Reading
Grade 2

Significant Tasks:
Marking Periods 1 & 2

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These lessons are revised and modified lessons from New Haven Public School's Reading curriculum and written for the significant task assessments based on the CCSS.
Marking Period 1
Significant Task #1

Literature

RL 2.3- Strand: Key Ideas and Details

Skill: Describe how characters in a story respond to major events and challenges.

Books: Charlie Needs a Cloak, Leo the Late Bloomer, A Color of His Own
Lesson Plan

Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: 1, ST #1  Focus: Story Elements  Grade: 2nd Grade

Common Core:
RL: 2.3-Key Ideas and Details; Describe how characters in a story respond to major events and challenges.

Visuals & Resources:
Charlie Needs a Cloak (entire book), piece of yarn, picture or piece of wool, previous stop and jot anchor chart for character, setting, problem, solution, large post-its for teacher model, regular post-its for students.

Content & Language Objective(s):
Students will listen to Charlie Needs a Cloak and orally discuss and stop and jot the characters, setting, problem, and solution.

Key Vocabulary:
shear, wool, yarn, cloak,

Frames:
If I had a cloak I would want a ___ one. I notice the wool is __. You can use yarn __.

HOTS:
Why is it important for good readers to notice the characters, setting, problem and solution? How does Charlie solve his problem?

Connections to Prior Knowledge/Provide Background Information:
Today we are going to start reading Charlie Needs a Cloak by Tommie DePaola. TW show cover of the book. Turn and talk about what you see on the cover and what you think you will read about today. SW turn and talk and TW monitor conversations. SW share out a few ideas in whole group. Here is some of the important vocabulary you will need to know before we start reading. TW introduce vocab using the 7 steps:

- Cloak: Say the word cloak. Say it three times fast. A cloak is a long, loose outer garment. A cloak is just like a coat but it does not have sleeves. T shows cover of the text and points to the cloak. Turn and talk to your partner about what color cloak you would like if you had one. The word cloak is a noun. It is a thing.
- Shear: Say the word shear. Say it in an angry voice. Say it in a sad voice. To shear means to cut the hair or wool from. You can shear the wool or fur off of animals like sheep, horses, and goats. Give a thumbs up or down and say "shear" or "not shear" as I list animals. fish, dog, turtle, sheep
• Wool: Say the word wool. Say wool in an excited voice. Say wool in silly voice. Wool is the soft and wavy or curly undercoat of certain animals. Wool can be especially found on sheep. T holds up and shows a piece of wool or a wool sweater and allows Ss to touch it. Turn and talk to your partner about what you notice about the wool. What are some words that rhyme with wool?

• Yarn: Say the word yarn. Say the word yarn 3 times fast. Yarn is a natural or manufactured fiber formed as a continuous strand for use in knitting or weaving. In this story the wool will turn into yarn by using a special machine that you will notice in the book. T holds up a piece of yarn for students to see and touch. What are some other ways you can use yarn? Yarn is a bossy r word the ar says “ar”.

Meaningful Activities:
Today (pause) as we read Charlie Needs a Cloak (hold up text) together (gesture) we are going to notice the characters (pause & point), setting (pause & point), problem (pause & point) and solution (pause & point). We will also then stop and jot those story elements. As I read aloud today keep in mind the vocabulary we went over. What will be your job as readers today? SW turn and tell a partner their job. TW begin reading the book and model a think aloud of characters, setting, problem and solution as each is read. As teacher reads he/she must read at a slower pace and pause often, especially after parts that contain more information. As the teacher models the think aloud she will model writing the stop & jot, referring to the anchor charts as necessary. Today we noticed characters, setting, problem, and solution (pause). Today as you choose and read your independent literature (fiction) book you will notice the characters, setting, problem, and solution and stop and jot them in your book as well. Turn and tell your partner what your job is as readers today. SW turn and talk about their job then share out. Off you go!

Review & Assessment:
Informal observation, Students’ stop & jots

Wrap Up:
SW gather for reflection on the rug in a circle. Today we completed stop & jots for characters, setting, problem & solution. We will share our stop & jots in a gallery walk. Please remember our rules for the gallery walk. Can anyone remind me of how it looks? SW share out responses. Let’s begin our gallery walk and notice all the great work our readers have done today!
STOP LESSON PLAN
Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: 2, ST #1  Focus: Solution & major event  Grade: 2nd Grade

Common Core:
RL: 2.3-Key Ideas and Details; Describe how characters in a story respond to major events and challenges.

Visuals & Resources:
Charlie Needs a Cloak (entire book), sentence strips, marker, beginning, middle and end graphic organizer

Content & Language Objective(s):
Students will listen to Charlie Needs a Cloak and orally discuss and sequence events in the book.

Key Vocabulary:
dye, loom, sew, event

Frames:
My __ is dyed __. It is important for Charlie to have a loom because __. You can sew __.

HOTS:
What happened in Charlie's life that made him need a new cloak?

Connections to Prior Knowledge/Provide Background Information:
Yesterday we read Charlie Needs a Cloak. (pause) We noticed the characters, setting, problem and solution in the book. TW reference stop & jot anchor chart. Today we will read the book sequence the important events. Before we read there are few more vocabulary words that you need to know.
TW introduce vocab using the 7 steps:

- Dye: Say the word dye. Say it in a happy voice. Say it in a baby voice. Dye is a color produced by staining. When you dye something you can change its color. Look at your clothes if they are colorful they have been dyed. Share with your partner what color your clothes are dyed. (Ss share) The word dye is a noun it is a thing.
- Loom: Say the word loom. Say the word loom in your scariest voice three times. A loom is a frame or machine for weaving thread or yarns to produce cloth. In this story the loom will turn the wool into yarn. Why do you think it would be important for Charlie to have a loom? The word loom is a noun it is a thing.
- Sew: Say the word sew. Say it in a creepy voice. Say it in a shocked voice. Sew means to join or fasten by stitches using a needle and thread. In the story Charlie
sews together the cloth he made for his new cloak. Turn and talk to your partner about things that you can sew. What are some words that rhyme with sew?

- Event: Say the word event. Say it in a happy voice. Say it in a sad voice. An event is something of importance that happens. When thinking about a story the events are all of the things that happen to the characters in the story. Turn and talk about some of the events that already happened in Charlie needs a Cloak.

Meaningful Activities:

Today (pause) as we read we will be noticing (pause & gesture) and sequencing the events (pause & gesture) in the story. In other words, we will notice and think about (pause & gesture) what Charlie did to solve his problem. TW read the story aloud making sure to pause after bigger chunks of information and slow the rate of speech as he/she reads. After finishing the book: Turn and talk with your partner about any of the events in the story that you remember. SW turn & talk while TW listen in to conversations. What do you remember? As Ss share out responses TW write each event shared on a sentence strip and display in the center of the circle out of order. Now that we have written down (pause & gesture) all the events in the story (pause) let’s remember together the order (pause & gesture) in which they happened. SW work together to sequence the sentence strips (events of story). Once events have been sequenced SW read through the sentence strips.

Your job as readers today is going to be choosing a literature piece (fiction book) and after reading it you will complete a graphic organizer. TW show graphic organizer already completed by T for Charlie Needs a Cloak. You will either do a quick sketch or write a few sentences about what happens in the beginning (pause & gesture), middle (pause & gesture), and end (pause & gesture). What is your job as a reader today? SW turn and talk with a partner then share out whole group while T monitors.

Review & Assessment:

Informal observation, completion of beginning, middle, and end graphic organizer.

Wrap Up:

SW gather for reflection on the rug in a circle. Today your job was to notice the beginning middle and end of the book you read. Who would like to share their work from today? TW choose three students to share their work.
STOP LESSON PLAN
Key:  SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: 3, ST #1  Focus: Graphic Organizer  Grade: 2nd Grade

Common Core:
RL: 2.3-Key Ideas and Details; Describe how characters in a story respond to major events and challenges.

Visuals & Resources:
Charlie Needs a Cloak, enlarged, response frame/graphic organizer, beginning middle and end graphic organizer, post-it notes

Content & Language Objective(s):
Students will listen to Charlie Needs a Cloak and orally discuss how Charlie responded to an event in his life and complete written response frame.

Key Vocabulary:
shepherd, weave (woven), respond

Frames:
A shepherd can take care of their sheep by ___. (character name) in (story) responds to ____ by _____.

HOTS:
If you needed a new coat what would you do? How is that similar or different from Charlie?

