

Emily Edmonds

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Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

Start Date: October 27, 2014

End Date : December 15, 2014

<p>Essential Questions</p> <p>How do I become the kind of reader who learners information about the world from books, and has ideas about that reading too?</p> <p>Bend I: Readers Work Hard to Understand What Information Books Have to Say?</p> <p>EQ - How can I become a thoughtful information book reader - using the features of a text to understand how the parts go together, asking big questions of the text, and reflecting on new learning with a partner?</p> <p>Bend II: Information Book Readers Have Thoughts and Ideas</p> <p>EQ - How do I push myself to grow big thinking about the information books I am reading, using both the pictures and the words to reflect on what I'm learning, and making connections between what I've just read and things I already know?</p> <p>Bend III: Information Book Readers Tackle Tricky Words</p> <p>EQ - How do I make sense of the new topic-specific words and ideas that I find my information books, so that they don't stump me,</p>	<p>Unit Objectives</p> <p>Bend I:</p> <p>RI.2.5 - Learners will locate key facts or information in a text efficiently by using text features.</p> <p>RI.2.2 - Learners will be able to identify the main topic of a multiparagraph text and specific paragraphs within the text by noticing the title, headings, and topic sentences.</p> <p>RI.2.3 - Learners will be able to describe the connection between a series scientific ideas or concepts by referencing the main topic of each section.</p> <p>RF.2.4 - Learners will be able to read with accuracy and fluency to support comprehension by stressing important words and adding expression to specific sentences within the text.</p> <p>Bend II:</p> <p>RI.2.1 - Learners will be able to demonstrate understanding of key details in a text by asking and answering questions.</p>	<p>Materials</p> <p>Bend I:</p> <p><u>Bugs! Bugs! Bugs!</u> By: Jennifer Dussling</p> <p>Bend II and III:</p> <p><u>From Seed to Plant</u> By: Gail Gibbons</p> <p>Bend IV:</p> <p>www.peeblego.com www.nationalgeographickids.com www.discoveryeducation.com www.worldbookonline.com</p> <p>Independent nonfiction GRL books.</p> <p>Reading club book baskets by GRL.</p>
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but instead help me learn even more?

Bend IV: Information Book Readers Read More Than One Book on a Topic

EQ - How can my reading club and I work well together, tackling lots of books about a topic in ways that allow us to learn as much as we can, thinking about how each book teaches us something new and then putting all that information together to figure out what we think?

RI.2.5 - Learners will locate key facts or information in a text efficiently by using text features.

RI.2.8 - Learners will be able to describe how reasons support specific points the author makes in a text by connecting them to the main topic.

Bend III:

RI.2.4 - Learners will be able to determine the meaning of words and phrases in a text by using context clues.

RI.2.7 - Learners will be able to clarify and explain a section of text by referencing specific images and how they contribute to the information presented in the text.

RI.2.6 - Learners will be able to identify the main purpose of a text, including what the author wants to answer, explain, or describe by observing the author's choice regarding words and text features.

Bend IV:

RI.2.9 - Learners will be able to compare and

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	<p>contrast the most important points presented by two texts by finding similar topics within each text.</p> <p>RI.2.10 - Learners will be able to read and comprehend informational texts in the grades 2-3 text complexity band proficiency by using reading strategies.</p> <p>SL.2.1 - Learners will be able to participate in a collaborative conversation with diverse partners about grade 2 topic and texts with peers and adults in small and larger groups.</p> <p>SL.2.2 - Learners will be able to recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	
Assessment Methods ✓ Constructed Response (Timelines, Maps, Graphs, Cartoons)	Unit Reflection	

Standards

CC_Common Core State Standards - English Language Arts/Literacy (2010) - Grade 2

Strand CCSS.ELA-Literacy.R.2 Reading

CCSS.ELA-Literacy.RI.2 Informational Text

Key Ideas and Details

Grade Level Standard CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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Grade Level Standard CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Grade Level Standard CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

Grade Level Standard CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Grade Level Standard CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Grade Level Standard CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

Grade Level Standard CCSS.ELA-Literacy.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Grade Level Standard CCSS.ELA-Literacy.RI.2.8 Describe how reasons support specific points the author makes in a text.

Grade Level Standard CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

Grade Level Standard CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.RF.2 Foundational Skills

Fluency

Grade Level Standard CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.2.4a Read on-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.2.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Strand CCSS.ELA-Literacy.SL.2 Speaking and Listening

Comprehension and Collaboration

Grade Level Standard CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-Literacy.SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.

CCSS.ELA-Literacy.SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.

Grade Level Standard CCSS.ELA-Literacy.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Bend I: Readers Work Hard to Understand What Information Books Have to Say

Content

A. RI.2.5 - Learners will locate key facts or information in a text efficiently by using text features.

B. RI.2.2 - Learners will be able to identify the main topic of a multiparagraph text and specific paragraphs within the text by

Skills

A. RI.2.5 - Learners will locate key facts or information in a text efficiently by using text features.

B. RI.2.2 - Learners will be able to identify the main topic of a multiparagraph text and specific paragraphs within the text by

Assessment

Formative Assessment Document-
Reading Information Summative Project-

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Bend I: Information Book Readers Read More Than One Book on a Topic

Content
C. RI.2.3 - Learners will be able to describe the connection between a series scientific ideas or concepts by referencing the main topic of each section.
A. RI.2.2 - Learners will be able to compare and contrast the most important points presented by two texts by finding similar topics within each text.
D. RI.2.4 - Learners will be able to read with accuracy and fluency to support comprehension by stressing important words and adding expression to specific sentences within the informational texts in the grades 2-3 text complexity band proficiency by using reading strategies.
B. RI.2.1 - Learners will be able to participate in a collaborative conversation with diverse partners about grade 2 topic and texts with peers and adults in small and larger

Skills
C. RI.2.3 - Learners will be able to describe the connection between a series scientific ideas or concepts by referencing the main topic of each section.
A. RI.2.2 - Learners will be able to compare and contrast the most important points presented by two texts by finding similar topics within each text.
D. RI.2.4 - Learners will be able to read with accuracy and fluency to support comprehension by stressing important words and adding expression to specific sentences within the informational texts in the grades 2-3 text complexity band proficiency by using reading strategies.
B. RI.2.1 - Learners will be able to participate in a collaborative conversation with diverse partners about grade 2 topic and texts with peers and adults in small and larger

Assessment

Reading Information Summative Assessment #2-

Bend II: Information Books Have Thoughts and Ideas

Content
A. RI.2.2 - Learners will be able to demonstrate contrasting ideas or details from a text and answer questions presented orally or through other media.
C. RI.2.8 - Learners will be able to describe how reasons support specific points the author makes in a text by connecting them to the main topic.

Skills
A. RI.2.2 - Learners will be able to demonstrate contrasting ideas or details from a text and answer questions presented orally or through other media.
C. RI.2.8 - Learners will be able to describe how reasons support specific points the author makes in a text by connecting them to the main topic.

Assessment

Reading information Summative Assessment #1-
RI.2.1 Formative Assessment-
RI.2.5 Formative Assessment-

Bend III: Information Book Readers Tackle Tricky Words

Content
A. RI.2.4 - Learners will be able to determine the meaning of words and phrases in a text by using context clues.
B. RI.2.7 - Learners will be able to clarify and explain a section of text by referencing specific images and how they contribute to the information presented in the text.
C. RI.2.6 - Learners will be able to identify the main purpose of a text, including what the author wants to answer, explain, or describe by observing the author's choice regarding words and text features.
D. RI.2.3 - Learners will be able to describe the connection between a series scientific ideas or concepts by referencing the main topic of each section.

Skills
A. RI.2.4 - Learners will be able to determine the meaning of words and phrases in a text by using context clues.
B. RI.2.7 - Learners will be able to clarify and explain a section of text by referencing specific images and how they contribute to the information presented in the text.
C. RI.2.6 - Learners will be able to identify the main purpose of a text, including what the author wants to answer, explain, or describe by observing the author's choice regarding words and text features.
D. RI.2.3 - Learners will be able to describe the connection between a series scientific ideas or concepts by referencing the main topic of each section.

