



MISSISSIPPI
EXEMPLAR
Units *&* Lessons

ENGLISH LANGUAGE ARTS

Grade 2

Lesson 1: Introduction: What is Weather?

Focus Standard(s): RI.2.1, RI.2.2

Additional Standard(s): W.2.2, W.2.8

Estimated Time: 1 hour and 10 minutes

Text(s): *Twister on Tuesday (Magic Tree House #23)* and *Twisters and Other Terrible Storms!* by Mary Pope Osborne

Note: For additional information, see [The Magic Tree House Lesson Summary](#).

Resources and Materials:

- Handout 1.1: Vocabulary Word Map
- Handout 1.2: Student Progress Tracking Chart
- Handout 1.3: Exit Ticket
- Handout 1.4: Student Participation Checklist
- The Magic Tree House: [The Magic Tree House Lesson Summary](#).
- Anchor Chart: [Anchor chart](#)
- Differentiated Phonics Instruction: [Florida Center for Reading Research](#)
- LearnZillion lesson: [Identify the Main Topic of a Text](#)
- National Geographic Kids Weather Video: [Wonders about Weather](#)
- National Geographic: [Climate and Weather](#)
- Weather vs. Climate for Kids: [Weather vs. Climate](#)
- Article: [Building English Language Learners' Academic Vocabulary](#)
- [Vocabulary Resources](#)
- Chart Paper
- Reader's Response Journal (RRJ)

Note: Before the lesson begins, think about guest speakers, community resources, or online resources that may be used during this lesson.

Lesson Target(s):

- Students will ask and answer questions such as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
- Students will understand that:
 - Informational text has a main topic.
 - The main topic is what the text is mostly about.
 - A key detail is a statement that provides more information about the main topic.
 - Readers use text and graphic features as sources to identify the main topic and think about key details.
 - Growing readers take notes using images and words. This helps them to think about what they have learned to generate a retelling on the topic.
- Students will be able to:
 - Identify the main topic or main idea.
 - Identify statements that support the main topic or main idea.
 - Retell the information in the text by giving the main topic or main idea and the key or supporting details in a text.
 - Participate in a discussion about the main topic in an effort to recall one or more details from the text.
- Students will be able to explain what weather is, how it affects us, and at least two other important details about weather.

Guiding Question(s):


- How do I determine key details in any text?
- How do I determine the main topic of a text?
- How does weather affect us?
- What did you learn about weather today?

Vocabulary**Academic Vocabulary:**

- Key details
- Structure
- Text features

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

<p>In-Context Vocabulary:</p> <ul style="list-style-type: none"> Based on the specific needs of your students, choose words/phrases that have clear context clues in the text. <p>Note: Words included as in-context are meant to aid in comprehension of the text through the instruction of context clue strategies. When assessing for student mastery of in-context vocabulary, assess students' ability to use strategies. See L.2.4.</p>	<p>Strategies for Teaching How to Determine Meaning from Context Clues:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use an anchor chart to model how to use context clues to determine the meaning of words
<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> Students are directed to preview the text and choose any words they may have trouble with before reading the text. <p>Note: Words included for direct instruction are meant to aid in comprehension of the text. Decisions about vocabulary assessments and word walls are to be made based on individual needs of students.</p>	<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	
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>
✓	<p>Assessment (Pre-assessment, Formative, Self, or Summative)</p>
Instructional Plan	
<p>Understanding Lesson Purpose and Student Outcomes:</p> <p>Students will learn to identify the main topic of a passage as they discover information about weather. They will also identify the differences between fiction and informational texts.</p>	

Anticipatory Set/Introduction to the Lesson:

Working together in groups or pairs, come up with as many things about weather that they already know. Write out a list or brainstorm in a graphic organizer. Explain to students that they will be learning about weather for the next few weeks, specifically about the different kinds of weather and how it affects the world around us. Choose one of the videos found in materials/resources. Have students watch the video(s) to peak interest about weather.