Connections to Prior Knowledge/Provide Background Information:
The past two days we have been reading Charlie Needs a Cloak. Here are a few more vocabulary words that will help you further understand the story.
TW introduce vocab using the 7 steps:
- Shepard: Say the word shepherd. Say it in a whisper voice. Say it in a grouchy voice. A shepherd is a person who takes care of sheep. In this book Charlie is a shepherd. Turn and talk about some ways that a shepherd could take care of their sheep. The word shepherd has the word herd in it so that will help me to remember a shepherd takes care of herds of sheep!
- Weave: Say the word weave. Say weave three times fast! Weave means to form something by lacing together strands of material. In the story Charlie put the yarn on the loom and wove it into cloth. Wove is the past tense of weave. It means it's already been done.

• Respond: Say the word respond three times fast. Respond means to react to something. If someone calls my name I respond by looking at them. How would you respond if I asked if everyone would like to have recess right now? How would you respond if I told you my dog is lost? Respond is a verb it’s something that a person can do.

Meaningful Activities:
Today when we read we will be thinking about an event in Charlie’s life and how he responds to it. When we talk about how he responds to the event we will use this frame (pause & gesture): (character name) in (story) responds to ____ by ____. As I read, give me a thumbs up (pause & gesture) when you notice Charlie’s problem (pause) and a thumbs up when you notice how he responds to his problem (pause & gesture). TW read aloud Charlie Needs a Cloak making sure to slow the rate of speech and pause after chunks of information. TW also monitor when thumbs are going up for understanding of the problem and how he responds to it. We can use a sentence frame to help us explain how Charlie responds to his problem. Today I will model how to do it and then you will have a chance to try it on your own later. TW do a think aloud while completing the sentence frame. Today you have a choice as readers. You can either stop & jot characters, setting, problem & solution or you can read a book and complete the beginning, middle, and end graphic organizer. Turn and tell your partner what your job is today as readers. SW turn & talk then a few will share out job. Off you go!

Review & Assessment:
Informal observation, stop & jots or beginning, middle, end graphic organizer

Wrap Up:
SW gather for reflection on the rug in a circle. Today we completed stop & jots for characters, setting, problem & solution. We will share our stop & jots in a gallery walk. Please remember our rules for the gallery walk. Can anyone remind me of how it looks? SW share out responses. Let’s begin our gallery walk and notice all the great work our readers have done today!
STOP LESSON PLAN
Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: 4, ST#1 Focus: Story Elements Grade: 2nd Grade

Common Core:
RL: 2.3-Key Ideas and Details; Describe how characters in a story respond to major events and challenges.

Visuals & Resources:
Leo the Late Bloomer, sticky notes, previous anchor charts,

Content & Language Objective(s):
Students will listen to Leo the Late Bloomer and discuss and stop & jot the problem and solution.

Key Vocabulary:
bloom, patient, sloppy

Frames:
I had to be patient when __. The problem is __. The character is __.

HOTS:
How is what you have experienced similar or different from Leo? Explain.

Connections to Prior Knowledge/Provide Background Information:
We have been reading and focusing on noticing the story elements (pause & gesture to anchor chart) and how a character responds to an event in his or her life (pause & gesture to graphic organizer/frame). For example, Charlie (point to text Charlie Needs a Cloak) responded to needing a new cloak by making himself a new cloak. Today we will be reading Leo the Late Bloomer (gesture to text) and noticing the problem and solution in the story. Here are a few vocabulary words that will help you to better understand the story.
TW introduce vocab using the 7 steps:
  - Bloom: Say the word bloomer. Say it in happy voice. Say it in an angry voice. The word bloom means to grow and produce flowers. In the story Leo has a hard time blooming or growing. Stand up and as we say the word bloom we are going to put our hands up over our heads and open them up like a blooming flower. (repeat 3 times). The word bloom is a verb it is an action word.
  - Patient: Say the word patience. Say it three times fast. Patient means to put up with pains or hardships calmly or without complaint. I know that I had to be patient when training my puppy because he wouldn't always listen to me. What are some
times in your life that you needed to be patient? SW share out. Patient is a
describing word, it's an adjective.

- Sloppy: Say the word sloppy. Say it in a disgusted voice. Say it in a silly voice.
  Sloppy means to be untidy or messy. If you were to give a baby food they will be
  very sloppy when they eat and will make a mess all over their highchair. I will list of
  certain ideas and you can give a thumbs up and say sloppy or a thumbs down and say
  not sloppy. T lists few ideas: a young child eating ice cream, a teacher writing on
  the board, a baby with paint. Sloppy is another describing word, it is an adjective.
  Let's put that on our word wall under adjectives.

Meaningful Activities:
Today when we read Leo the Late Bloomer we will be notice and stop and jot the problem
and solution in the story. (pause) This will help us to be able to figure out the major event
in Leo's life (pause) and how he responds to it when we reread the book tomorrow. As I
read aloud today, (pause) when you notice the problem and the solution show a thumbs up
(gesture). What is your job as a reader today? TW choose a few students to share job.
TW read aloud the text and think aloud as the problem and solution are reached in the
text. Today as you read independently notice and stop and jot the problem and solution in
your texts and be ready to share. Who would like to tell us what our jobs as readers is
today? A few SW share out. Off you go!

Review & Assessment:
Informal observation, stop & jots

Wrap Up:
SW gather for reflection on the rug in a circle. Today we will practice share backs. Who
would like to share? TW choose 3 students to share and allow them to choose 2 students
for share backs.

*Share backs: SW listen to the student sharing their work. After they share the
listeners will say what they heard. For example: "I noticed you said the problem in your
story was ..."
STOP LESSON PLAN
Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: 5, ST#1 Focus: Major Event Graphic Organizer Grade: 2nd Grade

Common Core:
RL: 2.3-Key Ideas and Details; Describe how characters in a story respond to major events and challenges.

Visuals & Resources:
Leo the Late Bloomer (26 copies), Major Event frame (26 copies), chart paper or enlarged major event frame,

Content & Language Objective(s):
Students will listen to Leo the Late Bloomer and orally discuss and write using a frame how Leo responds to a major event in his life.

Key Vocabulary:
review of previous words: respond, event

Frames:
I would respond by ___.
(character name) in (story) responds to ____ by ____.

HOTS:
What is the problem in Leo's life?
How does he respond to his problem?

Connections to Prior Knowledge/Provide Background Information:
Yesterday (gesture) we read Leo the Late Bloomer and noticed the problem and solution. Today we will use that information to discuss and write how Leo responded to a major event in his life. We will be using the same sentence frame that we used in Charlie Needs a Cloak. TW hold/gesture to frame and reread it.

Meaningful Activities:
Today when we reread Leo the Late Bloomer (point to text) we will be thinking about an event in Leo's life and how he responds to it. TW read aloud Leo the Late Bloomer. Turn and tell your partner the problem in Leo's life and how he responded to it. SW share with a partner and TW monitor and facilitate conversations. Here is our frame to help us answer the question: what was an event in Leo's life and how did he respond to it? TW display blank enlarged frame and read it aloud. Let's fill in this frame together. First will fill in the character name. Who did we read about? S respond & TW write in "Leo." What story did

we read? S respond and TW write in "Leo the Late Bloomer." What was the major event or problem he responded to? SW share out a few responses and TW consolidate into one answer, i.e.: "He wasn't able to read & write." How did Leo respond to the problem or event in his life? SW share out and TW consolidate into one answer, i.e.: "He was patient and he kept practicing." Today you will go back to your seats and practice writing this written response independently. You will each get a copy of the frame and the book to help you. If you finish early you can choose another book of your choice and work on any stop & jots that you have learned so far. Tell a partner your job as readers for today. SW share with a partner their job and then TW choose Ss to share whole group. Off you go!

Review & Assessment:
Written frame/graphic organizer, informal observation

Wrap Up:
SW meet back on rug for reflection. TW choose three students to share their completed sentence frames.
SIOP LESSON PLAN

Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: 6, ST#1       Focus: Significant Task Assessment       Grade: 2nd Grade

Common Core:
RL: 2.3-Key Ideas and Details; Describe how characters in a story respond to major events and challenges.

Visuals & Resources:
A Color of His Own, 26 copies of Major Event response frame

Content & Language Objective(s):
Students will listen to A Color of His Own and will orally discuss how Chameleon responds to an event in his life and complete a written response frame independently.

Key Vocabulary:
wise, chameleon, "side by side"

Frames:
A chameleon could be ___.

HOTS:
What do Charlie, Leo and Chameleon all have in common?

Connections to Prior Knowledge/Provide Background Information:
We have read Charlie Needs a Cloak and Leo the Late Bloomer. When we read we were noticing what major event or problem happened to the character and how they responded to it. Today you will do this independently after we read A Color of His Own together. Before we read here is some vocabulary to help you better understand the story.

TW introduce vocab using the 7 steps:

- Wise: Say the word wise. Say it in a happy voice. Say it in a sad voice. If a person is wise they show wisdom, good sense, or good judgment. Usually someone who is wise is older and has had lots of experiences that have taught them. I will list off some different people give a thumbs up and say wisdom if you think they have wisdom and a thumbs down and say no wisdom if you think they don’t have wisdom. TW say list: Teacher, baby, preschooler, Dr.

