



Getting to the Core

Life CyclesSecond Grade



Santa Ana Unified School District Common Core Unit Planner-Literacy

Unit Title:		Life Cycles					
Grade Level/Co	urse: 2 nd Gr	ade		Time F	rame: 4 weeks –	Mid November – Winte	er Break
Big Idea (Endu Understanding	0	Big Idea (Enduring Understandings): Cycles are predictable.					
Essential Questi		 What is a life cycle? What are traits and how do they determine the stages of the animal's life cycle? 					
	tt: : Classification uls and Animal T	· ·	*	:: Court: Butterfly H tory of Three Who			he Ladybug, The Whale, a Turtle, The Macaw
Unencumbered Read 1	Read 2	Read 3	Unencumbered Read 1	Read 2	Read 3	Unencumbered Read 1	Read 2
Classification video clip Unencumbered read of text Text Features Structure of Text	Close read of text Text Dependent Questions Classification Tree Map	Close read of text Text Dependent Questions Classification Tree Map	Video clip Unencumbered read of text Text features Structure of Text	Close read of text Text Dependent Questions Process Grid	Point of View Text Dependent Questions FLEE Map to writing	Video Text Features Main Idea & Details Process Grid	Close of read text Text Features Process Grid Diagram of Life Cycle with

21 st Century	Learning and Innovation:	
Skills:	☐ Critical Thinking & Problem Solving ☐ Communication & Communication	Collaboration 🛛 Creativity & Innovation
	Information, Media and Technology:	
	☐ Information Literacy ☐ Media Literacy ☐ Informati	ion, Communications & Technology Literacy
Essential Academic Language:	Tier II: classify, category, collaboration, text features, evidence, illustration, caption, diagram, predators, predict, environment, wedged, limp, crumpled, drift, flutter, cling, transformed, creature, greedy, stare, helicopter, plight, waited in hope, help poured in, news began to spread, full of life, sense of direction, particular, open water, migrate, journey, absorbs, mature, brochure, recommendation	Tier III: life cycle, vertebrate, invertebrate, amphibians, mammals, reptiles, larvae, pupa, zoologist, species, physical traits, behavioral traits
What was aggagamen	at will be given?	How will am aggaggment avide instruction?
What pre-assessment	essment - Do you know how to classify animals? Students will visit	How will pre-assessment guide instruction? If students struggle with finding commonalities, more
<u> </u>	aps. Each map will include 4 different pictures of animals that belong	time will be spent explicitly teaching "animal traits."
	ation. On each of the inquiry Circle Maps, student groups will	
determine how the ar	nimals are alike.	
	Content Standards	Assessment of Standards (formative and summative)
science textbook is aligno Generation Science Stan Traits is a third grade sta	ord (#2) on Life Cycles is from the previous California State Standards. The current end to these standards. On September 4, 2013, California adopted the Next dards (NGSS) for California Public Schools. In the new standards, Life Cycles and undard: (LS 3.1). Students will be exposed to Life Cycles through this unit of study	F: Students will transfer new learning about life cycles to predict life cycles of other animals belonging to the same animal classification.F: Students will collaboratively read, annotate and create a
in preparation for the ne Life Science 2:	w third grade content.	FLEE Map from informational text on the macaw.
Plants and animals hav a. Students know the resemble their parts	re predictable life cycles. As a basis for understanding this concept: nat organisms reproduce offspring of their own kind and that the offspring arents and one another. The sequential stages of life cycles are different for different animals, such as as, and mice	S: Students will independently write a macaw paragraph using the FLEE Map and draw the life cycle of the macaw.