Activity 1: KWL

Ask the students what they know about weather. Create a KWL chart to record their responses. Record the answers about what they already know under the K section. Then, allow students to Think-Pair-Share about what they want to learn about weather. A few students will share with the class and record their responses under the W section. Use the ideas they came up with from their brainstorming session to fill in the chart.

- ✓ Make notations regarding the students' knowledge of weather and which students might need extra assistance.

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

- If students struggle to write complete sentences, students draw a picture and label. Ask them to dictate their sentence. Using a yellow highlighter, create a line for each word to provide a guide for each word.

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

- Write more complex sentences with words.
- Allow students to come up with individual vocabulary words.

Activity 2: Vocabulary

Tell students that the activities and texts in this unit will help them learn information about weather and text features. Introduce the Academic Vocabulary for the lesson using the steps provided in the vocabulary section of this lesson. Use **Handout 1.1: Vocabulary Word Map** to promote vocabulary development of the words chosen for direct vocabulary instruction. Be sure to model the use of the graphic organizer thoroughly with one of the words.

Note: Have students copy the graphic organizer into a vocabulary notebook. Changes can be made to the word map to include synonyms, antonyms, or sentences.

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

- If students struggle with vocabulary, utilize the strategy found in the article, [“Building English Language Learners’ Academic Vocabulary”](#)

Activity 3: Read the Text

Distribute or project copies of *Twister on Tuesday* and *Twisters and Other Terrible Storms*. Have students take a picture walk through the texts, discussing different elements they see in each. Create an anchor chart with students comparing fiction and informational text. Make copies of the covers of each text to add to the anchor charts as a visual.

Have students refer to *Twisters and Other Terrible Storms*. Allow them to make predictions using the Think-Pair-Share method. Have students engage and discuss the text with a partner or group without interruptions and react to illustrations. Read pages 10-19 aloud to students.

- ✓ Walk around the room if students are reading independently to ensure comprehension. Ask specific questions about the text and text features throughout.

Activity 4: Understand the Text

Tell students it is important to understand the main topic of a text. The main topic is what the text is about. Conduct a Think-Aloud using the questions below:

1. What was the text mostly about?
2. How did the illustrations help you?
3. What did you learn about weather?
4. Who are meteorologists?

Activity 5: Respond to the Text

After conducting the Think-Aloud, provide note cards or sticky notes for the students. Tell them they must help determine the main topic of the day’s text. Provide them with the sentence frame: *This text was about _____ or The main topic of this text was _____.*

- ✓ Check each card. Record information on **Handout 1.4 Student Participation Checklist**.

Activity 6: Writing Opportunity

Have students write a short entry in the RRJ about what they learned regarding weather, what they want to learn, and how they feel this unit will help them in real life.

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

- If students struggle with writing, have an anchor chart for them to reference.

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

- Students can write in more detail or complete their own KWL chart.
- Have students create a “Did You Know” blog for weather.

Activity 7: Closing

Review the information with students. Ask students if they learned any new information they can put in the L section of the KWL chart. If so, fill in the information. Use this information to review the lesson.

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

Reflection and Closing:

Have students reflect on how they accomplished each target.

- ✓ Exit Ticket: Using **Handout 1.3: Exit Ticket** have students make reflections based on the lesson and target skills. As a class, discuss the essential questions for this lesson.

Optional Small Group Activities:

Note: These are optional and will be listed under lessons 1, 6, 11, and 16.

Activities to address differentiation during learning stations:

- **Computer Station:** Students use the computer to research other websites about weather.
- **Writing Station:** Students use a teacher’s choice graphic organizer to summarize what they learned about weather. Students

can work with partners/groups or individually.

- **Phonics Station:** Visit [Florida Center for Reading Research](#) to create differentiated phonics instruction based on student needs.
- **Independent Reading Station:** Students will read a book or article about weather within their zone of proximal development (ZPD). Possible free websites for text: [www.Readworks.com](#), [www.newsela.com](#), or [www.tumblebooks.com](#). Possible paid subscriptions for text: [www.readingatoz.com](#) or [www.myon.com](#).
- **Teacher-led Station:** Teacher will pull students per ability or skill level and address specific targets. See details under small group instruction in the *read the text section* of each lesson.
- **Science Center:** Students will work on a weather station. Link to instructions are listed in lesson. Until weather tool lesson, students can research weather and climate averages for different areas provided by the teacher.
- **Weather Art Center:** The teacher can incorporate weather art and have the students write about their art based on the writing standards and weather information.