Assessment

RI.2.3 Formative Assessment-
RI.2.6 Formative Assessment-
RI.2.7 Formative Assessment-

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Monday October 27, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

Content Objectives	Language Objectives	Materials
Academic Vocabulary	Minilesson	Independent Work
Assessment Methods	Lesson Reflection	

Standards

CC Common Core State Standards - English Language Arts/Literacy (2010) - Grade 2

Grade Level Standard CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Grade Level Standard CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Grade Level Standard CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Grade Level Standard CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Grade Level Standard CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Grade Level Standard CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Grade Level Standard CCSS.ELA-Literacy.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Grade Level Standard CCSS.ELA-Literacy.RI.2.8 Describe how reasons support specific points the author makes in a text.

Grade Level Standard CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Grade Level Standard CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Content	Skills	Assessment
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Wednesday October 29, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

<p>Content Objectives</p> <p>Bend I:</p> <p>RI.2.5- Learners will locate key facts or information in a text efficiently by using text features.</p>	<p>Language Objectives</p> <p>When asked a question, learners will be able to tell their partner the text feature that answers the question.</p>	<p>Materials</p> <p><u>Bugs! Bugs! Bugs!</u> By: Jennifer Dussling</p> <p>Anchor chart post-it paper</p> <p>Large post-its with text features pre-written</p> <p>Picture of close-up and caption.</p> <p>Camera to take pictures when students find text features</p> <p>Glue to paste pictures on anchor chart.</p>
<p>Academic Vocabulary</p> <p>Nonfiction</p> <p>Information</p> <p>Text Features</p> <p>Title</p> <p>Table of Contents</p> <p>Heading</p> <p>Subheading</p> <p>Photograph</p> <p>Caption</p> <p>Close Up</p> <p>Sidebar</p> <p>Glossary</p> <p>Index</p>	<p>Minilesson</p> <p>Read Aloud: <u>Bugs! Bugs! Bugs!</u> By: Jennifer Dussling</p> <p>Teaching Point:</p> <p><i>"Today I want to teach you that information book readers use the text features in their books to make sense of how the information is organized on each page."</i></p> <p><i>"For example, they might look at the table of contents or headings for a quick glance at what topics will be covered, or at the labeled diagrams, glossaries, tables and charts for additional details or explanations."</i></p>	<p>Independent Work</p> <p>Students - Read for 30 minutes from GRL book bin stopping and jotting information gained from text features.</p> <p>Teachers - Conference with students using big book <i>Amazing Animals</i> and expo markers to support text features.</p>

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Grade 2 Language Arts ELA Reading

	<p>Demonstration: Model previewing the mentor text Bugs! Bugs! Bugs!.</p> <p>Flip through the book, point out that there are pages with zoomed in photographs (close-ups) and words describing the photograph (caption).</p> <p>While other pages offer boxed notes, which offer a bit more teaching.</p> <p>Also point out: table of contents, index, glossary, headings, subheadings, text sidebars and italicized, labeled diagrams, tables, and charts.</p> <p>Title - A title is the name of a book. It tells you what the book is about.</p> <p>Table of Contents - A table of contents is kind of like a map of a book. It tells you the names of the sections and what pages those sections start on. It also tells you where to find other special parts of the book, such as the glossary and index.</p> <p>Heading - Some books are broken up into sections with "headings" In nonfiction books,</p>	
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Grade 2 Language Arts ELA Reading

	<p>each heading usually tells about a different part of the main topic.</p> <p>Photo - A photo is a picture of something real taken with a camera.</p> <p>Caption - A caption is the word or words that tell you about the picture.</p> <p>Sidebar - A sidebar is a chunk of text that is separated from the main text. The purpose of a sidebar is to give readers extra information. Sidebars appear along the side of the text and are often surrounded by boxes.</p> <p>Glossary - A glossary is an alphabetical list of difficult words along with their pronunciations and definitions. Glossaries usually appear at or near the end of the book.</p> <p>Index - An index provides readers with subjects and page numbers so they can quickly locate information contained in a nonfiction book. An index is arranged in alphabetical order and often has two or more columns.</p> <p>Active Engagement: Students choose a book from their book box. Ask them to preview their text they are going</p>	
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Grade 2 Language Arts ELA Reading

	to read today noticing these text features. Link: Say, "Readers today and every day remember to preview your informational text. You will see these text features that help organize the information. Jot them on a post it as you read."	
Assessment Methods	Lesson Reflection	

Standards

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Grade Level Standard CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Grade Level Standard CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Content	Skills	Assessment
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Friday October 31, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

<p>Content Objectives</p> <p>Bend I:</p> <p>RI.2.5- Learners will locate key facts or information in a text efficiently by using text features.</p> <p>RI.2.2 - Learners will be able to identify the main topic of a multiparagraph text and specific paragraphs within the text by noticing the title, headings, and topic sentences.</p>	<p>Language Objectives</p> <p>Learners will be able to tell their partner partner the main topic of the text.</p>	<p>Materials</p> <p><u>Bugs! Bugs! Bugs!</u> By: Jennifer Dussling</p> <p>Text feature anchor chart</p> <p>Photograph of title</p>
<p>Academic Vocabulary connects title</p>	<p>Minilesson</p> <p>Teaching Point:</p> <p><i>"Today I want to teach you that as readers read information books, they never stop thinking about how the information fits together."</i></p> <p><i>"As they read, they stop and think, 'How does this information fit with the title of the book? or 'How does this information fit with the heading of this section?'"</i></p> <p>Demonstration:</p> <p>Read the next section of Bugs! Bugs! Bugs!. Then, read the title again and ask <i>"How does this information fit with the title of the book?"</i></p> <p>Active Engagement:</p>	<p>Independent Work</p> <p>Students - Read for 30 minutes using independent GRL book bin.</p> <p>Teacher - Conference with students using instructional GRL book.</p>

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Friday October 31, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

	Students reread the same National Geographic book from their book box. Continue reading their next section noticing how the content connects to the title. Link:	
Assessment Methods	Lesson Reflection	

Standards

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Grade Level Standard CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Grade Level Standard CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Tuesday November 04, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

<p>Content Objectives</p> <p>Bend I:</p> <p>RI.2.2- Learners will be able to identify the main topic of a multiparagraph text and specific paragraphs within the text by noticing the title, headings, and topic sentences.</p>	<p>Language Objectives</p> <p>Learners will be able to tell their partner the categories or containers that they made.</p>	<p>Materials</p> <p><u>Bugs! Bugs! Bugs!</u> By: Jennifer Dussling</p> <p>Text Feature Anchor Chart</p> <p>Photograph of headings and subheadings</p>
<p>Academic Vocabulary</p> <p>category</p> <p>container</p> <p>heading</p> <p>subheading</p>	<p>Minilesson</p> <p>Teaching Point:</p> <p><i>"Readers sort information just as you might sort a bunch of books into an organized library, putting each book with other books like it."</i></p> <p><i>"Today I want to teach you that you can do the same thing when you read information books. You can ask, 'What was this bit about?' and make a mental container or category."</i></p> <p>Demonstration:</p> <p>Teach students that sometimes readers create the categories or mental containers, and other times the headings or subheadings do this work for them.</p> <p>Model this with Bugs! Bugs! Bugs!. First read a couple pages and then demonstrate how to</p>	<p>Independent Work</p> <p>Students - Read for 30 minutes using independent GRL book bin.</p> <p>Teacher - Conference with students using instructional GRL book.</p>

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Grade 2 Language Arts ELA Reading

make mental containers, "How bugs hunt for prey, " "Why bugs hunt for prey," "How bugs trick their enemies."

Read on and decide, *"Oh! This taught me that assassin bugs inject other bugs with poison. That goes in the category 'How bugs hunt for prey.' And I also learned that stinkbugs give off a smell when they are in danger - that goes in the category 'How bugs trick their enemies.'"*

Active Engagement:

Reading partners work together looking at a book that provides a broad heading for a large chunk of text to figure out various subheadings that lie within the chunk. Students stop and jot on post-its.

