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Units *&* Lessons

ENGLISH LANGUAGE ARTS

Grade 2

Grant funded by:



Lesson 2: Twister on Tuesday

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

Additional Standard(s): W.2.8, RF.2.4a, L.2.4a

Estimated Time: 1 hour and 10 minutes

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

Resources and Materials:

- Handout 1.3: Exit Slip
- Handout 1.4 Student Participation Checklist
- Handout 2.1: Venn Diagram
- Video: [Weather Instrument Song](#)
- Video: [Weather Smart Forecasting and Weather Instruments](#)
- Big Ideas of Reading: [Vocabulary Resources](#)
- Reader's Response Journal (RRJ)

Lesson Target(s):

- Students will make predictions regarding the text during class discussions.
- Students will ask and answer questions about key details in text.

Guiding Question(s):

- What do you predict will happen to Jack and Annie?
- What is the purpose of weather tools?

Vocabulary

<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Major event • Note taking • Plot • Setting • Structure 	<p>Instructional Strategies for Academic Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and discuss the meaning of word in multiple contexts <input type="checkbox"/> Students write/discuss using the words
<p>In-Context Vocabulary:</p> <ul style="list-style-type: none"> • Pioneers • Prairie 	<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"/> Comparison <input type="checkbox"/> Examples
<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>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:

Display the following “I Can” Statements:

- I can ask and answer questions from a story.
- I can ask and answer questions from informational text.

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:

Explain to students that today we will be continuing to learn about weather and how it affects us. Introduce the students to the idea of weather tools. Watch the video [Weather Smart Forecasting and Weather Instruments](#) that explains the tools and how they are used. Discuss with the students how these tools help meteorologist predict the weather. We will be creating some of these tools later in our unit.

Activity 1: Vocabulary

Ask students to preview any words they may have trouble with before reading the text. Display the words on chart paper. Use the strategy Think-Pair- Share to discuss the meaning of the words. Bring their thoughts to a whole group discussion facilitated by the teacher. Use the Word Detective game with students. Students will use the list displayed on board for this activity. Provide and ensure the In-Context Vocabulary words are on the list.

- Students are to write each target word and its sentence on a sticky note, then place it on their desk each time they encounter a key word.
- At the end of each lesson, devote a few minutes to reading each sticky note.
- You can even make a game out of it by assigning each word a point.

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

- If students struggle with vocabulary, let them work in groups or have specific examples listed for them.

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

- Students provide examples/non-examples and parts of speech for vocabulary.

Activity 2: Prediction

Display the book *Twister on Tuesday* and *Twisters and Other Terrible Storms* by Mary Pope Osborne. Ask students what they notice that is the same about the books. (Similar titles, same topic, both have an author, title, etc.) Ask students to describe some differences between the two. (Types of illustrations, character vs. actual person, fiction vs. facts). Tell students they are going to learn more about the weather through an informational text in this lesson. Write *informational text* on the board. Point out the word *information* in *informational text*, and ask students what *information* is. Create an anchor chart helping the students understand the difference between the two text; fiction and nonfiction).

Note: Information can be facts (such as the final score of a sporting event), descriptions (such as of person's facial expression), and/or a person's knowledge of an event or topic. An informational text is a type of book that contains facts, details, and/or one person's knowledge of an event or topic.

Tell students that fiction can sometimes contain facts or information. Ask students if this is an example of fiction that contains facts or some information? Why or why not?

Have student focus on the text features of the fiction and nonfiction text and point out how they are similar and different and why.

Note: This is a review of RL.1.5 to ensure students have mastered this standard. Knowing students' level of understanding of RL.1.5 will help you support their mastery of RI.2.2 and RI.2.5.

- ✓ Monitor students understanding of the differences between the two types of text and what features they have. Distribute **Handout 1.2: Student Progress Tracking Chart** but with different target goals, such as "Students explain the differences between the two types of texts. Students explain the similarities and differences between the text features used in each text."