 c. Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment. NGSS Grade Three: 3-LS1-1: Develop models to describe that organisms have unique and diverse life cycles but all have in common, birth, growth, reproduction, and death. 		
Common Core Learning Standards Taught and Assessed (include one or more standards for one or more of the areas below. Please write out the complete text for the standard(s) you include.)	What assessment(s) will be utilized for this unit? (include the types of both formative assessments (F) that will be used throughout the unit to inform your instruction and the summative assessments (S) that will demonstrate student mastery of the standards.)	What does the assessment tell us?
Bundled Reading Literature Standard(s): RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding key details in a text.	F: Ask and answer questions in pairs and in collaborative groups during and after reading <i>Butterfly House</i> and <i>The Story of the Three</i>	Ability to summarize the main events of the stories and find
RL2.3 Describe how characters in a story respond to major events and challenges.	Whales.	evidence from the text to support their
RL 2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		answers.
RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	F: Analyze character's point of view from <i>The Butterfly House</i> and <i>The Story of the Three Whales</i> by	Infer character's point of view based on their statements.
RL 2.8 Describe how reasons support specific points the author makes in a text.	collaboratively participating in Four Corner Sort activity. Statements	
RL2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	will be supported with evidence from text.	
Bundled Reading Informational Text Standard(s): RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	F: Summarize the selections periodically while working in collaborative groups.	Summary includes main events and animal classification.
RI2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	F: Students will transfer information from text to a Process Grid.	
RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI2.5 Know and use various text features (e.g., captions, bold print, sub-headings, glossaries,	F: Students will use text features to identify key information in a text and will summarize the information orally and in writing.	Set reading purpose and monitor for comprehension using Process Grid as a

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indexes, electronic menus, icons) to locate key facts or information in a text efficiently.		guide.
RI2.8 Describe how reasons support specific points the author makes in a text.		
K12.6 Describe now reasons support specific points the author makes in a text.		
RI2.9 Compare and contrast the most important points presented by two texts on the same topic.		
RI2.10 By the end of the year, read and comprehend informational text, including history/social		
studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with		
scaffolding as needed at the high end of the range.		
SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and		
texts with peers and adults in small and larger groups.		
a. Follow agreed-upon rules for discussions.		
b. Build on others' talk in conversations by linking their comments to the remarks of others		
c. Ask for clarification and further explanation as needed about the topics and texts under		
discussion.		
SL2.2 Recount or describe key ideas or details from a text read aloud or information presented		
orally or through other media.		
Bundled Foundational Skill(s) Standard(s):	Use OCR Green Section	
FS2.3 Know and apply grade-level phonics and word analysis skills in decoding words		
both in isolation and in text.	Oral Reading: Butterfly House, various	
a . Distinguish long and short vowels when reading regularly spelled one-syllable words.	informational texts, and The Story of	Increased
b . Know spelling-sound correspondences for additional common vowel teams.	the Three Whales	perseverance in
c. Decode regularly spelled two-syllable words with long vowels.	F: Students will have opportunities to	reading challenging
d. Decode words with common prefixes and suffixes.	apply their decoding skills to	text; engagement and motivation
e. Identify words with inconsistent but common spelling-sound.	independently read complex text.	and motivation
FS2.4 Read with sufficient accuracy and fluency to support comprehension.	Teacher will assess student needs and	Ability to decode
a. Read on-level text with purpose and understanding.	provide immediate feedback.	words
b. Read on-level text orally with accuracy, appropriate		
rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition	F: Students will have opportunities to	
and understanding, rereading as necessary.	apply their decoding skills to	
and shartsumaning, releasing us necessary.	independently read chants. Teacher	
	will assess student needs and provide	
	immediate feedback.	

Bundled Writing Standard(s): W2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W2.8. Recall information from experiences or gather information from provided sources to answer a question.	F: Students will collaboratively write a paragraph summarizing informational text. S: Students will independently write a paragraph summarizing informational text.	Students will use conjunctions to connect ideas. The butterfly is an insect because Students will use transition words to explain animal traits.
Bundled Speaking and Listening Standard (s): SL2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. SL2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	F: Students will recount key ideas and details from a text.	
 Bundled Language Standard(s): L2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L2.4 Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. L2.5 Demonstrate understanding of word relationships and nuances in word meanings. 	F: Students will demonstrate command of the English language in speech, grammar and punctuation. S: Students will demonstrate command of the English language when writing.	

Resources/	Complex Texts to be used:				
Materials:	Informational Text(s) Titles: The Story of the Three Whales by Giles Whittell; Open Court Reading, 2 nd Grade, Unit 2: Kindness California Science, 2 nd Grade, Chapter 2, pages 74 – 81 and 102 – 105.				
	Literature Titles: <u>Butterfly House</u> by Eve Bunting; Open Court Reading, 2 nd G	brade, Unit 2, Kindness			
	Other Texts to be used: Informational Text Titles: The Ladybug, The Whale, The Frog, The Sea Turtle, The Macaw, 2 nd Grade Revision Team				
	Media/Technology: Animal Groups: Beginning Classification -				

	GATE- Extension activities with opportunities to research additional animals and conduct independent research.