Homework

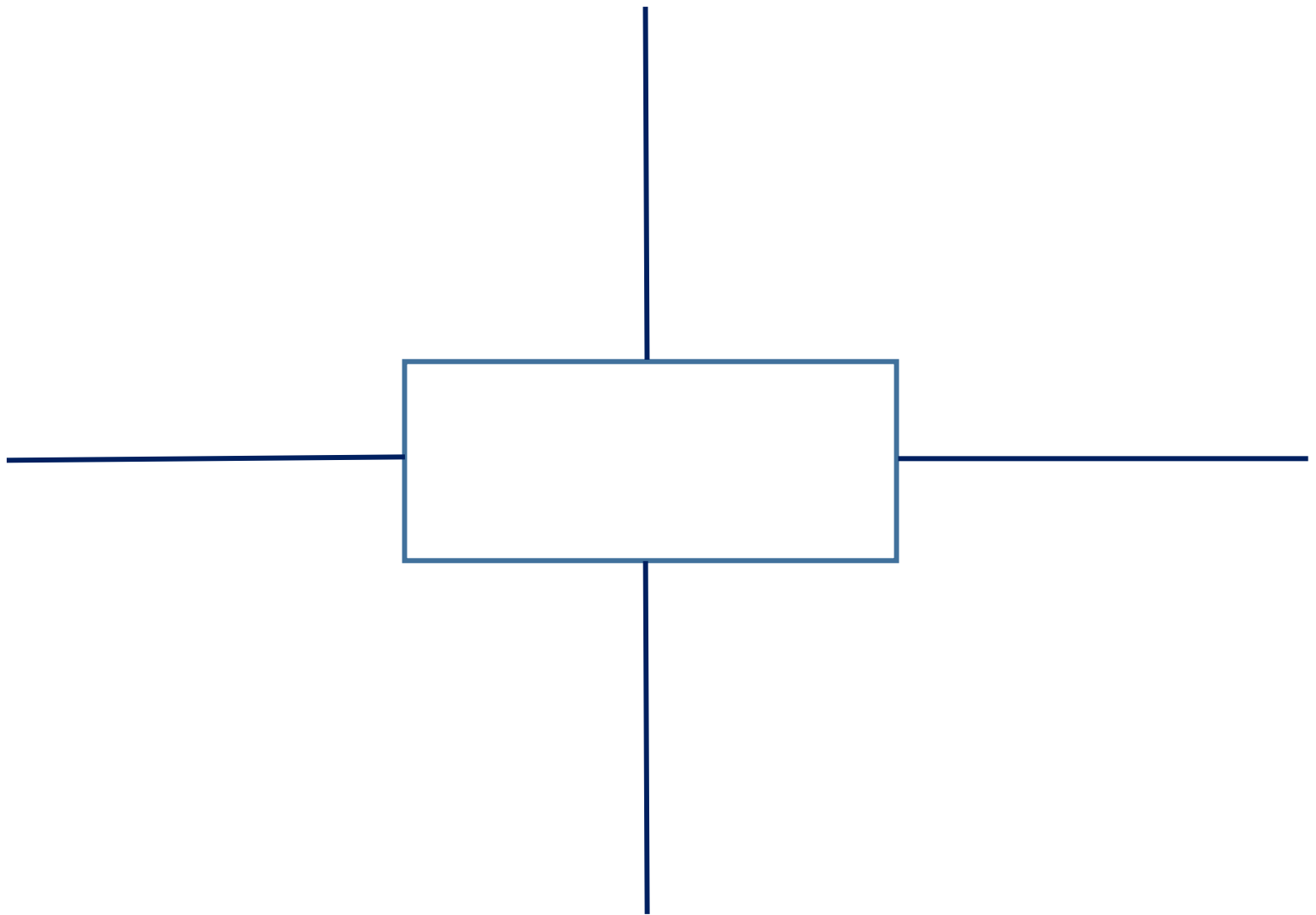
Students respond to text dependent questions using their reading response journal based on the lesson's discussion.