Second grade students might name the main topic *"How stinkbugs trick their enemies-they let off a strange smell."*

Challenge students to meet third grade standards identifying the main idea. For example, *"Stinkbugs outsmart their enemies in different ways. They outsmart them by letting off a bad smell when they're in danger, and then the enemy is turned off by the smell. They also outsmart them by shielding their babies*

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	<i>from enemies."</i> Link: <i>"Today and every day remember you can ask, 'What was this bit about?' and make a mental container or category."</i>	
Assessment Methods	Lesson Reflection	

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Thursday November 06, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

<p>Content Objectives</p> <p>Bend I:</p> <p>RF.2.4- Learners will be able to read with accuracy and fluency to support comprehension by stressing important words and adding expression to specific sentences within the text.</p>	<p>Language Objectives</p> <p>Learners will be able to repeat different expressions.</p>	<p>Materials</p> <p><u>Bugs! Bugs! Bugs!</u> By: Jennifer Dussling</p> <p>Text Feature Anchor Chart</p> <p>Photograph of bold and italic words</p>
<p>Academic Vocabulary</p> <p>accuracy</p> <p>expression</p> <p>fluency</p> <p>bold</p> <p>italics</p>	<p>Minilesson</p> <p>Teaching Point:</p> <p><i>"Today I want to teach you that readers read information books differently than they read stories because the voice in their head is different for each kind of book. You can use a storyteller voice for stories and a teaching voice for information books."</i></p> <p>Demonstration:</p> <p>Play a tiny video clip from Unleashed, a Discovery channel show narrated by the animal enthusiast Jeff Corwin.</p> <p>Point out that Corwin uses different voices to pop out important information.</p> <p>Prompt students to listen for when Corwin uses a questioning, surprised, hushed, or dramatic</p>	<p>Independent Work</p> <p>Students - Read for 15 minutes using independent GRL Book bin. Then, partner read for an additional 15 minutes focusing on oral fluency.</p> <p>Teacher - Meet with guided reading groups at back table using whisper phones to monitor oral reading fluency.</p>

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	<p>voice and help them notice dramatic pauses as well.</p> <p>Active Engagement: Students practice by reading aloud to a partner a section or chunk of an expository book with intonation that conveys meaning.</p> <p>Class reads a chunk of Bugs! Bugs! Bugs! Only one bug has to watch out for a male stag beetle! What do they fight about? Usually a female stag beetle!</p> <p>"I have to put these pages up on the document camera so you can help me read them like Jeff Corwin did in the video."</p> <p>"Let's change our voice to match what's important, to sound like Jeff Corwin did - like an expert. There are some important words we can pop out and stress. There are a few words on each line, telling us how to phrase the sentences, and we even have some punctuation marks to help us play around with as we read in expert voices. Let's practice reading this part together."</p>	
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	<p>"Now you can try emphasizing different words as you read with your partner. Think about how to best use your voices to show what is important in the message."</p> <p>The fighting beetles poke at each other, then lock jaws. One beetle grabs the other beetle and throws him. The loser scurries away.</p> <p>Link:</p>	
Assessment Methods	Lesson Reflection	

Standards

CC_Common Core State Standards - English Language Arts/Literacy (2010) - Grade 2

Grade Level Standard CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Grade Level Standard CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

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Grade Level Standard CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Grade Level Standard CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Grade Level Standard CCSS.ELA-Literacy.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Grade Level Standard CCSS.ELA-Literacy.RI.2.8 Describe how reasons support specific points the author makes in a text.

Grade Level Standard CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Grade Level Standard CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Content	Skills	Assessment
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Monday November 10, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

<p>Content Objectives</p> <p>Bend I:</p> <p>RI.2.3 - Learners will be able to describe the connection between a series scientific ideas or concepts by referencing the main topic of each section.</p>	<p>Language Objectives</p> <p>Learners will be able to sketch a picture of the main topic and tell their partner what it means.</p>	<p>Materials</p> <p><u>Bugs! Bugs! Bugs!</u> By: Jennifer Dussling</p> <p>Main Topic Anchor Chart</p>
<p>Academic Vocabulary</p> <p>main topic connection series events</p>	<p>Minilesson</p> <p>Teaching point: <i>"Today I want to teach you that readers don't just roar on, tearing through a book like a race car. They pause quickly and often to collect their understanding. They think, 'What have I learned so far?' or 'What was this part about?' and they hold onto this information in their minds as they move forward in the book."</i></p> <p>Active Engagement: Teach second grade readers to anticipate the text that should follow the part they have just finished reading.</p> <p>Model using <u>Bugs! Bugs! Bugs!</u></p> <p><i>"This part told me about how wood ants</i></p>	<p>Independent Work</p> <p>Students - Read independently for 30 minutes using GRL book bin.</p> <p>Teachers - Conference with students asking them questions to help them connect scientific ideas.</p>

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Monday November 10, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

	<p><i>capture their prey, and this part teaches me about how the dragonfly catches the mosquito."</i></p> <p><i>"Next, I will probably learn something new about dragonflies - like what they do after they attack mosquitoes or maybe what they eat, and then probably after that I'll learn about a while new kind of bug that is dangerous to other bugs."</i></p> <p>Link: <i>"Today and every day as you read, stop and ask questions such as who, what, where, when, why, and how. Then, anticipate the answer to your question."</i></p>	
Assessment Methods	Lesson Reflection	

Standards

CC_Common Core State Standards - English Language Arts/Literacy (2010) - Grade 2

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Grade Level Standard CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Grade Level Standard CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades

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Monday November 10, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Content	Skills	Assessment
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Wednesday November 12, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

<p>Content Objectives</p> <p>Bend II:</p> <p>RI.2.1- Learners will be able to demonstrate understanding of key details in a text by asking and answering questions.</p> <p>RI.2.8 - Learners will be able to describe how reasons support specific points the author makes in a text by relating them to the main topic.</p>	<p>Language Objectives</p> <p>When given a question, learners will be able to answer the question orally.</p>	<p>Materials</p> <p><u>From Seed to Plant</u> By: Gail Gibbons</p> <p>Main Topic Anchor Chart</p> <p>Questioning Anchor Chart</p>
<p>Academic Vocabulary</p> <p>Close reading</p> <p>main topic</p> <p>questions</p> <p>lens</p>	<p>Minilesson</p> <p><i>Readers, over the past few days we have learned some ways to determine the main idea/central idea of a section or entire text...we know to look at the title, heading, and topic sentences.</i></p> <p><i>Today we are going to learn how to fall in LOVE with close reading...when we want to read closely, we must read a book or passage multiple times. The first time we read a book or passage, we need to decide what lens we are looking through (put on heart shaped glasses).</i></p> <p><i>Today we are going to look through the lens determining a subject's facts...the subject today is going to be a seed from the read aloud <u>From</u></i></p>	<p>Independent Work</p> <p>Students - Read for 30 minutes using GRL book bin.</p> <p>Teacher - Conference with students asking questions to help them find specific points the author makes.</p> <p>Share time - <i>Readers, I saw you reading CLOSELY today by stopping and jotting some facts about your subject.</i></p> <p><i>Gather around the carpet/document camera...I want to show you one more thing readers do when they read CLOSELY.</i></p> <p><i>Readers also ask questions and try to answer</i></p>

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Wednesday November 12, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

	<p><u>Seed to Plant</u> by Gail Gibbons.</p> <p><i>Today I picked a book I am interested in...<u>From Seed to Plant</u> by Gail Gibbons. I am interested in this book because my Nonno planted seeds in his garden...I wonder what happens to seeds? (Show picture of Nonno in garden).</i></p> <p><i>I have read this book before, but kind of forget what it is about. Today I am going to READ CLOSELY through a lens (put on heart shaped glasses)to gather some facts about seeds.</i></p> <p><i>Watch as I read today through my first lens and gather some facts about seeds...</i></p> <p>Read the read aloud, <u>From Seed to Plant</u> by Gail Gibbons, during the Demonstration.</p> <p>Have post-its prepared ahead of time with the following facts about seeds: Page 6 - Before a seed can grow, a grain of pollen from the stamen must land on the stigma. Page 8 - Insects help pollinate. Page 10 and 11 - If pollen grain from a flower</p>	<p><i>them as they read</i> (reference 5W and H posters in writing center).</p> <p><i>While I was reading part of <u>From Seed to Plant</u> by Gail Gibbons, I asked myself WHAT (asked the mutt) are three ways seeds travel?</i></p> <p>Reread <u>From Seed to Plant</u> by Gail Gibbons pages 12 - 19</p> <p>Pass out exit slip with the text-dependent question: The author says that seeds travel. What are 3 ways seeds travel? Turn to the section of the book</p>
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Grade 2 Language Arts ELA Reading

lands on the pistil of the same kind of flower, it grows a tube to the ovule and a seed grows inside the flower.