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

- If students struggle to understand the concept of informational text and fiction, create an anchor chart showing the difference for the students to use if needed. Print photos of the book covers to place on the anchor chart for a visual.

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

- Allow students to consider books they have been reading independently or have read previously in the class and identify the appropriate genre/text type/if it's informational/narrative.
- Encourage text to text connections.

Activity 3: Read the Text

Distribute copies or project the book, *Twister on Tuesday* by Mary Pope Osborne. Have students take a picture walk through the text. Ask students if the book is fiction or informational. Ask them how they know. Refer to the anticipatory set for assistance. (Answer: The cover uses a photograph; illustrations are actual photographs; text features are present; and some words are written in bold.) Read aloud text as students follow along. Engage with text without interruption and react to the illustrations by asking specific questions. Read chapter 1 page 3-8.

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

High-performing Students Read entire text independently. Ask students to read silently or using a “phonics phone” at their own pace. As students read at their own pace, tap in front of one student at a time as an indicator for them to project their voice. This monitoring will guide fluency instruction. After all students have completed the section, tell the students you will be asking them questions about the details in the story. A detail gives readers more information about the main idea or topic. Ask the following:

1. How do we know this text is fiction?
2. What do the details teach us in this text?
3. What are some of the features that are different in this text?
4. What text feature do you see?

On-level Students Read chapter 1 independently using the procedure outlined in the *High Performing Students* section above. Ask the following:

1. How do we know this text is informational?
2. What text features helped you understand the text?

Low-performing Students

Before reading, ask students to discuss what they learned in the introduction and through the vocabulary lesson. Read Chapter 1 aloud or with students. Have students answer these questions:

1. How do we know this text is informational?
2. Identify any text features you saw in the chapter read today?
3. Can you describe how the text features helped you understand the passage?

Activity 4: Understand the Text

Divide the class into pairs. Have each pair review the text by explaining to each other things that happened in chapter 1. Use the text features in the text when you are explaining to your partner.

1. What were the major events?
2. What did you learn from the text features?
3. Using the text, why did Jack and Annie think they were meeting a Native American?

Activity 5: Respond to the Text

Discuss their findings from Chapter 1. Say: “Now that we have read from a fiction and nonfiction/informational text, let’s talk about their similarities and differences.” Provide each partner group with the Venn Diagram **Handout 2.1: Venn Diagram**. Have each pair create his/her own Venn diagram comparing/contrasting fiction and nonfiction/informational text. Complete the Venn Diagram for each type of text. Complete an “I do” practice for the Venn Diagram and the two text.

Activity 6: Writing Opportunity

In the text, yesterday and today, you learned many things about weather. Brainstorm all the new things you learned about weather. Use the KWL chart if needed to assist with your brainstorming. Write a short informational passage regarding what you have learned about weather.

Introduce the idea of writing a short informational passage. Create an anchor chart with the elements of an informational writing passage. Discuss each element with the class.

Note: Remind students to refer to anchor charts, list, books, and videos used so far.

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

- If students struggle with writing, provide additional information or notes on the topic.

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

- Students can write additional facts discovered throughout the lessons in the passage.

Activity 7: Closing

Review the lesson with the students and discuss the Venn diagram. Point out how fictional and nonfictional/informational aspects can help us. Remind the students about the weather tools they will be using later. Use the Reader's Response Journal to draw and label the text features for nonfiction and fiction text found today.