	Day 1	Day 2	Day 3	Day 4	Day 5
Language Arts Activities & Science Connections	 Inquiry Circle Maps (Pre-Assessment) Big Idea & Essential Questions Video Text Features 	 California Science Text: Kinds of Animals pg. 74-81 Text Dependent Questions Classifying Tree Map 	 Big Idea & Essential Questions Chant California Science Text: Animal Traits pg. 102-105 Text Dependent Questions Collaborative Talk Inquiry Circle Maps 	 Big Idea & Essential Questions Chant Introduce Zoologist Project Video Introduce Process Grid Read the Ladybug Informational Text 	Process Grid Read Ladybug Informational Text
Writing	Inquiry Circle Maps	Extended Response/Homework	N/A	Learning Journal: Ladybug Life Cycle Diagram with Captions	Learning Journal: Ladybug Process GridLadybug FLEE Map
Materials to Prepare or Compile	 Big Idea & Essential Questions Inquiry Circle Map Charts Linguistic Patterns: These animals are alike because I think we will learn about because 	Tree Map Linguistic Patterns: Today I learned Today I learned are	Linguistic Patterns: I would classify as a My evidence is that I would classify aas a because	Linguistic Patterns: I learned that insects have Insects I think we will learn about because The is an and an	Linguistic Patterns: The is an and an

	Day 6	Day 7	Day 8	Day 9	Day 10
Language Arts Activities & Science Connections	 Process Grid Read Ladybug Informational Text 	 Big Idea & Essential Questions Butterfly Prediction OCR Text Butterfly House pg. 156-163 Text Dependent Questions 	 OCR Text Butterfly House pg. 164-175 Text Dependent Questions Video Butterfly Life Cycle Flow Map Process Grid Point of View Sort 	 Big Idea & Essential Questions Video Read the Gray Whale Informational Text Process Grid 	 Big Idea & Essential Questions Video OCR Text <i>The Story of Three Whales</i> pg. 200-206 Text Dependent Questions
Writing	 Ladybug FLEE Map Extended Response/Homework 	N/A	Learning Journal: Butterfly Process Grid Life Cycle Diagram Extended Response/Homework	 Learning Journal: Gray Whale Process Grid Gray Whale Life Cycle Diagram with Captions Extended Response/Homework 	N/A

Materials to Prepare or Compile	Linguistic Patterns: The is an and an	Linguistic Patterns: I think we will learn about because This story is about The main idea of this story is	Linguistic Patterns: The is an and an	Linguistic Patterns: I learned that mammals have Mammals I think we will learn about because The is a and a	Linguistic Patterns: I think we will learn about because This story is about The main idea of this story is
	Day 11	Day 12	Day 13	Day 14	Day 15
Language Arts Activities & Science Connections	 OCR Text The Story of Three Whales pg. 207-219 Text Dependent Questions Point of View Sort 	 Big Idea & Essential Questions Talking off the Process Grid-Model Practice 	 Big Idea & Essential Questions Expert Groups Collaborative Talk Expert Teaching 	 Process Grid Discuss Best Choice for ABC Zoo Project Determine which animal is most popular with the class 	 Big Idea & Essential Questions Macaw Informational Text
Writing	N/A	Learning Journal: Gray Whale FLEE Map Collaborative Paragraph	 Learning Journal: Frog or Sea Turtle Process Grid Frog or Sea Turtle FLEE Map Extended Response/Homework 	N/A	Learning Journal: Macaw Process Grid
Materials to Prepare or Compile	Point of View SignsPrepare Sort	• Linguistic Patterns: The is a and a	Linguistic Patterns: A is classified as a and a The has It It also	Linguistic Patterns: Ais classified as a The has It It also The has It It It also	Supplies for adding color

	Day 16
	Macaw Informational Text
Language	Macaw Brochure
Arts	Gallery Walk
Activities	
&	
Science	
Connections	

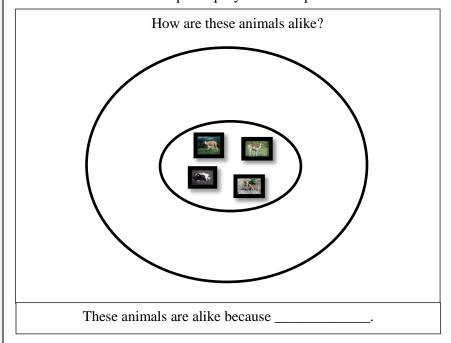
Writing	Learning Journal: Macaw Flee Map
Materials to Prepare or Compile	