Page 12 and 13 - When the pod breaks open, seeds fall to the ground.

Page 14 - 19 - Seeds scatter/travel many different ways.

Page 19 and 25 - Seeds need certain things from earth to grow.

Page 26 and 27 - My food can come from seeds.

Now it is your turn to try some close reading!

Remember, today you are looking through a lens...determining /picking out facts/details as you read the short passage.

Today as you read Seeds on the Go by Scholastic Teaching Passages, write your facts/details on the lens section of the portfolio page.

Give students ample amount of time to read and write.

Turn and talk - students share their facts with

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Grade 2 Language Arts ELA Reading

	their book buddy. <i>Today we looked through the lens determining a subjects facts. Today and every day as you read nonfiction CLOSELY, you should look through a lens.</i>	
Assessment Methods	Lesson Reflection	

Standards

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Content	Skills	Assessment
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Friday November 14, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

<p>Content Objectives</p> <p>Bend II:</p> <p>RI.2.5- Learners will locate key facts or information in a text efficiently by using text features.</p> <p>RI.2.8 - Learners will be able to describe how reasons support specific points the author makes in a text by connecting them to the main topic.</p>	<p>Language Objectives</p> <p>Learners will be able to sketch the connection between details.</p>	<p>Materials</p> <p><u>From Seed to Plant</u> By: Gail Gibbons</p> <p>Main Topic Anchor Chart (add details)</p> <p>Reference Text features Anchor Chart for formative</p>
<p>Academic Vocabulary</p> <p>connection</p> <p>pattern</p> <p>close-up</p>	<p>Minilesson</p> <p>Connection:</p> <p><i>Readers, previously we learned how to fall in LOVE with close reading...when we want to read closely, we must read a book or passage multiple times. The first time we read a book or passage, we need to decide what lens we are looking through (put on heart shaped glasses).</i></p> <p><i>Today we are going to read <u>From Seed to Plant</u> by Gail Gibbons again, but noticing patterns. When we want to notice a pattern, we might ask ourselves "How do the details fit together?"</i></p> <p>Teaching Point and Demonstration:</p> <p><i>As I read <u>From Seed to Plant</u> by Gail Gibbons</i></p>	<p>Independent Work</p> <p>Students - Read for 30 minutes using GRL book bin.</p> <p>Teacher - Conference with students using text features toolkit.</p> <p>Share time - <i>Readers, I saw you reading CLOSELY today by asking yourself, "how to the details fit together?"</i></p> <p><i>Gather around the carpet/document camera...I want to remind you one more thing readers do when they read CLOSELY.</i></p> <p><i>Readers also ask questions and try to answer them as they read (reference 5W and H posters</i></p>

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	<p><i>today, I am going to see if I can figure out how these details(reference post-it notes) all fit together.</i></p> <p><i>Let's look at these details...humm do you notice a pattern?</i></p> <p>Teacher model - Post-its from prior lesson on chart paper: Page 6 - Before a seed can grow, a grain of pollen from the stamen must land on the stigma. Page 8 - Insects help pollinate. Page 10 and 11 - If pollen grain from a flower lands on the pistil of the same kind of flower, it grows a tube to the ovule and a seed grows inside the flower.</p> <p>Possible student pattern responses: Pollen on stigma -> Pollen travels -> Pollen on pistil</p> <p>Teacher + Student - Post-its from prior lesson on chart paper: Page 12 and 13 - When the pod breaks open, seeds fall to the ground. Page 14 - 19 - Seeds scatter/travel many different ways. Page 19 and 25 - Seeds need certain things from earth to grow.</p>	<p>in writing center).</p> <p><i>While I was reading part of <u>From Seed to Plant</u> by Gail Gibbons, I asked myself WHY (asked the fly) did Gail Gibbons choose to use a "closeup" on page 3? A close up is a type of text feature you see in nonfiction... just a zoomed in section of a picture.</i></p> <p>Reread <u>From Seed to Plant</u> by Gail Gibbons pages 1 - 3</p> <p>Pass out exit slip with the text-dependent question: Why did Gail Gibbons choose to use a close up on page 3?</p> <p>Show page 3 under the document camera.</p>
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Page 26 and 27 - My food can come from seeds.

Possible student pattern responses: Seed grows in pod -> Seeds travel-> Plant grows from seed -> Humans eat

Active Engagement and Link:

Now it is your turn to try some close reading and look for some patterns!

Remember, you already looked through a lens...determining /picking out facts/details as you read the short passage. Today you are going to use your facts/details to find some patterns.

Today as you read Seeds on the Go by Scholastic Teaching Passages, write the patterns you find on the patterns section of the portfolio page.

Give students ample amount of time to read and write.

Turn and talk - students share their patterns with their book buddy.

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Grade 2 Language Arts ELA Reading

	<i>Today we looked at our subject's facts to determine a pattern. Today and every day as you read nonfiction CLOSELY, you should look for PATTERNS!</i>	
Assessment Methods	Lesson Reflection	

Standards

CC_Common Core State Standards - English Language Arts/Literacy (2010) - Grade 2

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Grade Level Standard CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Content	Skills	Assessment
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Tuesday November 18, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

<p>Content Objectives</p> <p>Bend III:</p> <p>RI.2.4- Learners will be able to determine the meaning of words and phrases in a text by using context clues.</p> <p>RI.2.7 - Learners will be able to clarify and explain a section of text by referencing specific images and how they contribute to the information presented in the text.</p>	<p>Language Objectives</p> <p>Learners will tap out sounds and orally blend together when they encounter an unfamiliar word.</p>	<p>Materials</p> <p><u>From Seed to Plant</u> By: Gail Gibbons</p> <p>Context Clues Anchor Chart</p> <p>Text Images Anchor Chart</p> <p>Photograph of a diagram</p>
<p>Academic Vocabulary</p> <p>context clues</p> <p>diagram</p> <p>image vs. feature</p>	<p>Minilesson</p> <p>Hook students by singing context clues song.</p> <p><i>Today we are going to continue CLOSE Reading of From Seed to Plant, but this time we are going to look through a different lens.</i></p> <p><i>Today we are going to look through a lens noticing a subject's words or phrases. The subjects are going to be a seeds and plants from the read aloud <u>From Seed to Plant</u> by Gail Gibbons.</i></p> <p><i>You can also mark unfamiliar words and I will show you how to use context clues to figure out unknown words!</i></p>	<p>Independent Work</p> <p>Students- Read for 30 minutes using GRL book bin.</p> <p>Teacher - Conference with students using context clues toolkit.</p> <p>Share time - Readers, I saw you reading CLOSELY today by stopping and jotting some words or phrases about your subject.</p> <p><i>Gather around the carpet/document camera...I want to show you one more thing readers do when they read CLOSELY.</i></p> <p><i>Readers also ask questions and try to answer them as they read (reference 5W and H posters in writing center).</i></p> <p><i>While I was reading part of <u>From Seed to Plant</u> by Gail Gibbons, I asked myself What (asked the mutt) role does</i></p>

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Grade 2 Language Arts ELA Reading

	<p><i>Today I am going to READ CLOSELY through a lens (put on heart shaped glasses) to notice words or phrases that are important.</i></p> <p><i>If I don't know what the word means...I can't use the glossary because there is no glossary! I will need to use context clues to help me figure out what the word means.</i></p> <p><i>Context clues = Read 2 sentences before the word and 2 sentences after!</i></p> <p>Read <u>From Seed to Plant</u> by Gail Gibbons, during the Demonstration.</p> <p>Have post-its prepared ahead of time with the following words/phrases: Bold and uppercase words on page 5 with a definition on the diagram: PISTIL - center of flower POLLEN - yellow powder from stamens</p> <p>Bold and uppercase words on page 5 without a definition...show using contextclues...the LABELS on illustration to figure out definition: PETAL - surround the pistil</p>	<p><i>the 3 parts of a pistil play in plant reproduction?</i></p> <p>Reread <u>From Seed to Plant</u> by Gail Gibbons pages 1 - 6</p> <p>Pass out exit slip with the text-dependent question: Page 5 has a diagram of a flower. What role does the 3 parts of a pistil play in plant reproduction?</p> <p>Possible student response:</p> <p>The diagram shows the pistil has a lot of parts that plants need to reproduce...stamens, stigma, and ovules. The stamens help the plant reproduce by releasing pollen. The stigma helps the plant reproduce by allowing the pollen to stick to it. The ovules are the place where the seeds begin to grow inside the flower.</p>
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Grade 2 Language Arts ELA Reading

SEPAL - support the bottom of ovules

STEM - holds up the pistil in flower

NOT bold or uppercase, but do not know the definition so need to use context clues...read 2 sentences before and 2 sentences after:

Page 6 - pollination - pollen landing on the stigma

NOT bold or uppercase, but do not know the definition so need to use context clues...read 2 sentences before and 2 sentences after:

page 7 - pod - material/container that protects the seed

NOT bold or uppercase, but do not know the definition so need to use context clues...read 2 sentences before and 2 sentences after:

page 22 - germination - seed begins to grow.

