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ENGLISH LANGUAGE ARTS

Grade 2

Grant funded by:



Lesson 3: Storms!

Focus Standard(s): RI.2.5, RI.2.9

Additional Standard(s): RF.2.4b, W.2.2, SL.2.1, SL.2.6

Estimated Time: 1 hour and 10 minutes

Text(s): *Twisters and Other Terrible Storms* by Mary Pope Osborne

Resources and Materials:

- Handout 1.4: Student Participation Checklist
- Handout 2.1: Venn Diagram
- Handout 3.1: Text Feature Scavenger Hunt
- Chart paper
- Reader's Response Journal (RRJ)
- Video: [Nonfiction Text Features](#)
- Video: [Non-fiction Text Feature](#)
- Slide Show: [Understanding Text Features](#)
- Big Ideas of Reading: [Vocabulary Resources](#)
- Slide Show: [Text Feature Slide Show](#)
- [Family Guide for Student Success](#)


Lesson Target(s):

- Explain how various text features help readers learn new information from a text from text.
- Identify the information provided in the different types of text features used in the text.
- Use text features to answer questions about the main topic.

Guiding Question(s):

- How do text features help us understand the text better?
- What other text features could have helped you more?

Vocabulary

Vocabulary	
<p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Compare • Connections • Contrast • Differences • Similarities 	<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"> • Based on the specific needs of your students, choose words/phrases that have clear context clues in the text. 	<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"> • 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: listing text features in informational text and how those text features help students. Ask students what a text feature is. Ask students to list some text features that they hear in the video clip they will watch next. Tell students this lesson will give them information about different text features and their purposes.

Display the following “I Can” Statements:

- I can use text features to find information.
- I can tell which facts are the same and different from two text of the same topic.

Have students tell you if they recognize any words in the “I Can” statements. Discuss what students already know.

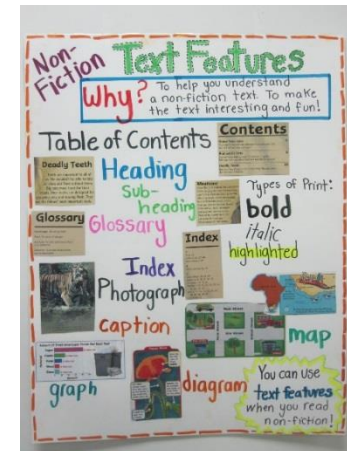
Anticipatory Set/Introduction to the Lesson:

Introduce today’s lesson with discussing text features for nonfiction informational text. Show one of the nonfiction video links under resource section to better introduce text features to the class. Explain to students the target skill for the day: listing and explaining the helpfulness of text features in an informational text. Ask students what a text feature is and to list some text features they heard in the video clip. Tell students this lesson will give them information about different text features and their purposes. Display an anchor chart (like the one at the bottom of the page) or a similar anchor chart of your choice.

Write the meaning of a text feature next to the title. (Text Feature- all the parts of a text that provide information but are not the main text.)

Ask students to think back to the video and name some text features mentioned. As students list features, add them to the chart: illustration, caption, map, heading, subheading, timeline, glossary, table of contents, labels, etc. Ask students to tell what each text feature is or where it is found in a text.

Note: For detailed information about text features, please visit this [Reading Rockets resource](#).



Activity 1: Vocabulary

Ask students to preview the academic vocabulary words before reading the text. Display the words on chart paper. Use the strategy Think-Pair-Share to discuss the meaning of the words. Bring thoughts to the whole group discussion facilitated by the teacher. Record student definitions next to the vocabulary word. Use a vocabulary word map strategy to promote vocabulary development. Explain and complete vocabulary word map graphic organizer. Use the Word Expert vocabulary game with the academic vocabulary words.

1. Each student in the class takes the responsibility for thoroughly learning a few words – then teaching them to peers.
2. Excellent for teaching tier 3 words.
3. Each student takes 2-5 words from a new unit or chapter.
4. Each “word expert” constructs a card for each vocabulary word using a teacher-approved rough draft of the word’s definition, part of speech and an illustration.
5. After a “word expert” is finished with his or her cards, the student presents her cards to a classmate and they exchange cards.

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

- Students have a partner to share and discuss the meaning of the vocabulary words.

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

- Students can write additional vocabulary words or find other vocabulary words in additional text.

Activity 2: Read the Text

Read aloud from the text *Twister and Other Terrible Storms!* pages 41-51 of Chapter 4. Draw attention to the text features as you are reading. Ask the text dependent questions during reading. Use the Think-Pair-Share strategy for students to engage with the text.

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

Text dependent questions:

1. Look at the picture on page 47, what can the illustration help you find out?
2. According to page 44, how hot do meteorologist say lightning can be?

Activity 3: Understand the Text

Hold a discussion regarding Chapter 4. Randomly call on students utilizing a random name generator to answer questions.