SAUSD Common Core Lesson Planner Teacher:

Unit:	Grade Level/Course: Duration: Two ELA Instructional Blocks			
Pre-Assessment	Second Grade			
	Content Standards: RI2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI2.5 Know and use various text features (e.g., captions, bold print, sub-headings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI2.8 Describe how reasons support specific points the author makes in a text. RI2.10 By the end of the year, read and comprehend informational text, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).			
Materials/ Resources/ Lesson	b) Build on others' talk in conversations by linking their comments to the remarks of others. c) Ask for clarification and further explanation as needed about the topics and texts under discussion. W2.8 Recall information from experiences or gather information from provided sources to answer a question. Inquiry Circle Maps containing animal classification photographs (See sample within lesson) Discovery Education video: Animal Groups: Beginning Classification Text Features Comprehension Bookmark California Science 2 nd Grade text book (pages 74-81)			
Preparation		1 0		
Objectives	Teacher Resource PowerPoint, Learning Journal Content: Students will recognize text features and learn how scientists classify animals while reading science text. Language: Co-construct a classification Tree Map and share examples of the various classifications with a partner and in their journal.			
Depth of Knowledge Level	☑Level 1: Recall ☑Level☑ Level 3: Strategic Think	-	ended Thinking	
College and Career Ready Skills	 ☑ Demonstrating independence ☑ Building strong content knowledge ☑ Responding to varying demands of audience, task, purpose, and discipline ☑ Comprehending as well as critiquing ☑ Using technology and digital media strategically and capably ☑ Coming to understand other perspectives and cultures 			
Common Core Instructional Shifts	 ☑ Building knowledge through content-rich nonfiction texts ☑ Reading and writing grounded from text ☑ Regular practice with complex text and its academic vocabulary 			
c ry r III) HER S SIMPLE	KEY WORDS ESSEN UNDERSTAND	DING	WORDS WORTH KNOWING	
Academic Vocabulary (Tier II & Tier III) S TEACHER TEACHER E EXPLANATION NIN	classify, category, text feature vertebrate, invertebrate, evide caption	ence, illustration,	collaboration, cold-blooded, warm-blooded	
backbone, diagram, amphibians, mammals, reptiles, gills, fins, segments predators			predators	

Pre-teac Consider							
		Lesson Delivery Comprehension					
_	Check method(s) used in the lesson:						
Instructi Metho							
Foundati Skills		Continue with OCR green section.					
Lesso Openi		Tell students they will be learning information about animals during this uni	t.				
		Collaborative Academic Conversations	Differentiated				
Body of Lesson Activitic Question Tasks/ Strat Technolo Engagen	es/ ing/ tegies/ ogy/	Throughout the unit "Talk Moves" will be identified by these icons. Goal One: Time to Think Say More So, Are You Saying? Goal Three: Asking for evidence or reasoning Goal Three: Asking for evidence or reasoning The place inquiry Circle Maps around the room. Each inquiry Circle Map will contain 4 different pictures of animals belonging to the same animal classification group. You can make duplicates of the same inquiry Circle Map to accommodate smaller group sizes. Use the transportation inquiry Circle Map on your document camera to model the procedure below using familiar content. Inquiry Circle Map Procedure: Think Time: Each group stands at a separate inquiry chart. Direct groups to take one quiet minute to think about the four animal pictures on the chart and determine how they might be alike. Discussion: Direct students to use the posted sentence frame to discuss reasons why they think these four animals might be alike. Record: After a 2-3 minute discussion, the group decides which idea to record on the chart and writes it using a pencil. They will take turns being the writer. Continue to rotate until each group has visited at least three inquiry Circle Maps. Share: Each group will share out from the last map visited. Keep these inquiry Circle Maps posted because we will return to them later.	Instruction for Pre-Assessment: English Learners: Not for pre-assessment Students Who Need Additional Support: Differentiate based on IEP Accelerated Learners: Not for pre-assessment				

Sample Inquiry Circle Map



Preparing The Learner Big Idea and Essential Questions

1. Introduce the Big Idea and Essential Questions.

Big Idea: Cycles are predictable.