Now it is your turn to try some close reading!

Remember, today you are looking through a lens...looking at a subject's words or phrases.

Today as you read Seeds on the Go by Scholastic Teaching Passages, write important

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Grade 2 Language Arts ELA Reading

	<p>words and definitions. If the definitions are not directly stated in the text, try to use context clues by reading 2 sentences before and 2 sentences after to find the definition.</p> <p>Give students ample amount of time to read and write.</p> <p>Turn and talk - students share their words/phrases to their book buddy.</p> <p><i>Today we looked through the lens determining a subjects vocabulary. Today and every day as you read nonfiction CLOSELY, you should look through a lens.</i></p>	
Assessment Methods	Lesson Reflection	

Standards

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Grade Level Standard CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Grade Level Standard CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades

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Tuesday November 18, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Content	Skills	Assessment
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Thursday November 20, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

Content Objectives	Language Objectives	Materials
Academic Vocabulary	Minilesson	Independent Work
Assessment Methods	Lesson Reflection No School - Family Conferences	

Standards

CC_Common Core State Standards - English Language Arts/Literacy (2010) - Grade 2

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Content	Skills	Assessment
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Emily Edmonds

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Friday November 21, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

Content Objectives	Language Objectives	Materials
Academic Vocabulary	Minilesson	Independent Work
Assessment Methods	Lesson Reflection No School - Family Conferences	

Standards

CC_Common Core State Standards - English Language Arts/Literacy (2010) - Grade 2

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Content	Skills	Assessment
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Emily Edmonds

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Monday November 24, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

Content Objectives	Language Objectives	Materials
Academic Vocabulary	Minilesson	Independent Work
Assessment Methods	Lesson Reflection No School - Family Conferences	

Standards

CC Common Core State Standards - English Language Arts/Literacy (2010) - Grade 2

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Content	Skills	Assessment
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Emily Edmonds

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Tuesday November 25, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

Content Objectives	Language Objectives	Materials
Academic Vocabulary	Minilesson	Independent Work
Assessment Methods	Lesson Reflection No School - Family Conferences	

Standards

CC_Common Core State Standards - English Language Arts/Literacy (2010) - Grade 2

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Content	Skills	Assessment
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Wednesday November 26, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

Content Objectives	Language Objectives	Materials
Academic Vocabulary	Minilesson	Independent Work
Assessment Methods	Lesson Reflection No School - Family Conferences	

Standards

CC_Common Core State Standards - English Language Arts/Literacy (2010) - Grade 2

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Grade Level Standard CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Content	Skills	Assessment
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Thursday November 27, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

Content Objectives	Language Objectives	Materials
Academic Vocabulary	Minilesson	Independent Work
Assessment Methods	Lesson Reflection No School - Thanksgiving Break	

Standards

CC_Common Core State Standards - English Language Arts/Literacy (2010) - Grade 2

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Grade Level Standard CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Content	Skills	Assessment
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Friday November 28, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

Content Objectives	Language Objectives	Materials
Academic Vocabulary	Minilesson	Independent Work
Assessment Methods	Lesson Reflection No School - Thanksgiving Break	

Standards

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Content	Skills	Assessment
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Monday December 01, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

<p>Content Objectives</p> <p>Bend III:</p> <p>RI.2.4- Learners will be able to determine the meaning of words and phrases in a text by using context clues.</p> <p>RI.2.6 - Learners will be able to identify the main purpose of a text,including what the author wants to answer, explain, or describe by observing the author's choice regarding words and text features.</p>	<p>Language Objectives</p> <p>Learners will be able to point to specific section in the text that supports what the author wants to answer, explain, or describe.</p>	<p>Materials</p> <p><u>From Seed to Plant</u> By: Gail Gibbons</p> <p>Context Clues Anchor Chart</p> <p>Author's Purpose Anchor Chart</p>
<p>Academic Vocabulary</p> <p>purpose</p> <p>answer</p> <p>explain</p> <p>describe</p>	<p>Minilesson</p> <p><i>The last time we were together, we looked through a new lens noticing words or phrases unfamiliar to us that had to do with the topic of seeds.</i></p> <p><i>Today we are going to continue CLOSE READING by noticing patterns in our words. In order to notice patterns in the author's word choice, we must ask ourselves "Which words fit together?" and "How do they fit together?"</i></p> <p>Prior to the lesson, read <u>From Seed to Plant</u> by Gail Gibbons, during the read aloud time.</p>	<p>Independent Work</p> <p>Students- Read for 30 minutes using GRL book box.</p> <p>Teacher - Conference with students using vocabulary and context clues tool kit.</p> <p>Share time - <i>Readers, I saw you reading CLOSELY today by stopping and jotting some words or phrases about your subject.</i></p> <p><i>Gather around the carpet/document camera...I want to show you one more thing readers do when they read CLOSELY.</i></p> <p><i>Readers also ask questions and try to answer them as they read (reference 5W and H posters in writing center)</i></p> <p><i>While I was reading part of From Seed to Plant by Gail</i></p>

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Monday December 01, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

	<p>Display chart paper with all of the vocabulary words noticed in the text in the prior lesson.</p> <p>Pistil Pollen Stigma Stamens Ovules Petal Sepal Stem pollination pod germination</p> <p><i>Hmm...which of these words go together?</i></p> <p>Group Pistil, Pollen, Stigma, Stamens, Ovules, Petal, Sepal, and Stem all together.</p> <p>These words all go together because they are parts of a flower....the diagram on page 5 helped me figure this out.</p> <p>Lets look at the rest of the words together and ask ourselves "Which of these words fits together?" "How do these words fit together?" Maybe they fit with some of the other words from the diagram... Pollination, Pod, and</p>	<p><i>Gibbons, I asked myself: What was Gail Gibbon's purpose in including a "From Seed to Plant" project at the end of the book?</i></p> <p>Reread <u>From Seed to Plant</u> by Gail Gibbons pages 28 - 29</p> <p>Pass out exit slip with the text-dependent question: What was Gail Gibbon's purpose in including a "From Seed to Plant" project at the end of the book?</p>
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Monday December 01, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

	<p>Germination</p> <p>Possible student response: Pollen travels from stamen called pollination</p> <p>Definitions: Bold and uppercase words on page 5 with a definition on the diagram: PISTIL - center of flower POLLEN - yellow powder from stamens</p> <p>Bold and uppercase words on page 5 without a definition...show using context clues...the LABELS on illustration to figure out definition: PETAL - surround the pistil SEPAL - support the bottom of ovules STEM - holds up the pistil in flower</p> <p>NOT bold or uppercase, but do not know the definition so need to use context clues...read 2 sentences before and 2 sentences after: Page 6 - pollination - pollen landing on the stigma</p> <p>NOT bold or uppercase, but do not know the definition so need to use context clues...read 2 sentences before and 2 sentences after: page 7 - pod - material/container that protects</p>	
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Monday December 01, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

