Detailed Lesson Plan

Unit # 2 **Title**: Through the Lens of Others
Lesson #1 **Lesson Title:** Learning to Understand "Strange" Animals – Using Informational Text to Answer Questions

Subject Language Arts **Grade Level**: 2nd Grade

Objective(s) Purpose	• SWBAT pose and answer questions using informational text. • SWBAT answer who, what, where, when, why, and how questions by rereading informational text. • SWBAT gain new understanding of animals around the world by taking their perspective. This lesson enables students to learn about a variety of animals by relying on expository texts.
State Standards	*Common Core State Standards for English Language Arts (Reading Informational Texts)* • RI1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Grade 2 students should be able to ask and answer such questions such as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key ideas in a text.
Materials	• Butcher paper • Creature Features by Steve Jenkins and Robin Page • Question Chart (see end of lesson plan) • "My Creature" worksheet • Crayons/colored pencils • Learning center supplies

Activities
 	
Introduction
(20 minutes)
	Before completing this lesson, students should have a foundational understanding of the world's variety of animals. They should be able to list several types of animals and describe their basic characteristics. The teacher can activate students' background knowledge by initiating the following introduction activities.
	
	• Students should be organized in groups of two or three.
	• Each group will receive a blank piece of printer paper and a writing utensil. The teacher should tell students to visualize themselves walking to school. She should instruct students to list what animals they might see on their way to school. They should write their ideas on the shared piece of paper. Guiding questions may include:
	  • What sounds might you hear?
	  • Would you see anything in the sky?
	  • What kind of creatures might be in the trees?
	  • What kind of big animals might you see? Small animals?
	  • Would any animals be hiding?
	• The teacher should be walking around the classroom and monitoring students' list and visualization.
	  • She should pose conversational questions to each group in order to engage their thinking and creativity.
	  • For example, "I wonder what squirrels might be doing. Sometimes they have very chubby cheeks! Why do you think that is?"
	• The teacher should instruct students to finish their lists. She should hang a large piece of butcher paper in the front of the room so everyone can see.
	  • She should ask each group to share one animal on their list while writing their ideas on the butcher paper.
	  • When everyone has shared and there are no additional animals, the teacher should ask if anyone has a question about one of these animals.
	  • Student questions may include:
	  • Why do birds have different colored feathers?
	  • Why are chipmunks so small?
	  • Why are raccoons black and white?
	  • Why do squirrels chase each other?
	  • The teacher should write these questions on the butcher paper and hang it somewhere visible.

Communicate academic learning goals	Rationale
In this first stage of the Directed Reading Activity, the teacher aims to activate students' background knowledge on different types of animals.	Eliciting background knowledge and schemas will help students' comprehension of the following expository text. They will be able to connect what they are learning about animals to their personal observations.

By working in small groups and sharing questions, students will become more interested in the topic and will want to find out more.	This activity will provide students with a concrete list of animals that they encounter in their daily lives. While they may be learning about more obscure animals in the expository text, this list will enable them to connect what they are reading with personal experience.

Grouping Sequence
Teaching Reading Strategy
(20 minutes)

- The teacher should gather students together in preparation of reading a story aloud.
  - She should point to the list of student questions and explain that they are going to read a book that asks some animals why they do the things they do.
- The teacher should pre-teach vocabulary terms by introducing several of the unfamiliar animals within the book.
  - The teacher should show students large images of these obscure animals and ask students to list some strange characteristics of the animals.
  - For example, the teacher would present students with a picture of a pufferfish.
    - She would ask, "What is strange about this animal?"
    - The students may respond that it looks like a ball, has thorns, and big eyes.
    - Then the teacher would ask, "What questions do you have about this animal?" and would write these questions on the original sheet of butcher paper.
- The teacher should introduce the reading strategy of asking *what*, *who*, *why*, *where*, *when*, and *how* while reading an expository text.
  - For example, "Sometimes it is helpful to ask questions while reading a book that is telling us information. We can ask what is happening, who it is happening to, why it is happening, where it is occurring, when it is occurring, and how it is occurring. Try to keep these questions in mind while I read this book about strange animals."
- The teacher should read <u>Creature Features</u> out loud in order to model appropriate reading fluency.
- After reading the story, the teacher should draw attention to an enlarged Question Chart (see end of lesson plan) that students will be using during the following activities.
  - The teacher should model for students how to complete this chart by going back to the text and using specific textual evidence to answer questions.
  - Students can choose one animal to complete as a class.
    - For example, the students might choose the giraffe.
    - The teacher would go back to this page in the book and reread the text. She would prompt students to answer questions by looking back at the text.
    - Teacher: "<u>Who</u> is the book talking about?" Students: "A giraffe!"
    - Teacher: "<u>What</u> is special about the giraffe?" Students: "It has a purple tongue."
    - Teacher: "<u>Why</u> does the giraffe have a purple tongue?" Students: "So it doesn't get a sunburn."
    - Teacher: "<u>When</u> is the giraffe's purple tongue helpful?" Students: "When it is eating lots of leaves."
    - Teacher: "<u>How</u> does it protect the giraffe?" Students: "The dark color protects it against the brightness of the sun."
    - Teacher: "<u>Where</u> do giraffes live?" Students: "In Africa where the sun is very bright."