- Chameleon: Say the word chameleon. Say it in a silly voice. Say it in a robot voice. Holds up an image of a chameleon. A chameleon is a lizard that can change the color of its skin. What are some things that a chameleon could be near in nature that would make it change its color? The word chameleon is a noun it is a thing.

• Side by side: Say the phrase side by side. This time link elbows with your partner and say side by side. Repeat 3 times. Side by side means to be beside one another. Do you think two enemies would be side by side? Two friends?

Meaningful Activities:
Remember when we read you will notice a major event or problem in Chameleon’s life and how he responds to that event or problem. Turn and tell your partner what you are going to notice today. TW read aloud A Color of His Own making sure to slow the rate of speech and pausing frequently. Now that we have read the book let’s look at the frame. TW read frame and remind students what goes in each blank. Take a minute to think about how you will fill in this frame using the information from A Color of his Own. TW allow a minute or two for students to think of their responses. Now, turn and tell a partner what you are going to write. TW listen and monitor conversations, facilitating as necessary. TW make notes of which students may need to be pulled for small group or needs differentiated frames for written responses. What is your job as a reader today? SW share out whole group. Off you go!

Review & Assessment:
Informal observation, Completed independent written responses

Wrap Up:
SW gather for reflection on the rug in a circle. Today we completed stop & jots for characters, setting, problem & solution. We will share our stop & jots in a gallery walk. Please remember our rules for the gallery walk. Can anyone remind me of how it looks? SW share out responses. Let’s begin our gallery walk and notice all the great work our readers have done today!
Marking Period 1
Significant Task #2
*Informational Text*

RI 2.8- Strand: Integration of Knowledge and Ideas

Skill: Describe how reasons support specific points the author makes in a text.

Books: *North Pole, South Pole*, *Desert Giant* (modified)
STOP LESSON PLAN

Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: 1, ST #2 Focus: Model, author's statement Grade: 2nd Grade

Common Core:
RI: 2.8- Integration of knowledge and ideas. Describe how reasons support specific points the author makes in a text.

Visuals & Resources:
North Pole, South Pole pgs.3-12, copied informational text (26) based on students level (Time For Kids), highlighters, sticky notes

Content & Language Objective(s):
Students will listen to North Pole South Pole and orally discuss the reasons behind an author's statement.

Key Vocabulary:
revolve, imaginary, blizzard, (statement)

Frames:
I imagined ___ I have an imaginary ___. If I was in a blizzard I would ___.

HOTS:
What would happen if the sun's rays did shine directly on the poles?

Connections to Prior Knowledge/Provide Background Information:
We have been reading informational texts this year with different purposes. (pause)
Today we will read North Pole, South Pole for a different purpose. We will be noticing statements that the author makes (pause) and finding examples (pause) to support those statements. Turn and tell your partner what you know about the North Pole and the South Pole. SW turn and talk while TW monitor conversation then share out if time allows. Here is some vocabulary you will need to know for North Pole, South Pole.
TW introduce the vocabulary using the 7 step process:

- Revolve: Say the word revolve three times and spin around in your place. The word revolves means to turn around or rotate. In other words it is something that spins. I will give you a list of things that revolve and do not revolve. When you think it revolves say "revolve" if it doesn't revolve say "doesn't revolve." TW give list: planet, fish, ball, paper. Revolve is a verb, it is an action word.
- Imaginary: Say the word imaginary three times in a mysterious voice. The word imaginary means when something only exists in your mind. It is something you think up or pretend. When are some times you have imagined something? You may have an
imaginary friend. What else? SW turn and talk with partner and share out responses.

- Blizzard: Say blizzard three times in a loud voice. Blizzard is a storm with driving snow, strong winds, and intense cold. It is a big snow storm. If you were there was a blizzard what would you do? SW share out. Blizzard is a thing, it is a noun.

**Meaningful Activities:**
Today we will be looking noticing statements that the author makes (pause) and finding examples to support those statements (pause). Before we start to read (pause & point to book) let's practice making a statement of our own (pause & gesture) and practice supporting it. For example, a statement is “I am active (gesture).” (pause) The details to support the statement could be, “I run. I bike. I hike.” Think (gesture) about a statement about yourself (gesture). TW pause to give think time. Now (pause) think of at least two supporting details to prove that statement. TW pause to give think time. Now, turn and tell your partner (gesture) your statement and the details proving that statement. SW turn and talk while T monitors conversations. Today we will read the introduction of North Pole, South Pole. As we read (pause) I will notice a statement the author makes (pause) and show you how to find the supporting details (pause), proving that statement. TW begin reading pg. 3-12 aloud making sure to slow the rate of speech and pausing often especially after chunks of information. TW stop at a statement on pg. 8. Here on page 8 is a statement (pause) “The Poles are the coldest places on Earth.” I am going to highlight this statement (gesture & pause). TW highlight the statement. Now I will continue reading (pause) to see if I can find details to support the author’s statement (pause) that the poles are the coldest places on earth. As I read aloud the rest of the text (pause) give a thumbs up (pause & gesture) when you hear details that prove that statement. TW read aloud page 9 and stop to notice and highlight the supporting details. I noticed here on page 9 that the authors says, (TW point and pause after each statement as it is read) “It’s too cold for rain. Snow falls. The snow turns into great masses of ice.” Those details show me that the poles are the coldest place on Earth. TW finish reading the selection. Today your job as readers is (pause) to read an informational article (pause) and you will highlight (gesture) at least one (gesture) statement that the author makes. If you have time left in reader’s workshop (pause) you may choose an informational text and find one statement that the author makes. Write that statement on a sticky note. Be prepared to share your work at reflection. (pause) Turn and tell your partner your jobs as readers today. SW turn and tell their jobs to a partner then TW pick a few students to share out. Off you go!

**Review & Assessment:**
Highlighted text and/or sticky notes, informal observation

**Wrap Up:**
SW meet at the carpet for reflection with their completed work. Today you were looking for statements that the author made in your informational texts. Was anyone able to find
some statements in the article? TW allow a few students to share and allow time for other students to highlight those statements on their papers as well. TW guide as necessary. Make sure you keep these articles in your reading notebooks because we will be working with them again tomorrow.
STOP LESSON PLAN
Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: 2, ST #2  Focus: Guided Practice, author’s statement  Grade: 2nd Grade

Common Core:
RI: 2.8- Integration of knowledge and ideas. Describe how reasons support specific points the author makes in a text.

Visuals & Resources:
North Pole, South Pole (pg. 13-26), copied informational text (26) based on students level (Time For Kids), highlighters, sticky notes

Content & Language Objective(s):
Students will listen to North Pole South Pole and orally discuss the reasons behind an author’s statement.

Key Vocabulary:
thaw, mild(er), surrounds

Frames:
__ can thaw. I would like to be surrounded by__.

HOTS:
Would you want to live on the North Pole knowing that for a couple months it is always night time? Why or why not? Would you want to live on the North Pole knowing that for a couple months it is always day time? Why or why not?

Connections to Prior Knowledge/Provide Background Information:
Yesterday (pause & gesture), we began reading North Pole South Pole. We noticed the author’s statements and highlighted them. Today we will be looking for more statements in the next part of North Pole South Pole and we will be finding at least two details to support the author’s statement. Turn and tell your partner something you know about the North Pole (pause), either from the reading yesterday or something you already know. TW will allow a minute for students to turn and talk. Here are some more vocabulary words to help you better understand the text before we read. TW introduce the vocabulary using the 7 step process:

- Thaw: Say the word thaw three times and move your hands (motion: hands up to down like melting ice cube). "That is warm enough to thaw a frozen fish." (pg. 15)
- Thaw means to change from a solid to a liquid or semi-liquid. It means to melt. For example, my ice cube will thaw if I leave it on the table. What other things can
thaw? SW turn and talk and TW wait for S responses. Thaw is a verb, it is an action word. TW put “thaw” under the verb section of the word wall.

- Mild: Say the word mild. Say it in a whisper voice. Say it in a silly voice. "They bring milder weather." (pg. 14) Mild means gentle or not strong in action or effect. If the weather is mild it means it is not too hot and not too cold. Turn and talk about what a mild weather would feel and look like to you.

- Surrounded: Say the word surrounded. Repeat the word surrounded and move your arms around your body. Repeat three times. "The North Pole is water surrounded by land." Surrounded means to enclose on all sides or to encircle. It means all around. I would love to be surrounded by beautiful smelling flowers! Turn and talk to your partner about something that you would want to be surrounded by.