Handout 1.1: Vocabulary Word Map

Name: _____ Date: _____

Definition
(using your own words)

Picture



Examples

Non-examples

Handout 1.2: Student Checklist

Directions:

1. Write your students' names in the first column.
2. In the second column, place the following symbols to represent students' understanding of the lesson target:
 - A check mark to represent at-grade-level understanding.
 - A zero (0) to represent no understanding.
 - A plus sign (+) to represent above-grade-level understanding.

Lesson Targets:		
1. Students will show understanding of the main topics and key details by using the words correctly in the context of their conversations.		
2. Students will be able to explain the steps readers take to determine/identify main topics.		
Student Name	Target 1	Target 2
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.
11.	11.	11.
12.	12.	12.
13.	13.	13.
14.	14.	14.
15.	15.	15.
16.	16.	16.
17.	17.	17.
18.	18.	18.

Exit Slip

Name: _____ Date: _____

Response:

Observations

Name: _____ Date: _____

I saw today...



This made me think...



Now, I wonder...



Name: _____

Assignment:

Example:

Example:

Example:

Name: _____

Reading Selection:

Text-to-Self Connection:

Text-to-Text Connection:

Text-to-World Connection:

Name: _____

Date: _____

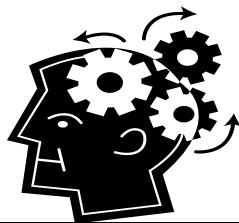
Reading Selection:

Connections I Made

To Myself:

To Another Text:

To the World:



Name: _____

Date: _____

Get the Gist

Gist of First Section:

Gist of Second Section:

Gist of Third Section:

Gist of the Fourth Section:

*On the back,
summarize today's
learning.*



Name: _____

Date: _____

Reflection

I am really good at...

I need more practice with ...



Name: _____

Date: _____

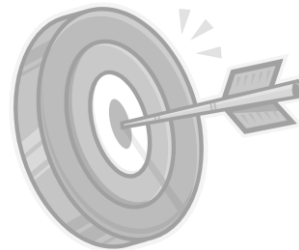
Goal-Setting

One goal I have for myself is ...

Steps I plan to take to reach my goal are...

Progress Checkpoints...

- 1.
- 2.
- 3.



Exit Slips

Name: _____

Date: _____

Key Word:

Definition:

Illustration:

Word in Context:



Name: _____

Date: _____

Predictions

I think...

What happened...

Now I think...



Exit Slips

Name: _____

Date: _____

Be a Word Wall Mind reader***Clue One:****This word is a word on the word wall.****Clue Two:******Clue Three:******Clue Four:******Clue Five:****This word would fit in the following sentence:*

Name: _____

Date: _____

Scientific Method***Ask a Question:******Do Background Research:******Construct a Hypothesis:******Conduct an Experiment:******Analyze Data and Draw a Conclusion:******Communicate Your Results:***

Exit Slip

Elaborate on the vocabulary words that we learned today. Choose one Elaboration Strategy to explain the word's meaning.

Word:	Elaborate:
Word:	Elaborate:
Word:	Elaborate:

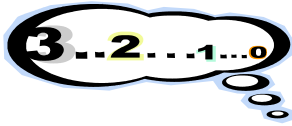
Name: _____

Elaboration Strategies

- Give an example of the word
- Give a non-example of the word
- Create clues about attributes of the word – students guess
- Create a question about the word – students guess
- Create a simile or metaphor using the word
- Use the word in a different way from the original text
- Give synonyms for the word
- Give antonyms for the word
- Create a short story together using the words
- Draw a quick picture or symbol of the word
- Explain how the word relates to your life
- Give additional information about the word (more facts)
- Paraphrase what the word means
- Create a different sentence for the word
- Explain how this word relates to the world currently

<p style="text-align: center;">Exit Slip</p> <p>Summary of Chapter, Section, or Book:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Picture of Learning:</p>
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Exit Slips



COUNTDOWN BY

3 things I know about...