Note: Use this link for additional [Random Name Generator](#) ideas.

1. Is major information gained in Chapter 4?
2. What is the major information gained in chapter 4?
3. How do the students respond to the information?
4. What text feature do you see on page 29? (An illustration)
5. How did the text feature on page 29 help you understand the information?
6. What text feature is shown on page 30-31? Why did the author use this feature?

Activity 4: Respond to the Text

Using a sticky note, ask each pair to compare and contrast the most important points in the two texts about weather. Ask the class to gather back together, and have the partner groups share the differences they found. Tell the students there is not just a difference in what they learned in each book; there may also be a difference in the type of genre. Using **Handout 2.1: Venn Diagram** and/or a pocket chart, put the words *fiction*, *both*, *informational nonfiction* at the top of the pocket chart. Pass out each word/phrase to partner groups, and have groups determine which category their word/phrase best fits.

Note: Remind students of the background knowledge they built yesterday regarding fiction and nonfiction informational.

Activity 5: Check for Understanding

Tell the students informational texts teach using many different tools, not just in the words written in the book. Split groups in previously determined heterogeneous groups and ask them to complete the **Handout 3.1: Text Feature Scavenger Hunt**. Model the first feature they are looking for: Headings. Ask students why authors/illustrators include text features in informational writing.

Note: This activity does not show full mastery of the standard. It develops prerequisite knowledge that is necessary for students to complete the next activities, which will show mastery.

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

- Groups needing guidance may be pulled to work under teacher’s supervision.
- EL students can benefit from illustrations or extra details to complete the activity.

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

- Students can select a text feature of their choice and create it on the back of their scavenger hunt.

Activity 6: Writing Opportunity

Provide this prompt for students: Choose a text feature you learned about today and write a short fiction passage with information from that text features point of view. Pretend you are that text feature and describe to your readers how you help them when reading informational text.

Note: Model how to respond to this writing task by creating a short fictional story with information from the point of view of a character of Heading. See the following example for inspiration. “Hi! I’m Heading. I try to help you when you are reading and looking for specific information. I make my letters bold or big so you can spot them easily. A lot of people use me when they are looking at informational text.”

Activity 7: Closing

Review text features with the class using the scavenger hunt. Respond to a text dependent question using their reading response journal.

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

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

- Students may discuss with partner before responding in their journal.

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

- Students can visit National Geographic Kids to research independently.

Activity 8: Exit Ticket

- ✓ Complete an exit ticket as a self-reflection based on the lesson and target skill. As a class, discuss the essential questions for this lesson.

Homework

At home, locate an informational text at home (newspaper, magazine article, and book) with text features and a fictional text. Complete the activity on the bottom half of page 12 in the [Family Guide for Student Success](#) 2nd grade booklet. Bring both texts to school with a note from your parent stating how well you completed the activity.

Handout 3.1: Text Feature Scavenger Hunt

Name(s) _____ Date _____

Text Feature Scavenger Hunt

Title of your book

Author

Which text features can you find?

Put a checkmark when you find it, and give details about each one.

X	Text Feature	Page #	Explanation	This text feature helped me to:
<input type="checkbox"/>	Illustration		What illustration did you find? _____ _____ _____	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
<input type="checkbox"/>	Caption		This is what the caption said: _____ _____ _____	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary

<input type="checkbox"/>	<p>Table of Contents</p>		<p>This is the title of a chapter in this Table of Contents:</p> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> <input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
<input type="checkbox"/>	<p>Heading</p>		<p>The heading on this page says:</p> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> <input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
<input type="checkbox"/>	<p>Sub-heading</p>		<p>A subheading on this page says:</p> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> <input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
<input type="checkbox"/>	<p>Map</p>		<p>This map is about:</p> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> <input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
<input type="checkbox"/>	<p>Timeline</p>		<p>This is what one of the dates on the timeline says:</p> <hr/> <hr/>	<ul style="list-style-type: none"> <input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word

			_____	<input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
<input type="checkbox"/>	Glossary		This is a word from the glossary and what it means: _____ _____ _____	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
<input type="checkbox"/>	Bold, <i>italics</i> or colored print		This is bolded (italicized, or colored) word from the text and it means: _____ _____ _____	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
<input type="checkbox"/>	Different Fonts (Size, Style, & Color)		This signals the reader that information is important or interesting: _____ _____ _____	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary
<input type="checkbox"/>	Bullets		This is to tell the reader short facts or pieces of information that are important or interesting: _____ _____ _____	<input type="checkbox"/> Picture something <input type="checkbox"/> Pronounce a word <input type="checkbox"/> Know what the section is about <input type="checkbox"/> Learn the meaning of a word <input type="checkbox"/> Focus on an important word <input type="checkbox"/> Understand the picture <input type="checkbox"/> Understand the word is found in the glossary

For training or questions regarding this unit,
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