Meaningful Activities:
Today we will read the chapter about the North Pole (pause). Just like yesterday (pause & gesture) we will be looking for statements that the author makes. But today (pause & gesture) we are going to also find the details that support those statements. As we start reading the chapter North Pole (pause) give a thumbs up (pause & gesture) if you notice a statement that the author makes. TW begin reading pages 13-26 making sure to slow rate of speech and pause frequently, especially after bigger chunks of information. TW stop at the statement on pg. 14. Here on page 14 is a statement. It says (point to text) "The Arctic region has summer, too." I will highlight that sentence. TW highlight the sentence with highlighter tape. Now that I have found my statement I will continue reading to find some supporting details. TW continue to read pages 14 and 15 and then go back and highlight the supporting details. I noticed as I read these two pages there were a few details that support the statement that the Arctic region has summer. I am going to choose two. One detail I found is "Warm streams of water move up from the Atlantic Ocean." Watch me as I highlight that supporting detail. Another detail I found is here on page 15. "In summer the temperatures rise to 40 degrees above zero." That is telling me that the weather is warmer. Watch as I highlight that detail too. If time allows teacher will continue reading to the end of the North Pole chapter. Together we noticed a statement and found two supporting details. Today your job as readers is to reread your article and find the statements we highlighted yesterday and then find two details that support that statement. Turn and talk to your partner about your job as readers today. TW allow time for turn and talk and choose a student to share the focus for today.

Review & Assessment:
Highlighted text, and/or sticky notes, informal observation

Wrap Up:
SW meet at the carpet for reflection with their completed work. Today you were looking for details supporting the statements that the author made in your informational texts. Was anyone able to find some details supporting the statement in the article? TW allow a
few students to share and allow time for other students to highlight those statements on their papers as well. TW guide as necessary. Make sure you keep these articles in your reading notebooks because we will be working with them again tomorrow.
STOP LESSON PLAN
Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: 3, ST #2 Focus: Guided/Independent, author's statement Grade: 2nd Grade

Common Core:
RI: 2.8- Integration of knowledge and ideas. Describe how reasons support specific points the author makes in a text and complete a written response

Visuals & Resources:
North Pole, South Pole, globe or world map, enlarged frame, 26 frames,

Content & Language Objective(s):
Students will listen to North Pole South Pole and orally discuss the reasons behind an author's statement and complete the written response frame independently.

Key Vocabulary:
continent, crackles, rots

Frames:
The (author) states that (explicit statement from text) and supports it with the following reasons _____.

HOTS:
Would you or would you not want to be a scientist living in Antarctica? Why or why not?

Connections to Prior Knowledge/Provide Background Information:
Yesterday (pause & gesture) as we read North Pole South Pole we found statements (pause) and then found details (pause) to support those statements. Today (gesture) we are going to read about the South Pole and find more statements and supporting details (pause). After that (pause) we are going to put that information into a written response frame. Turn and tell your partner something you know (pause) or want to know (pause) about the South Pole. TW give time for Ss to share with each other. Before we read here is some more vocabulary you will need to know so you can better understand the text. TW introduce the vocabulary using the 7 step process:

- Crackles: Say the word crackle three times in big voice. Crackles means to make sudden, sharp noises repeatedly. If you listen to a fire burn you can hear the crackle. "Dry air crackles." (pg. 28) Crackle is an action word; it's a verb.
- Rots: Say the word rot. Say it in a disgusted voice and hold your nose like something is stinky. Repeat 3 times. "It is so cold that food never rots." (pg. 29) Rot means to decay due to the action of fungi or bacteria. When something rots it means that it
goes bad. I will list a few items and you will give a thumbs up and say can rot or give a thumbs down and sat cannot rot. Banana, a bracelet, bread, apple, chair.

- Continent: Say the word three times in a big voice. "This land is the continent is the Antarctica." (pg.27) Continents are main landmasses of the globe. They are the big pieces of land such as North America and South America. TW show on globe or map. I will say and point to some places on the Earth. You tell me if it is a "continent" or "not a continent." TW point to various places and wait for student responses. A continent is a place or thing. That means it is a noun and will go on our word wall under the noun column. TW add word to word wall.

Meaningful Activities:
Today we will read the chapter about the South Pole (pause). Just like yesterday (pause & gesture) we will be looking for statements that the author makes and find the details that support those statements. As we start reading the chapter South Pole (pause) give a thumbs up (pause & gesture) if you notice a statement that the author makes. TW begin reading pages 27-37 making sure to slow rate of speech and pause frequently, especially after bigger chunks of information. TW stop at the statement on pg.29. Here on page 29 is a statement. It says (point to text) "Antarctica is the coldest place of all." I will highlight that sentence. TW highlight the sentence with highlighter tape. Now that I have found my statement I will look for the details that support it. Sometimes the details that support a statement come before (stress the word before & gesture) the actual statement. As I re read pages 28 and 29 try to find the details (pause) that support the statement that Antarctica is the coldest place of all. TW re read pages 28 and 29. Turn and tell your partner the two details you found. TW give time for Ss to share and monitor conversations. SW then share out their details and pick two to highlight as a class. TW then highlight the supporting details the class decided on. If time allows teacher will continue reading to the end of the South Pole chapter. Now I am going to take what I highlighted (pause & gesture) and put it in my frame (gesture to frame). TW display enlarged frame. First I need to write the author's name. TW point to frame and write: Diane Hearn. Now I need to write the statement we found in the text. TW think aloud and write: Antarctica is the coldest place of all (pointing to where he/she is reading and writing). Then, I need to write the details that support the author's statement (pause). We highlighted two (gesture). I will write them after "and supports it with the following reasons." T writes the first details the students decided on. Now let's re read our frame to make sure it makes sense. T & Ss reread completed frame as T points to where Ss are reading. Today your job as a reader is to reread your article (pause) and remind yourself of the statement (pause) and details (pause) that you highlighted (gesture). Once you have done that (pause), you will take the frame (pause & gesture) and write in the author's statement and two details just like we did together today. Turn and tell your partner what your job as a reader is today. TW allow one student to share the focus. Off you go!
Review & Assessment:
Highlighted text, completed frames, informal observations.

Wrap Up:
SW meet at the carpet for reflection with their completed work. Today you were using the information that you highlighted over the past two days and put that information into the frame. Today we will share our written response frames in a gallery walk. Please remember our rules for the gallery walk. Can anyone remind me of how it looks? SW share out responses. Let's begin our gallery walk and notice all the great work our readers have done today!
STOP LESSON PLAN

Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: 4, ST #2  Focus: Significant Task  Grade: 2nd Grade

Common Core:
RI: 2.8- Integration of knowledge and ideas. Describe how reasons support specific points the author makes in a text.

Visuals & Resources:
Desert Giant (modified, 26 copies), pictures of blossoms and non-blossoms, pictures of cactus and non-cactus, pictures of deserts and non-deserts, 26 copies of statement frame.

Content & Language Objective(s):
Students will listen to Desert Giant and orally discuss author’s statements that they can respond to and then complete a written response frame independently.

Key Vocabulary:
Blossom, (Only once), Cactus, Desert

Frames:
The (author) states that (explicit statement from text) and supports it with the following reasons ______.

HOTS:
Why is it important to support our statements with details? What would happen if we did not do this?

Connections to Prior Knowledge/Provide Background Information:
Over the past few days we have been reading North Pole South Pole and noticing statements that the author makes and then finding details that support those statements. We have also practiced putting that information into a written response frame. Today we will be reading a part of Desert Giant: The World of the Saguaro Cactus. We will be using that text to find a statement together that the author makes and then you will be finding the details to support that statement. After that you will put that information into the written frame just like yesterday. Here are some vocabulary words that will help you to better understand the text. TW introduce the vocabulary using the 7 step process:

- Blossom: Say blossom three times. SW say word three times. Blossom is the flower of a plant, especially of one producing edible fruit. It’s the flower you may see on an apple tree before you see the actual apples. I will show you some pictures. If it is a blossom give a thumbs up (pause & gesture) say “blossom” if it is not a blossom give a thumbs down (pause & gesture) and say, “not a blossom.” TW show pictures of
different plants and monitor for student responses. *Blossom is a thing, it is a noun.* Let's put it on our word wall under noun.

- **Cactus:** Say *cactus* three times. Stand up and hold up your arms. SW do motion & say word three times. *A cactus is a plant that has fleshy, leafless and spiny stems. Cactus are the plants that you find in the deserts or in really dry areas. I will show you some pictures of cacti; you tell me if it is a "cactus" or "not a cactus."* TW show pictures of different plants and monitor student responses. *Just like blossom, cactus is a thing, it is a noun.* Let's put it on our word wall under noun.