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 rereading the text to answer *who*, *what, why, when, where,* and *how* questions.	Rereading text and answering specific questions can help students better comprehend expository texts. This will help them identify what is important information and organize their thoughts.
The teacher will model how to appropriately reread text and answer critical questions.	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 ask questions about the newly introduced animals and compare them to the ones they have observed in their neighborhood. The students will listen to the teacher as she reads the entire book out loud and help the teacher answer critical questions.	This reflection time will activate students' background knowledge and prepare them for reading the expository text. The students will observe how the teacher rereads text to answer questions and complete the chart. This will provide students with a framework for their independent work.

Group Work
(20 minutes)

- Students should be divided into small groups of about three to four. They should each receive a Question Chart as well as a copy of Creature Features.
    - The teacher should give each group a different purpose for reading. Possible examples may include:
        - Read to answer the six questions about the red squirrel.
        - Read to answer the six questions about the bearded seal.
        - Read to answer the six questions about the bighorn sheep.
    - Each student should read their passage silently to themselves with the purpose to find information about their assigned animal.
    - When the entire group has finished reading, they should work together to fill in the Question Chart.
    - The teacher should check in with each group and make sure that they are rereading the text and answering the questions appropriately.

Instructional Strategies	Rationale
The teacher will instruct students to work in small groups. The teacher will give each group a different purpose for reading. The teacher will walk around the classroom and ask individual students comprehension students.	By having students work with others, the teacher can scaffold the process of learning this new reading strategy. This concrete purpose for reading will help students identify the key parts of this expository text. This will help the teacher determine whether the students are rereading the text to fill in their Question Chart.

Student Activities	Rationale
The students will read the text silently to themselves. The students will fill in the Question Chart as a group.	The students will be able to improve their comprehension abilities by practice reading expository text in a structured setting. By working with others, students will be able to check their independent understanding and receive help when needed.

Learning Centers
(30 minutes)

The students will participate in learning centers to reinforce the overall objective of teaching students to go back to the expository text in order to answer critical questions. An example of one center is explained below.

- This center will reinforce the skill of rereading expository text in order to classify animals into mammals, reptiles, amphibians, birds, and fish.
    - At this center, students will receive expository text in the form of index cards, a drawing sheet, a reading comprehension worksheet, an assortment of small animals including those found in Creature Features, and a large placemat divided into five sections.
    - The students will read each index card describing a different animal group. They will draw a picture of an animal that belongs in this group on the designated paper.
    - Once they have read all the index cards and completed their drawings, the students will need to go back to the text to complete the reading comprehension worksheet.
    - After completing the worksheet, the students will apply what they have learned about animal

classification to sort the animals into their designated category on the placemat.

- They will take a picture of their completed project and clean up their station.

Student Activities	Rationale
The students will read the expository text and draw examples of the described animals.	The students will be less overwhelmed by the expository text when it is presented in smaller sections on index cards. This will help them organize their thoughts and representations of animals into the five different categories.
The students will complete the reading comprehension worksheet *after* reading the entire text.	By answering specific questions about the text, students are forced to go back to the reading to find the correct answer.
The students will classify animals into their correct categories and take a picture of their finished project.	Students will improve their understanding of animal classification by physically manipulating objects into different groups based on the reading. By incorporating animals from Creature Features, students will be forced to make inferences based on what they learned as a class and independently. The final picture will enable the teacher to assess whether the students completed the station correctly.

Conclusion
(10 minutes)

The teacher will have the opportunity to monitor each group as they complete their learning center and provide assistance where needed.

- To conclude these activities, the teacher will gather students in a large group. She will draw attention to the list of student questions they created at the beginning of the lesson.
  - The teacher will ask students to choose a question from the list and reflect on whether they discovered the answer. If the answer was not found, the teacher can facilitate a discussion on resources students can use to find the answer.
  - To monitor students' interests, the teacher will ask students to name some of the most interesting animal characteristics they learned about in this lesson. Examples may include:
    - Large horns
    - Chubby cheeks
    - Spikes

Assessment

In combination with group worksheets and observation, the teacher can assess students' holistic understanding through this independent conclusion activity.

- Students should return to their normal seats and should be provided with the "My Animal" worksheet.
  - They should create their own animal with at least one interesting characteristic. They should draw this animal in the designated space.
  - Like the expository text, students should write their own paragraph describing their creature and why they have their interesting characteristic.
  - In conclusion, students should complete a Question Chart for their animal.

Reflection

Possible concerns/adaptations:

- The students may not have any initial questions about animals in their neighborhood.
  - The teacher can provide examples of some of her own questions. When students are unable to answer these questions, the teacher can facilitate students' curiosity.
- During the large group modeling activity, the students may not entirely grasp how to answer the critical questions.
  - The teacher can model how to answer questions several more times until she feels like students are able to answer them in small groups.
- Certain students in the small group activity may not understand and may fall behind the rest of the group's progress.
  - By monitoring her students carefully, the teacher can identify struggling students and help them independently during the learning center activities.
- ESL students or children with learning disabilities may have a difficult time rereading the text and answering critical questions.
  - The teacher can work with these students individually or in groups based on ability level.

	• The Question Chart 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.

Reference

Jenkins, S., & Page, R. (2014). *Creature Features: 25 Animals Explain Why They Look the Way They Do*. Boston, MA: Houghton Mifflin Harcourt.