	<p>the seed</p> <p>NOT bold or uppercase, but do not know the definition so need to use context clues...read 2 sentences before and 2 sentences after: page 22 - germination - seed begins to grow.</p> <p><i>Now it is your turn to try some close reading!</i></p> <p><i>Remember, today you are looking for patterns...looking at a subject's words or phrases and asking yourself, "Which words fit together?" "How do they fit together?"</i></p> <p>Today as you read <u>Seeds on the Go</u> by Scholastic Teaching Passages, write the patterns you notice with the vocabulary words. If the definitions are not directly stated in the text, try to use context clues by reading 2 sentences before and 2 sentences after to find the definition.</p> <p>Give students ample amount of time to read and write.</p> <p>Turn and talk - students share their patterns with their book buddy.</p>	
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Monday December 01, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

	<i>Today we looked through the lens determining a subjects vocabulary. Today and every day as you read nonfiction CLOSELY, you should look for patterns.</i>	
Assessment Methods	Lesson Reflection	

Standards

CC_Common Core State Standards - English Language Arts/Literacy (2010) - Grade 2

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Content	Skills	Assessment
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Wednesday December 03, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

<p>Content Objectives</p> <p>Bend IV:</p> <p>SL.2.1 - Learners will be able to participate in a collaborative conversation with diverse partners about grade 2 topic and texts with peers and adults in small and larger groups.</p> <p>SL.2.2 - Learners will be able to recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>Language Objectives</p> <p>Learners will be able to orally complete sentence stems.</p>	<p>Materials</p> <p>Pre-established reading clubs</p> <p>Pre-establish book baskets</p>
<p>Academic Vocabulary</p> <p>collaboration</p> <p>conversation</p>	<p>Minilesson</p> <p>Set up Prior to Bend IV:</p> <ul style="list-style-type: none">- Form reading club around a basket of books that has been collected because the books relate to one another in some way.- Readers partner who other readers who are reading at about the same level and have the same or similar interests.- Readers ponder questions, develop ideas, develop theories, celebrate discoveries, and so on.- The work should allow readers to become experts in the topic.	<p>Independent Work</p> <p>Students - Read for 30 minutes using reading club book basket based on interest.</p> <p>Teacher - Meet with reading clubs using SL rubric.</p>

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Wednesday December 03, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

	<p>Connection: <i>"How many of you have been in a club or team before? Maybe you have heard of The Boys and Girls Club or you have been on a swim team? Clubs are special because you are surrounded by a group of people who share similar interests. Today we are starting Reading Clubs!"</i></p> <p>Teaching Point: <i>"Today I want to teach you that club members use courteous conversation behaviors. Specifically, they take turns while talking, and they strive to be helpful speakers and active listeners."</i></p> <p><i>"I think we can use our Mr. Potato Head Promise that you made at the beginning of the year to remind us of our whole body listening during clubs."</i></p> <p>Active Engagement: <i>"I started an anchor chart for us, but can you help me finish it?"</i></p> <p>Anchor chart: Courteous Club Conversations - When a club member wants to enter the conversation, we....</p>	
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Wednesday December 03, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

	<ul style="list-style-type: none">- Club members listen and help to clarify what other members say.- Club members try to help build on one another's ideas.- When a club member cites evidence from the text, we...- Club members help one another ask and answer questions by... <p>Link: <i>"Today and every day, remember to strive for holding courteous club conversations. You can use your speaking and listening checklist as a helpful tool when you demonstrate one of these behaviors on the anchor chart."</i></p>	
Assessment Methods	Lesson Reflection	

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Wednesday December 03, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

Content	Skills	Assessment
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Emily Edmonds

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Friday December 05, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

<p>Content Objectives</p> <p>Bend IV:</p> <p>RI.2.9- Learners will be able to compare and contrast the most important points presented by two texts by finding similar topics within each text.</p> <p>RI.2.10- Learners will be able to read and comprehend informational texts in the grades 2-3 text complexity band proficiency by using reading strategies.</p>	<p>Language Objectives</p> <p>Learners will orally be able to complete sentence stems.</p>	<p>Materials</p> <p>Venn Diagram Anchor Chart</p> <p>www.pebblego.com www.nationalgeographic.com www.scholasticnews.com www.readinga-z.com www.discoverededucation.com</p>
<p>Academic Vocabulary</p> <p>compare - both, each, like, same, also, too contrast - different, but, on the other hand, however</p>	<p>Minilesson</p> <p>Teaching point:</p> <p><i>"Today I want to teach you that information readers decide what parts about a topic they want to read more closely. It's up to you, as a club, to come up with three things you want to study collectively about your topic."</i></p> <p><i>"I urge you to look at topic headings in the various books and websites to see which ones overlap and which are unique to certain books/websites before you decide to start reading."</i></p> <p>Teacher Demonstration:</p>	<p>Independent Work</p> <p>Students work in clubs to compare and contrast the most important points on the topics of their choice.</p> <p>Ex: If a student chose to research a tiger, they would compare the tiger to ANOTHER wild cat.</p> <p>Ex: If a student chose to research a dog, they would compare the dog to a DIFFERENT breed.</p> <p>Students read and record independently on</p>

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Friday December 05, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

	<p>Visit www.pebblego.com Select: Insects and Spiders Select: Monarch butterfly</p> <p><i>"I am reading about butterflies in my reading club. Look at all the different types of butterflies I could learn about (skim heads of books and websites) Hmm...what topics do I want to study about butterflies? Maybe how their bodies look, what food they eat, and where they all live."</i></p> <p><i>"I saw that both texts describe their body. I wonder how the Monarch and Painted Lady bodies are similar and different? Let's read both texts to find out about butterfly bodies..."</i></p> <p>Read about the Monarch body, "Monarch Butterflies are insects. They have orange and black wings. Their wingspan is 4 inches (10centimeters). Two antennae on their heads help them find food."</p> <p>Read about the Painted Lady body, "Painted lady butterflies are dark brown insects. Their wings have white, yellow, and orange spots. Painted Lady butterflies have a wingspan of 3 inches (8centimeters)."</p>	<p>their own Venn Diagram.</p> <p>Keep Venn Diagram in Writing Workshop section for future reference in Writing Workshop.</p> <p>Sentence Stems:</p> <ul style="list-style-type: none">- On this page (in this book) _____, but on this page (in this book) _____.- The difference between _____ and _____ is _____.- What's the same about these two _____ is _____.- Unlike the _____ in this book the _____ does (doesn't) _____.
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Grade 2 Language Arts ELA Reading

	<p>Now I am going to compare asking myself, "How are the two texts on them same topic alike?" (record in the center of the Venn Diagram)</p> <ul style="list-style-type: none">- BOTH insects- BOTH have wings <p>Now I am going to contrast asking myself, "How are the two texts on the same topic different?" (record in opposite sides of the circles)</p> <ul style="list-style-type: none">- Monarch wings are orange and black; HOWEVER, Painted lady wings are white,yellow, and orange spots.- Monarch wings have a 4 inch span, BUT the Painted lady wings have a 3 inch span. <p>Active Engagement:</p> <p><i>"In your reading clubs, I want you to start flipping through the books and websites looking at the headings. As a club, write 3 topics you want to find out more information on."</i></p> <p>Link:</p> <p><i>"Today and every day when you are reading two texts on the same topic, remember to read the headings before you start reading. Once</i></p>	
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Friday December 05, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

	<i>you find a similar heading...compare and contrast them to learn more information about your topic of interest. You can ask yourself, "how are they alike?" and "how are they different?"</i>	
Assessment Methods	Lesson Reflection	

Standards

CC_Common Core State Standards - English Language Arts/Literacy (2010) - Grade 2

Grade Level Standard CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Grade Level Standard CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Grade Level Standard CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Grade Level Standard CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Grade Level Standard CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

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Grade Level Standard CCSS.ELA-Literacy.RI.2.8 Describe how reasons support specific points the author makes in a text.