- **Desert:** Say *desert* three times. SW say word three times. *Desert is a region where there is very little rainfall and supports only sparse vegetation or no vegetation at all. A desert is a place where it is very dry, sometimes very hot, and almost nothing grows there. I am going to show you some pictures; you tell me if it is a "desert" or "not a desert."* TW show pictures and monitor S responses. *Just like blossom and cactus, desert is a noun. It is not a thing, it is a place. Let's put it on our word wall under nouns.*

**Meaningful Activities:**

*Today we will be reading a new text called *Desert Giant: The World of the Saguaro Cactus.* As I read aloud today, put your thumb up when you notice a statement. TW read modified text and monitor for student responses. *Now that we have read the text let's choose one statement that the author makes.* TW allow students to share out ideas (statement should be "In May, it is time for the Saguaro to blossom."). *Let's highlight that statement in the text.* TW highlight the statement on the board while students highlight the same statement on their own copies. *Your job for today is to find and highlight two details that support the statement "In May, it is time for the Saguaro to blossom." Then you will take your highlighted statement and details and write it into the frame just like yesterday. Don't forget to re-read your work to make sure the details you chose support the statement we highlighted. Turn and tell your partner what your job is today as readers.* TW allow one student to share the focus. *Off you go!*

**Review & Assessment:**

Highlighted text, completed frame/organizer

**Wrap Up:**

*Today we will share our written response frames in a gallery walk. Please remember our rules for the gallery walk. Can anyone remind me of how it looks? SW share out responses. Let's begin our gallery walk and notice all the great work our readers have done today!*

*Cora Muñoz & Christine Kapusta, 2012. TAT Curriculum Institute.*
Marking Period 2
Significant Task #3

*Literature*

RL 2.5- Strand: Craft and Structure

Skill: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Books: *Frog and Toad Together*
STOP LESSON PLAN
Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: 1, ST #3  Focus: Model  Grade: 2nd Grade

Common Core:
RL: 2.5- Craft & Structure. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Visuals & Resources:
Frog and Toad Together (Chapter 1, A List), stop & jot events anchor charts, sticky notes

Content & Language Objective(s):
Students will listen to Frog and Toad Together and orally discuss and stop and jot the story elements and then compare and discuss the beginning of the story to the end of the story.

Key Vocabulary:
organize, gasp, list

Frames:
You can organize __. I gasp when __.

HOTS:
If you were Toad, what would you have done differently if you lost your list? Why?

Connections to Prior Knowledge/Provide Background Information:
This week we will be reading Frog and Toad Together. We will be looking at the events in the story and notice how the author connects the beginning to the end. In this story Toad makes a list of everything he needs to do. What can we make lists for? Have you ever made a list? Why? SW share out ideas while T listens by back-channeling, paraphrasing, and being silent. Before we start to read the first chapter here are some vocabulary words you need to know.
TW introduce the vocabulary using the 7 step process:
- Organize: Say the word organize three times and move like you are putting things away. The word organize means to systematize or to take things and put them in an orderly way. What are some things you can organize? Turn and talk with your partner. Organize is a verb, it is an action word. I also notice two words with in the word organize: "or" and "organ." Let's put it on our word wall. TW put on word wall under verb column.
- Gasp: Say the word gasp three times and take a quick breath in while you do it. Gasp means to take in a quick breath suddenly from being surprised or shocked. TW
demonstrate gasp and SW practice gasping. *When would you or maybe your parents gasp?* SW turn and talk and share out answers. *Gasp is another verb, an action word.* Let's put it up under the verb section of our word wall.

- **List:** *Say the word list three times and pretend you are writing. List is a series of names or other items written down in a meaningful grouping or sequencing. List is a written way of organizing your thoughts or ideas. What things could you make a list of?* SW turn and talk with a partner and share out. *List is a thing so that means it is a noun.* Let's put it under our noun column on the word wall.

**Meaningful Activities:**
Today as we read *A List* we are going to notice the events in the story. *As I read I will notice and stop and jot the events from the story in the order that they happen.* TW read the story and stop and jot the events throughout the story, numbering the stop and jots as he/she writes. When reading TW pause frequently and read at a slower rate of speech. *Now that I have finished reading and stopping & jotting the events in the story I am going to take out my sticky notes and look at them in order.* TW take out sticky notes and post them in order so that they can be seen. TW pull out and read the first two sticky notes and then pull out and read the last two sticky notes. *What do you notice about these sticky notes?* TW hold an instructional conversation by: asking follow up questions to students' thoughts, link questions to students' previous comments, paraphrase students' thoughts, back-channel, give confirmation checks, and scaffolding & directing conversation as needed in order to notice the connection between the beginning and the end. *Today your job is to read a piece of literature and stop and jot the events in the story.* Turn and tell your partner what your job is as readers today. SW turn and tell their partner their job while TW monitor. TW choose two students to share out. *Off you go!*

**Review & Assessment:**
Informal observation, event stop & jots

**Wrap Up:**
SW gather for reflection on the rug in a circle. *Today we completed stop & jots for characters, setting, problem & solution. We will share our stop & jots in a gallery walk.* Please remember our rules for the gallery walk. Can anyone remind me of how it looks? SW share out responses. Let's begin our gallery walk and notice all the great work our readers have done today!
STOP LESSON PLAN

Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: 2, ST #3 Focus: Guided Practice Grade: 2nd Grade

Common Core:
RL: 2.5- Craft & Structure. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Visuals & Resources:
Frog and Toad Together (Chapter 2, The Garden)

Content & Language Objective(s):
Students will listen to Frog and Toad Together and orally discuss and stop and jot the story elements and then compare and discuss the beginning of the story to the end of the story and complete a written response frame.

Key Vocabulary:
frightened, shout, watered

Frames:
I am frightened of __ I can water __.

HOTS:
Would you have done the same thing as Toad? Why or why not?

Connections to Prior Knowledge/Provide Background Information:
In this story Toad wants to start a garden just like Frog. What do you know about gardens or plants? Turn and talk to your partner about what you know. SW share with partners and then share out as whole group. Before we read The Garden here is some vocabulary that you will need to know. TW introduce the vocabulary using the 7 step process:

- Frightened: Say the word frightened three times in a soft voice and looking scared. Frightened means to be fearful or to be afraid of something. What are you frightened of? Tell a partner. SW share out. Frightened is an adjective, it describes how you feel. We can either put this on our word wall under adjectives or under feelings/emotions. SW decide where to put word.
- Shout: Say shout three times in a loud (almost yelling) voice. Shout means to call our cry out loudly. In other words it means to yell. When do you shout? Share with a partner. SW share with a partner and then share out their responses. Shout is a verb, it is an action word. I also see the word out in shout. TW show students by covering the word.
• Watered: Say watered three times like you’re putting water on a plant. Watered means to irrigate. It means to sprinkle water on plants or flowers. We can either say water so that it is in the present. I water my plants. Or, we can add -ed to the end of the word to make it watered and put it in the past. What are somethings we can water?

Meaningful Activities:
Today as we read The Garden we are going to notice how the author introduces and ends the story. As I read I will notice and stop and jot the events from the story in the order that they happen. Then I will use my stop and jots to help me figure out how the author introduces and ends the story. TW read the story and stop and jot the events throughout the story, numbering the stop and jots as he/she writes. When reading TW pause frequently and read at a slower rate of speech. Now that I have finished reading and stopping & jotting the events in the story I am going to take out my sticky notes and look at them in order. TW take out sticky notes and post them in order so that they can be seen. TW pull out and read the first two sticky notes and stick them to the beginning column of the graphic organizer. Then, TW pull out the last two sticky notes and stick them to the ending column of the graphic organizer. TW model and do a think aloud of how the beginning connects to the end of the story. What do I notice about these sticky notes? (gesture & pause) Well, in the beginning I noticed that Toad wants to have a garden just like Frog. So, Frog gives him seeds. Now, let me look at the last sticky notes, how does the story end? I see that I wrote the seeds finally grew and Toad has the garden that he wanted. Today your job is to read a piece of literature and stop and jot the events in the story. Then you will take the first one or two sticky notes and put them on the beginning column of your graphic organizer. Then you will put the last one or two sticky notes on the ending column of your graphic organizer just like I did. Be ready to share the beginning and end of your stories. Turn and tell your partner what your job is as readers today. SW turn and tell their partner their job while TW monitor. TW choose two students to share out. Off you go!

Review & Assessment:
Placement of sticky notes, informal observation

Wrap Up:
SW come to the carpet for reflection. Turn and tell your partner how your story began and how it ended. SW share with a partner their sticky notes from the graphic organizer while TW monitor responses. If time allows two students may share out their sticky notes to the whole group.
SIOP LESSON PLAN

Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: 3, ST #3  Focus: Independent Practice  Grade: 2nd Grade

Common Core:
RL: 2.5- Craft & Structure. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Visuals & Resources:
Frog and Toad Together (Chapter 4, Dragons & Giants), beginning/ending graphic organizers, response frames, sticky notes

Content & Language Objective(s):
Students will listen to Frog and Toad Together and orally discuss and stop and jot the story elements and then compare and discuss the beginning of the story to the end of the story and complete a written response frame.

