

Detailed Lesson Plan

Unit #1 Title: Environmental Change

Lesson Title: Changing Seasons: Using Informational Texts to Transition from Autumn to Winter

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Subject Language Arts **Grade Level** 2nd

<p>Objective(s) Purpose</p>	<ul style="list-style-type: none"> • SWBAT identify the chronological order of events in the transition from fall to winter. • SWBAT understand the transition from fall to winter by distinguishing cause-and-effect relationships. • SWBAT use evidence from an informational text to pose and answer questions. <p>This lesson enables students to practice comprehending expository text while also expanding their knowledge on seasonal change.</p>					
<p>State Standards</p>	<p><i>Common Core State Standards for English Language Arts (Reading Informational Texts)</i></p> <ul style="list-style-type: none"> • RI3: Analyze how and why individuals, events, and ideas develop and interact over the course of text. • Grade 2 students should be able to describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 					
<p>Materials</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="354 722 764 764">List of Materials</th> <th data-bbox="773 722 1546 764">Rationale for each</th> </tr> </thead> <tbody> <tr> <td data-bbox="354 774 764 1215"> <ul style="list-style-type: none"> • Butcher paper and markers • Sticky notes • <u>Fall Leaves</u> • Graphic Organizer </td> <td data-bbox="773 774 1546 1215"> <ul style="list-style-type: none"> • The students will use these art supplies to create their picture of the fall season and activate background knowledge. The butcher paper can also be used to write down students' questions. • The students will use these sticky notes during the gallery walk portion of the lesson. This will enable them to express similarities between the different pictures. It will also encourage shy students to participate without having them speak in front of the class. • This expository text was chosen because it is relevant to students, includes prominent headings, and has clear cause-and-effect relationships. • This graphic organizer clearly exemplifies how one event can influence another. It can be adapted to fit the needs of a variety of students. </td> </tr> </tbody> </table>		List of Materials	Rationale for each	<ul style="list-style-type: none"> • Butcher paper and markers • Sticky notes • <u>Fall Leaves</u> • Graphic Organizer 	<ul style="list-style-type: none"> • The students will use these art supplies to create their picture of the fall season and activate background knowledge. The butcher paper can also be used to write down students' questions. • The students will use these sticky notes during the gallery walk portion of the lesson. This will enable them to express similarities between the different pictures. It will also encourage shy students to participate without having them speak in front of the class. • This expository text was chosen because it is relevant to students, includes prominent headings, and has clear cause-and-effect relationships. • This graphic organizer clearly exemplifies how one event can influence another. It can be adapted to fit the needs of a variety of students.
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<p>Activities</p> <p>Introduction</p> <p>20 minutes</p> <p>10 minutes</p>	<p>Before completing this lesson, students should be able to list the four seasons and describe several characteristics for each. The teacher can activate their background knowledge by initiating the following introduction activities that are to be completed on Day 1.</p> <ul style="list-style-type: none"> • Students should be organized into groups of four or five. • Each group will receive a large piece of butcher paper and a set of markers. The teacher should instruct each group to draw a picture of the fall season. Guiding questions may include the following: <ul style="list-style-type: none"> • What does fall look like outside? • What might we wear in the fall? • What might we eat during fall? • What is the weather like? • What kind of animals do we see during the fall? Plants? • The teacher should be walking around the classroom and monitoring their art. <ul style="list-style-type: none"> • She can pose conversational questions to the students while they are working. • For example, "I wonder why you drew the leaves red, yellow, and orange." "It looks very windy in your picture! Is fall cold?" • The teacher should instruct the students to finish drawing and hang up their pictures around the room. <ul style="list-style-type: none"> • The students will participate in a gallery walk to view everyone's art. • They should also be given sticky notes to stick on others' artwork when notice a similarity between pictures. • For example, if a student notices that a lot of pictures have leaves on the ground, then they would add a sticky note on top of the leaves in each picture. 					

20 minutes

- Once each group has had a chance to view all the pictures, the teacher should gather all the students in large circle at the front of the classroom.
 - She should ask students to list some of the similarities they saw between pictures and write these similarities on the chalkboard.
- The teacher should then ask students what questions they have about fall. The teacher should write all of these questions on a poster paper and hang it up somewhere visible.

Communicate academic learning goals	Rationale
In the first stage of this Directed Reading Activity, students will activate their prior knowledge by reflecting on their experiences with the fall season.	Eliciting background knowledge and schemas will help students' comprehension of an expository text. They will be able to connect what they are learning about fall to their personal observations.
By using art and emphasizing creativity, students will become interested in this topic and want to learn more.	This art activity will provide students with a visual representation of fall that they can continually reflect on. This will enable them to compare and contrast what they learn in the expository text to their personal experiences.