Grade Level Standard CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Grade Level Standard CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Content	Skills	Assessment
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Tuesday December 09, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

<p>Content Objectives</p> <p>Bend IV:</p> <p>RI.2.9- Learners will be able to compare and contrast the most important points presented by two texts by finding similar topics within each text.</p> <p>RI.2.10- Learners will be able to read and comprehend informational texts in the grades 2-3 text complexity band proficiency by using reading strategies.</p>	<p>Language Objectives</p> <p>Learners will be able to orally articulate the accumulated information their club gathered.</p>	<p>Materials</p> <p>Venn Diagram Anchor Chart</p> <p>www.pebblego.com www.nationalgeographic.com www.scholasticnews.com www.readinga-z.com www.discoverededucation.com</p>
<p>Academic Vocabulary</p>	<p>Minilesson</p> <p>Teaching Point:</p> <p><i>"Different books often teach different things about the same topic. Today I want to teach you that once information readers read a second and third book on a topic, they can mix and match information from all the books they've read to make their own notes."</i></p> <p><i>"Some of our readers are in a polar animal club! Look at these two texts...they are both about polar animals."</i></p> <p><i>"Both of them tell me how animals that live in snow and ice keep warm. This first one says,</i></p>	<p>Independent Work</p> <p>Students - Read for 30 minutes using reading club book basket.</p> <p>Teachers - Meet with reading clubs using venn diagram to support comprehension.</p>

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Tuesday December 09, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

'Some have thick fur. Some have fluffy feathers. Some are big and fat.'"

"This second book has all these pictures of Artic animals, with little descriptions underneath...captions! Here is a picture of the caribou and underneath it says, 'The Caribou's fur is made of soft, hollow hair to keep it warm.' And here, underneath the picture of the whale and the seal it says, 'both these animals 'have fatty tissue called blubber to keep them warm.'"

Teacher Demonstration:

"Now watch! I can mix and match the information in the two books to get a more detailed understanding. Using information from the first book, I'll say to myself, 'Some polar animals have thick fur,' and from the second book, I'll add the example, 'such as the Caribou and the Artic Fox.'"

"Similarly, from the first book, I'll know, 'Some animals are big and fat,' and from the second book, I'll add, 'such as seals and whales. Their fat is called blubber.'"

"So you can see...I get part of my information from here (hold up the first book) and another

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Tuesday December 09, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

	<i>part from here (hold up the second book)."</i> Active Engagement: <i>"Now you practice previewing two books or websites you might mix and match information."</i> Link: <i>"First, you will work alone mixing and matching the information from the two books you selected. Then, when the timer goes off...you will meet with your club to jot down on post-its the accumulated information and keep safe in your club folder."</i>	
Assessment Methods	Lesson Reflection	

Standards

CC_Common Core State Standards - English Language Arts/Literacy (2010) - Grade 2

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Grade Level Standard CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

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Grade Level Standard CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Grade Level Standard CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Grade Level Standard CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Grade Level Standard CCSS.ELA-Literacy.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Grade Level Standard CCSS.ELA-Literacy.RI.2.8 Describe how reasons support specific points the author makes in a text.

Grade Level Standard CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Grade Level Standard CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Content	Skills	Assessment
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Tuesday December 09, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

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Thursday December 11, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

Content Objectives	Language Objectives	Materials
Academic Vocabulary	Minilesson	Independent Work
Assessment Methods	Lesson Reflection Review for Unit Test - Reference Study Guide	

Standards

CC_Common Core State Standards - English Language Arts/Literacy (2010) - Grade 2

Grade Level Standard CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Grade Level Standard CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Grade Level Standard CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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Grade Level Standard CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Grade Level Standard CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Content	Skills	Assessment
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Monday December 15, 2014 - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

Content Objectives	Language Objectives	Materials
Academic Vocabulary	Minilesson	Independent Work
Assessment Methods	Lesson Reflection Unit Test - Reference Summative Assessment #2	

Standards

CC Common Core State Standards - English Language Arts/Literacy (2010) - Grade 2

Grade Level Standard CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Grade Level Standard CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Grade Level Standard CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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Grade Level Standard CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Grade Level Standard CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Content	Skills	Assessment
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Standards Summary - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

October 27, 2014 through December 15, 2014

Standards

CC_Common Core State Standards - English Language Arts/Literacy (2010) - Grade 2

Strand CCSS.ELA-Literacy.R.2 Reading

CCSS.ELA-Literacy.RI.2 Informational Text

Key Ideas and Details

Grade Level Standard CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Grade Level Standard CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Grade Level Standard CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

Grade Level Standard CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Grade Level Standard CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Grade Level Standard CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

Grade Level Standard CCSS.ELA-Literacy.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Grade Level Standard CCSS.ELA-Literacy.RI.2.8 Describe how reasons support specific points the author makes in a text.

Grade Level Standard CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

Grade Level Standard CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.RF.2 Foundational Skills

Fluency

Grade Level Standard CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.2.4a Read on-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.2.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Strand CCSS.ELA-Literacy.SL.2 Speaking and Listening

Comprehension and Collaboration

Grade Level Standard CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-Literacy.SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.

CCSS.ELA-Literacy.SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.

Grade Level Standard CCSS.ELA-Literacy.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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Standards Summary - Unit 2 Reading Information Books, Reading the World

Grade 2 Language Arts ELA Reading

October 27, 2014 through December 15, 2014

Name: _____ # _____

Date: _____

Second Grade - Information Summative Assessment

Use the text Strange Plants by Kira Freed to answer the following questions.

CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a technical procedures in a text.

What is the text mostly about? (2 points)

Write 3 supporting details/facts: (6 points)

1. _____

2. _____

3. _____

How does this series of scientific ideas connect?

What are pages 6-8 mostly about? (2 points)

Write 3 supporting details/facts: (6 points)

1. _____

2. _____

3. _____

CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Use context clues to write the definition of the following words. Write the answers in two complete sentences. (6 points)

Parasite -

Wool -

Critter -

CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Answer the following questions in complete sentences. (8 points)

Why do stone plants blend in with its environment? Give one example from the text.

Why do stapelia flowers smell bad? Give one example from the text.

How do animals use plants? Give one example from the text.

How do plants use animals? Give one example from the text.

CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Use the caption to describe the photograph on page 13. Write the answer in a complete sentence. (2 points)

What topic do you want to learn more about? Use the index to write the topic and location you can find more information. Write the answers in complete sentences. (3 points)

Name: _____ # _____

Informational Unit of Study - Family Project
Main Idea MYSTERY Bag???

RI.2.2 - I CAN identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Teaching Points:

- The main idea is the most important idea.
- Often the main idea answers the questions who? or what?
- The details are bits of information that tell about the main idea.

Directions:

Step 1: Think of a specific topic or nonfiction book that you know a lot about (Ex: School supplies)

Step 2: Think of six details relating to that topic. (Ex: backpack, pencil, notebook, crayons, post-its, and glue sticks)

Step 3: Gather the six items around your house. Photographs or drawings can also be included.

Step 4: Complete the attached activity sheet.

Step 5: Put all of the items in a bag. Feel free to use the attached bag and decorate!

Step 6: On the due date, you will switch with a friend and determine the main idea of their Mystery Bag.

Creativity:

Include: food, toys, clean clothes, electronics, etc.

Exclude: sharp objects, medicine, etc.

**Unfortunately, things may be lost or stolen. Please do not send in any valuable objects. All items will be sent home with the child the same day they are due.*

Due Date:

- Negrón/Gluck - Wednesday, February 12th
- Edmonds/Fitzgerald - Thursday, February 13th

Check out Ms. Edmonds' Main Idea MYSTERY Bag!
Can you guess the Main Idea???



Name: _____ # _____

Date: _____

Book Title: _____

Level: _____

Second Grade

Informational Summative Assessment

RI.2.10 - Read and understand informational texts like history and social studies, science, and technical texts at the Grade 2 level.

RI.2.6 - Identify the main purpose of a text including what the author wants to answer, explain, or describe.

Directions: Read the text How Animals Sleep and answer the questions below.