Key Vocabulary:
brave, leap

Frames:
The author of ___ introduces the story by ___ and concludes the story by ___

HOTS:
If you were Frog & Toad would you have run away? What would you have done instead?

Connections to Prior Knowledge/Provide Background Information:
We have been reading Frog and Toad and thinking about how the beginning connects to the end, or the introduction and conclusion of the story. Today we will read another story called Dragons & Giants. Have you ever been afraid of something? What did you do? Turn and talk about it with a partner. SW share responses with a partner as T listens in and monitors conversations.
TW introduce the vocabulary using the 7 step process:
- Brave: Say brave three times in a loud voice. Brave means to possess courage. It means you can do what you may difficult and not be afraid to do it. How are you brave? Share with your partner. SW share with a partner and then share out responses. Brave is another adjective. It describes how someone feels.
- Leap: Say leap three times in a bouncy voice and jump like a frog. Leap means to spring into the air from one point to another. It means to make little jumps. Let’s make a list of animals that can leap. TW listen to student responses and write a list.
(i.e.: kangaroos, frogs, toads, lizards, fleas, monkeys). Leap is an action word, it is a verb.

**Meaningful Activities:**
Today as we read *Dragons and Giants* we are going to notice how the author introduces and concludes the story. As I read I will notice and stop and jot the beginning and ending events of the story. Then I will use my stop and jots to help me figure out how the author introduces and concludes the story. TW read the story and stop and jot the events in the beginning and end, putting the sticky notes on the graphic organizer instead of in the book. When reading TW pause frequently and read at a slower rate of speech. Now that I have finished reading and stopping & jotting the beginning and ending events in the story I am going to take out my sticky notes and put them on my beginning and ending graphic organizer. How does the author introduce, or begin the story and then how does he conclude, or end, the story? TW hold an instructional conversation by: asking follow up questions to students' thoughts, link questions to students' previous comments, paraphrase students' thoughts, back-channel, give confirmation checks, and scaffolding & directing conversation as needed in order to notice the connection between the beginning and the end. Today your job is to read a piece of literature and stop and jot the events in the beginning and ending of the story. You will stick the beginning event stop & jots on the "beginning" column and the ending stop & jots on the "ending" column, just like I did. Be ready to share the beginning and end of your stories. Turn and tell your partner what your job is as readers today. SW turn and tell their partner their job while TW monitor. TW choose two students to share out. Off you go!

**Review & Assessment:**
Proper placement of beginning and end sticky notes, informal observation of oral explanation of graphic organizer

**Wrap Up:**
SW gather for reflection on the rug in a circle. *Today we will practice share backs. Who would like to share?* TW choose 3 students to share and allow them to choose 2 students for share backs.

*Share backs:* SW listen to the student sharing their work. After they share the listeners will say what they heard. For example: "I noticed you said...."
STOP LESSON PLAN

Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: 4, ST #3  Focus: Significant Task  Grade: 2nd Grade

Common Core:
RL: 2.5- Craft & Structure. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Visuals & Resources:
Frog and Toad Together (Chapter 3, Cookies) - 26 copies, sticky notes, beginning/ending graphic organizer

Content & Language Objective(s):
Students will listen to Frog and Toad Together and compare and discuss the beginning of the story to the end of the story and complete a written response frame independently.

Key Vocabulary:
tempting, willpower

Frames:
I need willpower to ____. ____ is very tempting.

HOTS:
Do you agree with frog's actions? Why or why not? Would you have solved the problem of the cookies the same way? Why or why not?

Connections to Prior Knowledge/Provide Background Information:
Over the past few days we have been finding how the beginning and ending of a story are connected. For example, in beginning of The Garden Toad wanted a garden so frog gave him seeds and in the end Toad got the garden that he wanted. Today we will be reading a story from Frog and Toad Together called Cookies. Has there ever been a time when you just could not stop eating your favorite food? How did you finally stop? Turn and tell your partner about that time. TW allow time for turn and talk and allow 3 students to share experiences. Before we begin reading here are some vocabulary words that will help you to better understand the story. TW introduce the vocabulary using the 7 step process:

- Tempting: Say tempting three times like you're looking at your favorite food. Tempting is something that is enticing or inviting. It is something that you really want to do or really want to eat. For me a piece of chocolate cake is very tempting. What is tempting for you? SW share with partners and share out. I see the suffix -ing at the end of the word. That gives me the clue that it is an adjective.
- Willpower: Say willpower three times in a strong voice. Willpower means to have control over your actions and impulses. It is like having self-control. Let's make a list of things we need to have willpower for. I need willpower to stop myself from eating a whole bag of chips. What do you need willpower for?

**Meaningful Activities:**

Today as I read *Cookies* you are going to notice how the author introduces and concludes the story on your own. As I read you will notice and stop and jot the beginning and ending events of the story. Then you will use your stop and jots to help figure out how the author introduces and concludes the story. Turn and tell your partner what your job is as reader today. SW share with partner their job and TW choose a few students to share out. Follow along as I read *Cookies*. You will have time to stop and jot your thoughts during and after reading the story. TW read *Cookies* and give time after the first few pages for students to write their stop and jot and time after reading to write their ending stop and jots. Now that you have done your stop and jots stick them into the beginning or ending columns and think about how the author introduces the story and ends the story.

**Review & Assessment:**

Beginning/ending graphic organizer with sticky notes, informal observation

**Wrap Up:**

SW gather for reflection on the rug in a circle. Today you completed stop and jots for the beginning and ending of the story *Cookies* and placed them on your graphic organizers. We will share our graphic organizers in a gallery walk. Please remember our rules for the gallery walk. Can anyone remind me of how it looks? SW share our responses. Let's begin our gallery walk and notice all the great work our readers have done today!
Marking Period 2
Significant Task #4
Informational Text

RI 2.1- Strand: Key Ideas and details

Skill: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Books: Wind and Storms (big book), Seahorses (MONDO big book)
STOP LESSON PLAN

**Key**: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

**Lesson**: 1, ST #4  
**Focus**: Model-questions  
**Grade**: 2nd Grade

**Common Core**:
RI.2.1: Key ideas and details. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**Visuals & Resources**:
Wind and Storms (p.2-8), pictures of fierce storms and calm days, stop and jot wondering anchor chart, chart paper, markers, sticky notes

**Content & Language Objective(s)**:
SWBAT ask wh- questions before, during, and after reading and find the answers during and after reading.

**Key Vocabulary**:
fierce, rises, scale

**Frames**:
I wonder _____. How does ____? Who__? What ___? Where___? When ___?

**HOTS**:
Where does the wind come from? Explain.
Why is it important for good readers to ask questions before, during and after reading?

**Connections to Prior Knowledge/Provide Background Information**:
*Today we will be reading an informational text called Wind and Storms.* TW initiate a class discussion about students’ prior knowledge of storms. As students discuss teacher will record their knowledge on the K section of the KWL chart. In order to guide conversation T should use the following strategies: expanding on the topic using follow up questions, linking questions to students’ previous comments, ask questions with unknown answers (I wonder...?), paraphrase responses, back-channel (“uh-huh”), silence. While you were talking I wrote down some of the things you said that you knew about storms. (gesture to K portion of KWL chart). Before we begin reading here are some vocabulary words that will help you to better understand the text. TW introduce vocab using the 7 step process.

- **Fierce**: Say fierce three times in a loud voice. Fierce means violence in force or intensity. It means to be super strong. The wind can be fierce in a big storm. I’m going to say and show you some pictures. You tell me if the weather is fierce or not fierce when you see them. TW show pictures and wait for student responses. Fierce
describes the way something is. When we have a description word it is an adjective. Let’s put it on our word wall under adjective.

- Rises: Say rises three times in a light voice and move your hands up as you say it. Rises means to move from a lower to a higher position. It means to go from a low place and move up (T motions with hands). Let’s practice rising as we say the word. SW practicing rising a few times and saying the word. Rise is an action word or verb. Let’s put it under the verb column on our word wall.

- Scale: Say scale three times in a grumpy voice. A scale is an instrument or machine for weighing. It’s something that helps us measure. I will show you some pictures you tell me if it is a scale or not a scale. TW show pictures of scales and other objects and SW respond. We may also see the word scale when we are talking about fish, but in this case we are talking the machine.

