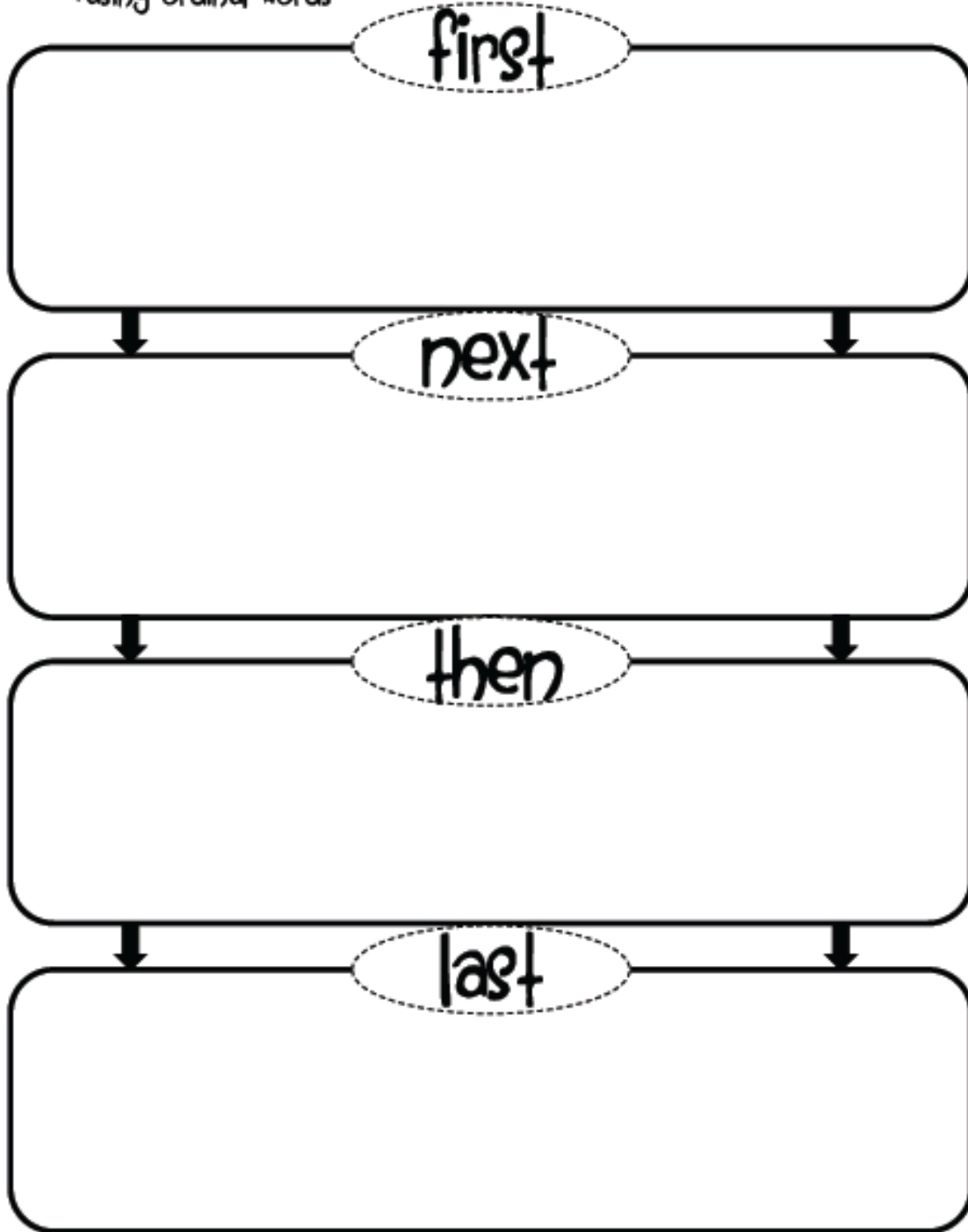
**Homework**

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

Handout 8.1: Story Structure

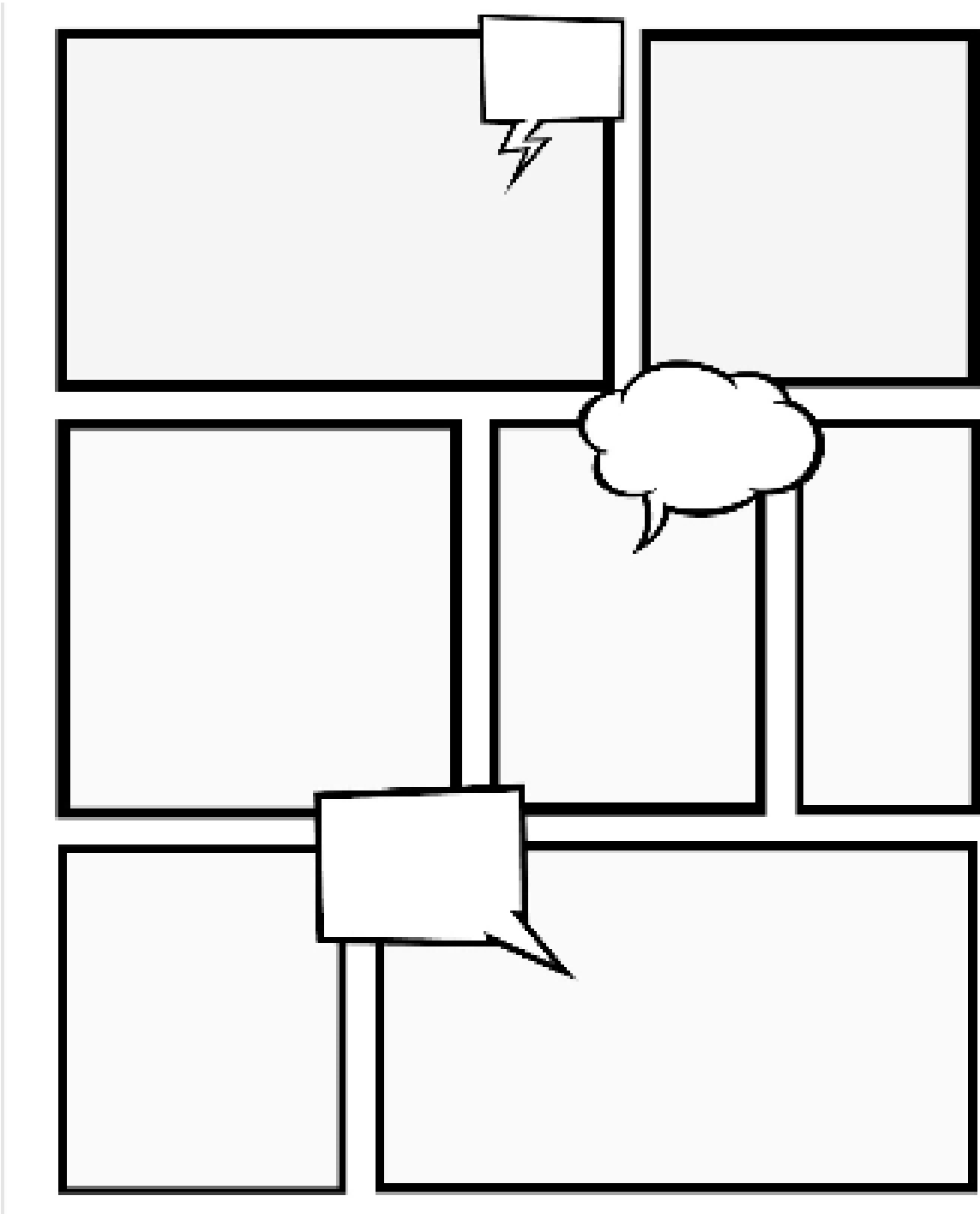
fiction stories  
\*using ordinal words

name \_\_\_\_\_





Handout 8.2: Comic Strip



For training or questions regarding this unit,  
please contact:

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