Grouping Sequence
Teaching Reading Strategy
15 minutes

- The teacher should gather students together in preparation of reading a story aloud.
 - She should point to the list of student questions and have students read them out loud as a reminder.
 - The teacher should tell students that they are going to read a book about fall and that this book might answer some of their questions.
- The teacher should pre-teach vocabulary terms such as rotation, solstice, and autumn. She can do this by drawing pictures of their meanings on the board.
- The teacher should read Fall Leaves out loud to students and model the reading strategy of using headings to help indicate cause-and-effect relationships.
 - For example, the first bolded term in the text says, "fall arrives." The teacher might say, "These big words say that fall is arriving. I wonder why fall comes this time of the year. Let's see if it tells us."
 - The teacher would then read the paragraph under the heading. She would emphasize that the heading provided a preview of what the paragraph is about. "This paragraph tells us that fall arrives because the sun is moving farther away from this part of Earth."
 - She would then dictate that the sun moving away is the cause and fall arriving is the effect. The teacher would write this in the graphic organizer that students will be using later (see appendix).
- The teacher should finish reading the rest of the book while showing several more times that the heading of the page indicates what the paragraph will be telling the reader.
 - She can involve students in this process by asking them to identify the cause and effect as a group.
 - For instance, after reading the page, "leaves change color," the teacher should ask students to identify the cause and the effect. This can help the teacher monitor whether students are following along and understanding.

Instructional Strategies	Rationale
In the second stage of this Directed Reading Activity, the teacher will teach students a skill to aid in their reading comprehension.	By providing students with specific reading skills, teachers can improve their students' reading comprehension skills. This activity serves as preparation for when students are reading independently.
The teacher will focus on using headings to help identify cause-and-effect relationships.	Identifying headings and understanding their purpose can help students better organize expository texts. <u>Fall Leaves</u> is a good introduction to this skill because it has bolded headings and short paragraphs.

Group Work (20 minutes)	The teacher will model the appropriate use of headings in a large group context.	The teacher can ensure that students understand how to use this strategy properly by dictating her thoughts out loud. This prepares students for when they are using this strategy independently.
	Student Activities	Rationale
	The students will reflect on their questions about fall as a large group.	This reflection time will activate students' background knowledge and prepare them for reading the expository text.
	The students will listen to the teacher as she reads the entire book out loud.	The students will observe how the teacher uses headings to guide her understanding of the text. This will provide students with a framework for their independent work.
	<ul style="list-style-type: none"> Students should then be divided into small groups of about three to four students. They should each receive a cause-and-effect graphic organizer as well as a copy of <u>Fall Leaves</u>. <ul style="list-style-type: none"> The teacher should give each group a different purpose for reading. Possible examples may include: <ul style="list-style-type: none"> Read to find out why leaves change colors. Read to find out why birds leave to go south. Read to find out why leaves fall to the ground. Students should read the book silently with the purpose to answer their assigned question. <ul style="list-style-type: none"> When everyone in their group has finished reading, they should work together to answer their question and identify the cause and effect. The teacher should walk around and monitor that all students are reading and using headings to help them locate the answer. To conclude the activity, the teacher should refer students back to their initial questions about fall. She should encourage each group to choose one question to answer using the text. The groups should present their answer in front of the class. 	
	Instructional Strategies	Rationale
The teacher will instruct students to work in small groups.	By having students work with others, the teacher can scaffold the process of learning this new reading strategy.	
The teacher will give each group a different purpose for reading.	This concrete purpose for reading will help students identify the key parts of this expository text.	
The teacher will walk around the classroom and ask individual students comprehension questions.	This will help the teacher determine whether the students are using the text's headings as guides to fill in their graphic organizer	
Student Activities	Rationale	
The students will read the text silently to themselves.	The students will be able to improve their comprehension abilities by practice reading expository text in a structured setting.	
The students will fill in the graphic organizer as a group.	By working with others, students will be able to check their independent understanding and receive help when needed.	
The students will answer their one of their initial questions using the text.	This shows students that expository texts can be useful, especially when looking for an answer to a question.	
Assessment	<ul style="list-style-type: none"> Students should return to their normal seats and prepare for independent work. The teacher should instruct them to complete the rest of the graphic organizer. The teacher should be walking around the classroom and monitor whether any students are struggling. She should ensure that students are going back into the text to find the answers. 	
	Description of assessment task	Rationale
This assessment consists of independently completing the graphic organizer.	By forcing students to complete the graphic organizer, the teacher can assess their independent understanding. She can observe whether students were using the headings in the text and whether they comprehended cause and effect relationships.	
Reflection	Possible concerns/adaptations:	

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| | <ul style="list-style-type: none">• The questions students pose at the beginning of the lesson may not directly be answered in the text.<ul style="list-style-type: none">• The teacher can encourage students to search for other expository texts that may answer their question. This can lead to a lesson on using reference materials and Internet research.• Certain students in the small group activity may not understand and may fall behind the rest of the group's progress.<ul style="list-style-type: none">• By observing the students carefully, the teacher can identify struggling students and work with them individually or put them in a separate group who is closer to their level.• ESL students or children with learning disabilities may have a difficult time understanding cause-and-effect relationships and filling out the graphic organizer.<ul style="list-style-type: none">• The teacher can work with these students individually or in groups based on ability level.• The graphic organizer can be adapted to fit the needs of each student. The amount of blanks filled in can be adjusted for students who are struggling and those who are excelling. |
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Reference

Holland, L. (2014). *Fall Leaves* (E. MacKay, Illustrator). New York City, NY: HMH Books for Young Readers.