Meaningful Activities:
Today we are going to be constantly asking ourselves questions and wondering about what we read. We already wrote down statements about wind and storms. Now we will start thinking about questions that we have about wind and storms. What are some of the question that we use when asking questions? SW share out wh- question words. TW post question frames on sentence strips for students’ reference as they think of the wh-question words. I’m going to read the table of contents for the two chapters we will read today. As I read the table of contents think of wh- questions that you think might be answered as we read this text. TW read the table of contents and SW think of questions they may find answers to as they read. Turn and tell your partner one question you thought of, be ready to share out your partner’s questions. SW turn and talk and share out what their partner’s question is. TW jot down the questions they have come up with as they are shared in the W section of the KWL chart. TW also write down a question that they know will be answered in the text to use as a model. As I read, keep the questions we came up with in your mind and try to find the answers to them. You may also notice you might have other questions as we read. We can write those down as we go or after reading. TW read first two pages and do a think aloud of noticing an answer to a question they have listed on the KWL. TW continue reading and SW notice if they have found answers to their questions and wonder/create other questions while T writes down answers in L column and more questions in W column. Today as you read independently you will choose an informational text and write down at least two questions that you have before reading. Remember to use the stop and jot anchor chart and our model from today if you need help creating wh- questions. Turn and tell your partner what your job as readers is. TW choose one student to share the focus for today. Off you go!

Review & Assessment:
Informal observation, sticky notes with questions
Wrap Up:
SW come back to the carpet and popcorn share their questions and answers they came up with as they read.
SIOP LESSON PLAN
Key:  SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: 2, ST #4  Focus: Guided questions/answers  Grade: 2nd

Common Core:
RI.2.1: Key ideas and details. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text._

Visuals & Resources:
Wind and Storms (p.9-12), sticky notes, wonder stop & jot anchor chart, KWL chart created in previous lesson

Content & Language Objective(s):
SWBAT ask wh- questions before, during, and after reading. Then find and write the answers after reading.

Key Vocabulary:
damage, dangerous, water vapor

Frames:
I wonder _____. How does ____? Who__? What ____? Where____? When ___? ___ is damaged because ___.

HOTS:
What may happen if there are strong winds? Why?
Why is it important for good readers to ask questions before during and after reading?

Connections to Prior Knowledge/Provide Background Information:
Yesterday (gesture) we started reading Wind and Storms. (point to text) Before we started reading we used the table of contents (gesture) to help us ask questions (pause & gesture) that we thought we might find the answer to. Today we are going to continue asking wh-questions and looking for those answers. Before we begin reading (pause) here are a few vocabulary words that will help you better understand the text. TW introduce vocab using the 7 step process.

- Damage: Say the word damage three times. Say it in a scary voice. Say it an angry voice. Damage is a loss or harm caused by injury to a person or property. It means to hurt something. How and why may something get damaged? For example, my pencil is damaged because I stepped on it. SW make a list of things that can be damaged. When I look at the word damage I can see two words, dam and age. Damage is also an action word, or verb.
• Dangerous: Say the word dangerous. Say it in a silly voice. Say it in a sad voice. Dangerous means able or likely to cause injury. I will list a few things and you will give a thumbs up and say dangerous or put a thumbs down and say not dangerous. A thunderstorm, a baby bird, a bear, broken glass. Dangerous is an adjective. It is a describing word.

• Water vapor: Say the words water vapor. Say it three times fast. Water vapor like the steam from when you boil water except you can’t see it. Keep your eye out for this term when we are reading today. We will learn more about it as we read the text.

Meaningful Activities:
Today we are going to be constantly asking ourselves questions (pause) and wondering (gesture) about what we read just like yesterday (gesture). We already wrote down questions (point to W on KWL) that we have about wind and storms (pause) and the answers we found in the first couple pages (pause & gesture to L on KWL). I’m going to read the table of contents for the three chapters we will read today (gesture to parts to be read). As I read the table of contents think of wh- questions that you think might be answered as we read this text (pause). TW read the table of contents slowly and pausing after each heading. SW think of questions they may find answers to as they read. Turn and tell your partner one question you thought of. Be ready to share out your partner’s questions. SW turn and talk and share out what their partner’s question is. TW jot down the questions they have come up with as they are shared in the W section of the KWL chart. TW also write down a question that they know will be answered in the text to use as a model. As I read, keep the questions (gesture to written questions) we came up with in your mind (gesture) and try to find the answers to them. You may also notice you might have other questions as we read (pause). We can write those down as we go or after reading. TW read first few pages and do a think aloud of noticing an answer to a question the T had listed on the KWL. I noticed I read the answer to my question. Today I will write that question on my sticky note and write the answer on the back. When you do your independent reading you will do the same. TW model and do a think aloud of writing the questions and then the answer on a sticky note. TW continue reading and SW notice if they have found answers to their questions and wonder/create other questions while T writes down answers in L column and more questions in W column. Today as you read independently you will choose an informational text (pause & gesture to Wind and Storms) and write down at least two (gesture) questions that you have before reading. Then (pause) you will write the answers (pause) to those questions as you read on the back of your sticky note (TW hold up and gesture to question and answer sticky note they wrote during the lesson). Remember to use the stop and jot anchor chart and our model from today if you need help creating wh- questions. Turn and tell your partner what your job as readers is. SW turn and tell their partner their jobs. TW choose one student to share the focus for today. Off you go!
Review & Assessment:
Informal observation, completed question and answer post-it notes.

Wrap Up:
Today we are going to use 1...2...3...pop to help us share our work. If you are the one to say pop you are going to share your post it for today. SW count around the circle and every fourth person will share their question and answer.
SIOP LESSON PLAN
Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Lesson: 3, ST #4 Focus: Independent question with frame Grade: 2nd

Common Core:
RI.2.1: Key ideas and details. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

VisuaIs & Resources:
Wind and Storms (p.13-19), questioning graphic organizer, KWL chart from previous lessons

Content & Language Objective(s):
SWBAT ask wh- questions before, during, and after reading. Then find and write the answers after reading.

Key Vocabulary:
moist/moisture, flashes, destroy, ditch

Frames:
I wonder ____. How does ____? Who__? What ____? Where___? When ___?

HOTS:
What may happen if there are strong winds? Why?
Why is it important for good reader to ask questions before, during and after reading?

Connections to Prior Knowledge/Provide Background Information:
Yesterday we continued reading Wind and Storms (point to text) and asked more questions and found more answers (point to KWL chart). Let's look at our KWL chart and notice all the of the information we have learned by asking questions! What was an interesting fact you have learned about wind and storms? TW allow a few students to share an interesting fact they learned. Before we begin reading here are a few vocabulary words that will help you to better understand the text.
TW introduce vocab using the 7 step process.

- Moisture: Say the word moisture. Say it in an adult voice. Say it in a baby voice. Moisture is a small amount of liquid that causes dampness. If you have a towel that is a little wet you can say it is moist or has moisture. I will list a few items and you will give a thumbs up and say moist if it moist and a thumbs down and say not moist if it is not. Cereal, a baby wipe, a clean sock. When you look at the word moisture you can see the word moist.

- Destroy: Say the word destroy. Say destroy three times fast. Destroy means to put to an end or to do away with. In a storm what are some things that can be destroyed? T and Ss create a quick list of things that can be destroyed in a storm. Destroy is a verb it is an action word.

- Ditch: Say the word ditch. Say it in a sad voice. Say it in a silly voice. A ditch is a long narrow channel or trench dug in the earth. Teacher will show an image of a ditch. Turn and talk to your partner about what you notice about a ditch. If you are ever stuck outside in a storm you should try to find a ditch so that you can hide from the storm and be safe. Ditch is a noun it is a thing.

**Meaningful Activities:**

Today we are going to be constantly asking ourselves questions (pause) and wondering (gesture) about what we read just like yesterday (gesture). We have been writing down questions before reading (pause and point to W of KWL chart) and finding the answers (pause & point to L of KWL chart) as we read. Today we are going to ask questions and find answers but we are going to record it a different way. TW display graphic organizer for questions. We will write three questions (gesture to question words or make a question gesture with hands) before reading in this column (pause & gesture to left hand column) and when we find the answers we will write them in this column (pause & gesture to right column). I'm going to read the table of contents for the three chapters we will read today (gesture to parts to be read). As I read the table of contents think of wh-questions that you think might be answered as we read this text (pause). TW read the table of contents slowly and pausing after each heading. SW think of questions they may find answers to as they read. Turn and tell your partner one question you thought of. SW turn and talk and share out. TW jot down three questions they have come up with as they are shared in the left column, thinking aloud as necessary. TW also write down a question that they know will be answered in the text to use as a model. As I read, keep the questions (gesture to written questions) we came up with in your mind (gesture) and try to find the answers to them. You may also notice you might have other questions as we read (pause). We can write those down as we go or after reading. TW read first few pages and do a think aloud of noticing an answer to a question the T had listed on the graphic organizer. I noticed I read the answer to my question. I will write that question on the right column (gesture & pause) next to my questions (gesture & pause). TW model and do a think aloud of writing the questions and then the answer in the graphic organizer. TW continue reading and SW notice if they have found answers to their questions. TW write down the answers students notice in appropriate place in right column of the graphic organizer. Today as you read independently you will choose an informational text (pause & gesture to Wind and Storms) and write down at least three (gesture) questions that you have before reading. Then (pause) you will write the answers (pause) to those questions as you read in the right column (pause & gesture) next to the question (pause). Remember to use the stop and jot anchor chart and our model from today if you need help creating wh-questions. Turn and
tell your partner what your job as readers is. SW turn and tell their partner their jobs. TW choose one student to share the focus for today. Off you go!