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

Reflection:

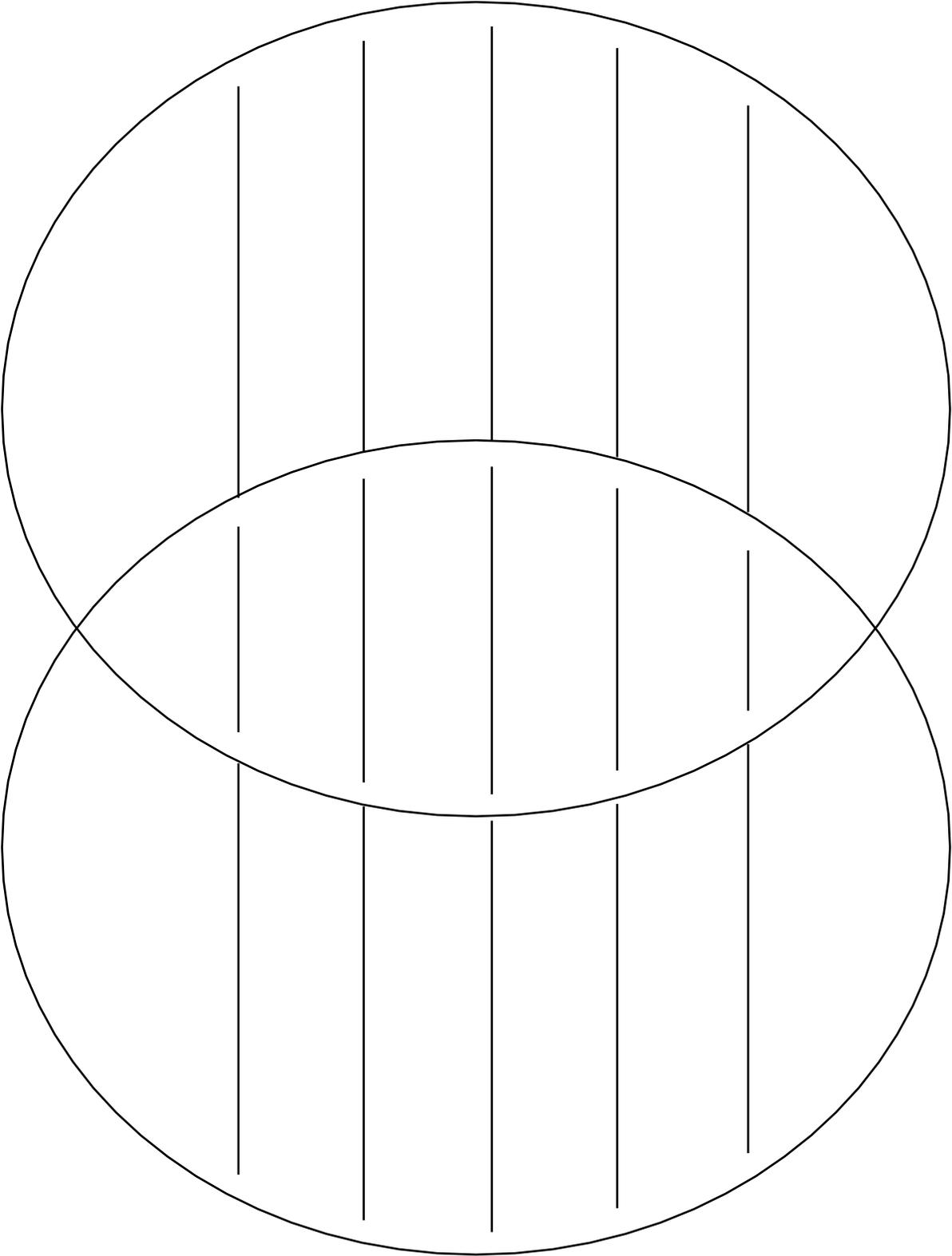
- ✓ Exit Ticket: Using **Handout 1.3: Exit Ticket** Reflect based on the lesson and target skill. As a class, discuss the essential questions for this lesson.

Homework

Find an informational/nonfiction text at home (newspaper, magazine article, book) with pictures and captions and bring it to school tomorrow. Discuss with an adult at home what the feature helps us understand and why.

Handout 2.1 Venn Diagram

Name: _____ Date: _____



For training or questions regarding this unit,
please contact:

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