1. Who is the author? (1 point) _____

2. What was the author's purpose in writing this text? Circle the correct answer below.
(1 point)

a. Persuade

b. Inform

c. Entertain

3. What did the author want to teach or explain? Use a complete sentence. (2 points)

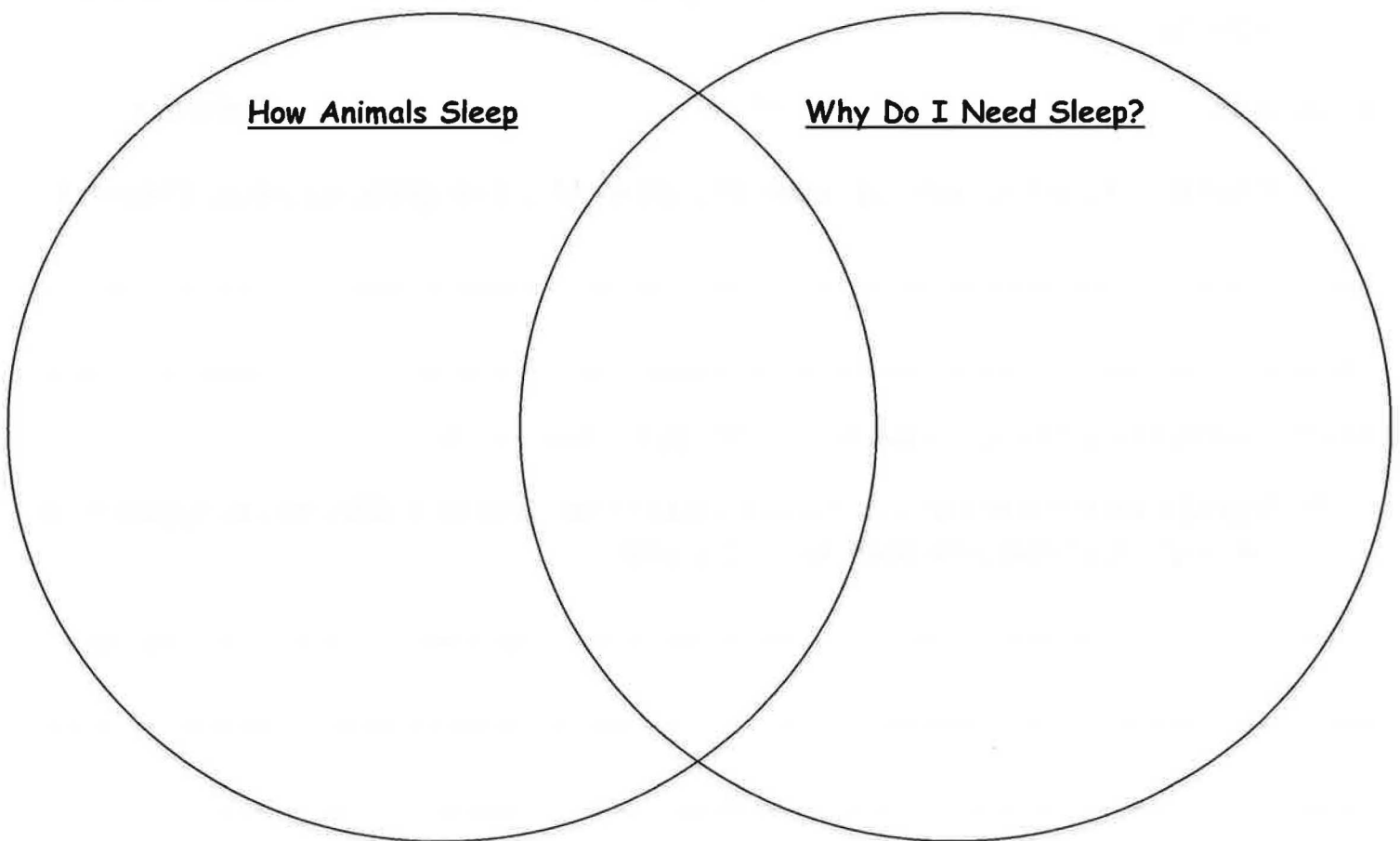
RI.2.8 - Describe how reasons support specific points that author makes in a text.

4. Identify what did the author did well to meet the purpose? Give two examples from the text. Use complete sentences. (4 points)

5. Identify what the illustrator did well to meet the purpose? Give two examples from the text. Use complete sentences. (4 points)

RI.2.9 - Compare and contrast the most important points in two texts on the same topic.

6. Read the article on page #3 entitled Why Do I Need Sleep?. Then, compare and contrast the text to How Animals Sleep. Write two examples in each part of the Venn Diagram below. (6 points)



Why Do I Need to Sleep?

Every creature needs to rest. Giraffes, little babies, elephants, dogs, cats, kids, koala bears, grandparents, moms, dads, and hippos in the jungle — they all sleep! Just like eating, sleep is necessary for survival.

Sleep gives your body a rest and allows it to prepare for the next day. It's like giving your body a mini-vacation. Sleep also gives your brain a chance to sort things out. Scientists aren't exactly sure what kinds of organizing your brain does while you sleep, but they think that sleep might be the time when the brain sorts and stores information, replaces chemicals, and solves problems.

The amount of sleep a person needs depends a lot on his or her age. Babies sleep a lot — about 14 to 15 hours a day! But many older people only need about 7 or 8 hours of sleep each night. Most kids between the ages of 5 and 12 years old are somewhere in between, needing 10 to 11 hours of sleep. Some kids might need more and some need less. It depends on the kid.

Did you know:

- Skipping 1 night's sleep makes a person cranky and clumsy.
- After missing 2 nights of sleep, a person will have problems thinking and doing things; his or her brain and body can't do their normal tasks nearly as well.
- After 5 nights without sleep, a person will hallucinate (this means seeing things that aren't actually there).
- Eventually, it becomes impossible for the brain to give its directions to the rest of the body without sleep — the brain needs to spend time in bed and catch its ZZZs!

Reviewed by: Mary L. Gavin, MD

Date reviewed: January 2011

KidsHealth

What helps you fall asleep?

- ☐ Turning off the TV and other electronics
- ☐ A dark room
- ☐ A warm bath or shower before bed
- ☐ Getting tucked in by a parent
- ☐ Other:

Vote

CCSS.RI.2.7 - Explain how specific images contribute to and clarify a text.

Read the table and answer the question below.

Table 2: Representative Total Sleep Requirements for Various Species

Species	Average Total Sleep Time (hours/day)
brown bat	19.9
python	18.0
owl monkey	17.0
human infant	16.0
tiger	15.8
squirrel	14.9
golden hamster	14.3
lion	13.5
gerbil	13.1
rat	12.6
cat	12.1
mouse	12.1
rabbit	11.4
jaguar	10.8
duck	10.8
dog	10.6
bottle-nosed dolphin	10.4
baboon	10.3
chimpanzee	9.7
guinea pig	9.4
human adolescent	9.0
human adult	8.0
pig	7.8
gray seal	6.2
goat	5.3
cow	3.9
sheep	3.8
elephant	3.5
donkey	3.1
horse	2.9
giraffe	1.9

7. Explain how the table above contributes to the text How Animals Sleep by Kira Freed. (2 points)

Name: _____ # _____

Overall Score: _____/20 points

Informational Unit of Study - Family Project
Main Idea MYSTERY Bag Rubric

Elements	Criteria	<i>Outstanding</i> (4)	<i>Proficient</i> (3)	<i>Emergent</i> (2)	<i>Needs Improvement</i> (1)
My Mystery Bag	The bag has a main idea and includes 6 supporting details.	6 out of 6 details support the main idea.	4-5 of the 6 details support the main idea.	1-3 of the 6 details support the main idea.	The bag does not include supporting details.
My Activity Sheet Illustrations	The activity sheet includes 6 sketches of the supporting details and descriptions on the line below.	6 out of 6 sketches and descriptions are complete.	4-5 of the 6 sketches and descriptions are complete.	1-3 of the 6 sketches and descriptions are complete.	The activity sheet does not include sketches or descriptions.
My Activity Sheet Questions	All 5 questions are answered with developmentally appropriate spelling and grammar.	6 out of 6 components are included.	4-5 of the 6 components are included.	1-3 of the 6 components are included.	The activity sheet does not include answers to the questions.
Friend Activity Sheet Illustrations	Observes a friend's mystery bag. Then, fills in the activity sheet including 6 sketches of the supporting details and descriptions on the line below.	6 out of 6 sketches and descriptions are complete.	4-5 of the 6 sketches and descriptions are complete.	1-3 of the 6 sketches and descriptions are complete.	The activity sheet does not include sketches or descriptions.
Friend Activity Sheet Questions	Observes a friend's mystery bag. Then, answers all 5 questions with developmentally appropriate spelling and grammar.	6 out of 6 components are included.	4-5 of the 6 components are included.	1-3 of the 6 components are included.	The activity sheet does not include answers to the questions.