Review & Assessment:
Informal observation, completed questioning graphic organizer

Wrap Up:
Today we will share our written response frames in a gallery walk. Please remember our rules for the gallery walk. Can anyone remind me of how it looks? SW share out responses. Let’s begin our gallery walk and notice all the great work our readers have done today!
SIOP LESSON PLAN
Key: SW = Students will; TW = Teacher will; HOTS = Higher Order Thinking Skills

Note: This lesson can be broken into two days if necessary. One day students can generate and write their questions independently. The next day students can listen for and write their answers independently.

Lesson: 5, ST #4   Focus: Significant Task Assessment   Grade: 2nd

Common Core: RI.2.1: Key ideas and details. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Visuals & Resources:
Seahorses (Mondo big book), pictures of seahorses and other animals

Content & Language Objective(s):
SWBAT ask wh- questions before, during, and after reading. Then find and write the answers after reading.

Key Vocabulary:
seahorses, shallow, snout

Frames:
___ is shallow/not shallow. ___ has a snout.

HOTS:
What was difficult about thinking of questions? What was easy about thinking of questions? What was difficult about finding the answers to your questions?

Connections to Prior Knowledge/Provide Background Information:
Today we will be reading Seahorses. (point to text) Turn and tell your partner anything you already know about seahorses. TW allow students to turn and talk and then choose three students to share. Before we begin reading today there are a few vocabulary words you will need to know to help you better understand the text. TW introduce vocabulary using 7 step process:
- Seahorse: Say seahorse three times in a quiet voice. A seahorse is a type of fish that has a tail, elongated snout, and head is at an angle. (TW point to each of these descriptions on the cover of the book as he/she speaks). I will show you some pictures you tell me if it is a seahorse or not a seahorse. TW show pictures and wait for responses. Seahorse is a living thing, so it is a noun.
• Shallow: Say shallow three times in a wavy voice. Shallow is water that has little depth. It is not deep water. Let’s make a list of places that can have shallow water and not shallow water: SW generate list (i.e.: pond, puddle, pool).

• Snout: Say snout three times. A part on an animal’s head containing the nose and jaws. A snout is like an animal’s nose but it has its mouth in the same area. What are some animals that have a snout? SW share responses with a partner then share out. Snout, I see two chunks in this word. sn- and the word out.

Meaningful Activities:
Today we are going to be constantly asking ourselves questions (pause) and wondering (gesture) about what we read just like we have been for Winds and Storms (gesture). We have been writing down questions before reading and finding and writing the answers to those questions (pause). Today I will read the table of contents (pause & gesture) and you will think about and write down three (gesture) questions in your graphic organizer (pause & gesture). Then you will listen (pause & gesture) to the book Seahorses (point to text) and write down the answers to your questions. TW display graphic organizer for questions. I’m going to read the table of contents (gesture to parts to be read). As I read the table of contents think of wh- questions that you think might be answered as we read this text (pause). TW read the table of contents slowly and pausing after each heading. SW think of questions they may find answers to as they read. Turn and tell your partner the three questions you thought of. SW turn and talk and share out. Now, write your three (pause & gesture) questions in the left column (pause & point to graphic organizer). SW write down questions and TW monitor and facilitate as necessary. Now that you have written down your questions keep them (gesture to written questions) in your mind (gesture) and try to find the answers to them. You may also notice you might have other questions as we read (pause). You can write those down after reading. TW read Seahorses. T may need to pause and give wait time after each chapter/heading to allow time for Ss to write down answers to their questions. Now that we have read the text write down the answers to the questions you have not gotten to yet. If you have more questions, write them on the bottom of the page. TW allow time for Ss to write down answers and any additional questions.

Review & Assessment:
Completed questioning graphic organizer

Wrap Up:
SW gather for reflection on the rug in a circle. Today we will practice share backs. Who would like to share? TW choose 3 students to share and allow them to choose 2 students for share backs.

*Share backs: SW listen to the student sharing their work. After they share the listeners will say what they heard. For example: "I noticed you said ___."
APPENDIX
(event)

 responds to

 (title of story)

 in

 (character's name)

 ___________________________
 Date: _______________________

 ___________________________
 Name: _______________________

 Significant Task #1
by

(event)

(responds to)

(title of story)

(Character's name)

A Color of His Own

Chameleon

_________________________  _____________________________
Name:                        Date:
(event)

(responds to)

(title of story)

(Léo the Late Bloomer)

(Léo)

in

Date:

Name:
DESERT GIANT
The World of the Saguaro Cactus
BARBARA BASH
(Modified Version)
DESERТ GIАNT
A wonderful tree grows in the desert. It is called a saguaro cactus.

The saguaro cactus has many unusual shapes. If you walk among them, you might feel like you are surrounded by people.
The saguaro cactus grows in the Sonoran desert. The Sonoran desert goes through Arizona, California, and Mexico. The cactus can grow up to fifty feet tall, weigh up to several tons, and live for two hundred years.

The saguaro’s sharp spines protect it from harm. The pleats in its skin expand in the rain, storing extra water for the long dry times.
When you stand in the desert, everything is quiet. If you listen closely, you can hear the sound of the wind moving past the saguaro's spines. It sounds like, H I S S S S S.
If you listen, you might hear a tapping sound. TAP TAP. The holes you see in the saguaro trunk are made by the “carpenter bird.” In the spring, the male carpenter bird pecks into the flesh of the cactus to make a type of nest.

The saguaro flesh forms a hard lining around the nests. When the cactus dies and decomposes, the hollow forms are left behind on the ground. They are called “saguaro boots” by the Indians who use them as food containers.

When the carpenter bird moves out of its nest, the elf owl moves in. It is the tiniest owl in the world. Because of the thick lining and the moisture stored in the saguaro’s flesh, the nest stays cool even on the hottest days.
Harris’ hawks are the largest birds to make their homes in the saguaro. They raise their young in nests made of twigs, leaves, and grasses. Up to four hawks can inhabit the same territory.

Sometimes the hawks use each other as perches. As many as three birds can stack on top of the saguaro! This is called Back Standing.
Nighttime. The moon shines in the sky. In May it is time for the saguaro to blossom. Out of the top of the cactus the buds open into large, white flowers with yellow centers. Each flower only opens one time at night and closes by the next afternoon.

The long-nosed bat drinks the nectar hidden in the center of the flower. As the bat drinks, the pollen dust sticks to its face. The bat then carries it to pollinate the next bloom.
A venerable saguaro cactus stands like a statue in the hot desert landscape, its armlike branches reaching fifty feet into the air. From a distance it appears to be completely still and solitary — but appearances can be deceptive. In fact, this giant tree of the desert is alive with activity. Its spiny trunk and branches are home to a surprising number of animals, and its flowers and fruit feed many desert dwellers.

Gila woodpeckers and miniature elf owls make their homes inside the saguaro’s trunk. Long-nosed bats and fluttering doves drink the nectar from its showy white flowers. People also play a role in the saguaro’s story: each year the Tohono O’odham Indians gather its sweet fruit in a centuries-old harvest ritual.

In this first volume of Sierra Club Books’ Tree Tales series, a simple, easy-to-read text and appealing drawings document the life cycle of this amazing cactus tree and the creatures it helps to support. Readers will come away with a better understanding and a lasting respect for this accommodating giant of the desert.

★ “Coherence and harmony are evident in Bash’s text as well as in her illustrations. . . . The ecological importance of the saguaro is conveyed with true artistic merit, making this title a valuable curriculum resource.”
—Booklist, starred review

♦ “Captures the majesty of the desert environment. . . . A useful, attractive presentation that should appeal to a wide audience.”
—Kirkus Reviews, pointer review

“Bash has skillfully combined an informative, readable text with bold, appealing illustrations. Readers will appreciate the towering giant of the desert, and find the link between it and the other inhabitants of that land engrossing.”
—Publishers Weekly
and supports it with the following reasons:

(Information from the text)

(Students name)

States that

Date:

Name:

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During and after reading, I asked these who, what, where, when, why, and how questions and I found the answers in the text.

Name: ____________________________

Date: ____________________________