2 questions I still have...

1 thing I will do...

Name: _____ Date: _____



Power Question

Congratulations! You have the honor of creating a power question from today's lesson. Create a higher order question for the class to answer tomorrow about today's lesson.

Exit Slips

Name: _____ Date: _____



Learning Frame

Today I learned about _____ with my class.

The tricky part is _____,

but it helps when I _____.

It's important that I know this because

_____.

Exit Slips



Name: _____ Date: _____

The Important Thing

The important thing about _____

is that

_____.

Supporting Detail #1:

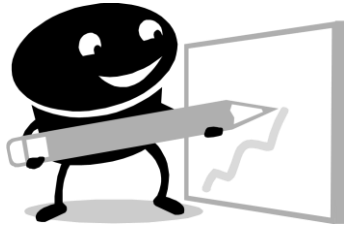
Supporting Detail #2:

Supporting Detail #3:

But the most important thing is

_____.

Exit Slips



Name: _____ Date: _____

Quick Draw of _____

Self-Evaluation			Daily Outcome
I Got It!	I Sort-Of Got It!	I Didn't Get It YET!	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Demonstrate or Explain			
Name: _____ Date: _____			

Name: _____ Date: _____

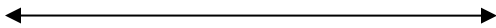
Simile Summary

A _____ is like a _____

because...

Windowpane – Note-Taking

Name: _____ Date: _____

Important Words and Definitions	
Important Dates	Important Events
Summary of Learning	Rating of my learning:  Unsure Got It
	Questions I Have

Interview Time

Verbal Closure

<p>Person A: _____</p> <p>Person B: _____</p>	<p>Topic: _____</p> <p>Date: _____</p>
<p>Person A's Responses:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What was the most important idea in today's lesson? <input type="checkbox"/> What was an important detail in today's lesson? <input type="checkbox"/> What questions do we need to ask so that we can better understand the information? <input type="checkbox"/> What personal connections were made in today's lesson? <p>Most profound statement made during this interview:</p>	<p>Person B's Responses:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What was the most important idea in today's lesson? <input type="checkbox"/> What was an important detail in today's lesson? <input type="checkbox"/> What questions do we need to ask so that we can better understand the information? <input type="checkbox"/> What personal connections were made in today's lesson? <p>Most profound statement made during this interview:</p>

Multiple Intelligence Exit Card

PURPOSE: To wrap up learning and seal it in the child's own comfort zone, or multiple intelligence.

Have students choose one of the following ways to process or encode the day's learning based on ONE of their top strengths.

Verbal Linguistic	Write three things you learned OR Write a summary of the lesson or reading
Logical Mathematical	Create an outline of today's learning OR Design a timeline sequencing the events of today's learning
Visual Spatial	Illustrate or create a diagram about today's learning OR Create a mind map of today's learning
Musical Rhythmic	Create a rap containing the most important facts from today's learning OR Write a poem explaining the key points from today's learning
Bodily Kinesthetic	Create a cheer or rap with movements that go along with the words to what you learned from today's lesson. OR Role-play the key event in today's lesson
Interpersonal	With a partner, conduct an interview of today's learning OR With a partner, hold a debate about today's learning
Intrapersonal	Create a goal for you to personally implement based on today's learning OR Write a Dear Diary entry about how you feel about today's lesson.
Naturalist	Explain how today's learning might have an impact on the earth, animals, and/or human beings OR Make an analogy between today's learning and the world

Handout 1.4: Student Participation ChecklistBook Title: *Twisters on Tuesday and Twisters and Other Terrible Storms!*

	Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Control voice/body	Uses time wisely	Shows cooperation
1.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
2.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
4.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
5.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
6.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
7.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
8.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
9.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
10.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
11.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
12.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
13.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
14.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
15.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
16.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
17.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
18.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
19.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
20.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
21.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
22.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
23.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
24.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321
25.	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321	109876 54321

For training or questions regarding this unit,
please contact:

exemplarunit@mdek12.org