Essential Questions:

- How do scientists classify animals?
- What is a life cycle?
- What are traits and how do they determine the stages of the animal's life cycle?
- How are life cycles of animals alike and different?

Classification Video (1:49 minutes)

- 1. Set the purpose for watching the video: "Earlier we looked for ways that animals were alike on the inquiry Circle Maps. Each inquiry Circle Map contains pictures of animals that belong to the same group. Let's watch a video to see if we can answer the question: How do scientists group animals?"
- 2. Students watch video from Discovery Education *Animal Groups: Beginning Classification*.
- 3. Share out answers to the question: How do scientists group animals?

Interacting With the Text Science Text: "Kinds of Animals" pages 74-81

Identify Text Features – Titles, Sub-Titles, Vocabulary, Diagrams, Captions

- 1. Ask students which type of text features they are familiar with and chart their responses. If the students are not familiar with the text features listed in the box below, add them to the chart.
- 2. Explain to students that the author of the science book included certain parts to help them organize and understand the information they are learning. These parts are called "text features" and are

Differentiated Instruction:

English Learners:

Students Who Need Additional Support:

See Special Ed Appendix

Accelerated Learners:

Identify text features from other pieces of informational text.

- usually present in non-fiction text.
- 3. Explain that when we examine these parts before we read, the text features will prepare us for a deeper understanding of the text.
- 4. Distribute and introduce the Text Features Comprehension Bookmark.
- 5. As a class, examine the text features in the box below, **one at a time**, to discover their purpose. For example:

Look at the white title on page 74 (Kinds of Animals). This is the topic we are reading about.

TEXT FEATURES FOUND THROUGHOUT SCIENCE BOOK

White Title

The topic we are reading about

Blue Sub Titles

Always in the form of a question and provide a purpose for reading (to answer the question)

Yellow Sub Titles

Labels a diagram and includes a question about the diagram

Yellow Highlighted Vocabulary

Important academic language

Diagrams

Illustrations and pictures to clarify concepts

Triangles to Show Captions

Bold words, phrases, and sentences that provide explanation of illustration or picture

6.
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Direct pairs to predict what they will learn in the text on pages				
74 - 81, based on the previous examination of text features.				
'I think we will learn about because"				
For example: "I think we will learn about <u>classifying animals</u>				
pecause the blue sub-title asks that question."				

Day Two

Whole Class Read and Discuss

- 1. Read and discuss pp. 74 81. Chunk the text based on the text dependent questions. **As you read**, co-construct a classifying map as outlined below.
 - a. Require students to find evidence in the text to support their answers.
 - b. For each question, give students an opportunity to discuss with a partner and then share out. Emphasize that complete sentences should be used.
 - Page 76 What are two groups scientists use to sort animals?

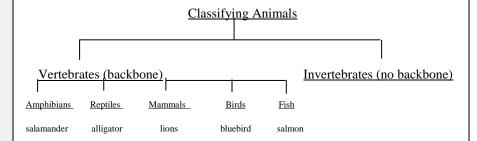
 Animals with a backbone, animals without a backbone
 - Page 77 Do all animals have backbones? *Not all animals have a backbone.*

Vertebrates (backbone) Classifying Animals Invertebrates (no backbone)

Pages 78 and 79 – What are the five groups that scientists use to sort animals with backbones?

Amphibians, reptiles, mammals, birds, and fish

"Let's add the animals based on the evidence we see on these pages to our classifying map."



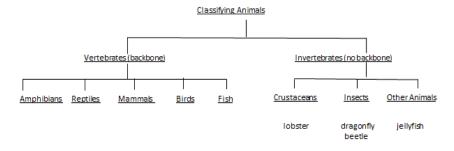
Page 80 - What protects animals without backbones?

Shells or hard body coverings

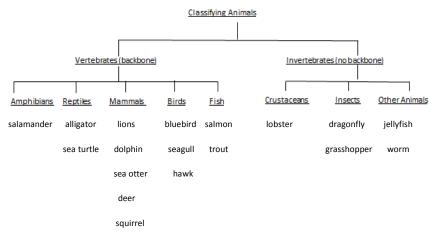
Page 80 and 81 - What are some animals without backbones?

Lobster, dragonfly, beetle, and jellyfish

This leads to the labels: Crustaceans, Insects, and Other Animals on the classifying map.



2. Have pairs of students discuss and classify all the animals on pages 75-77. Add these animals to the classifying map.



	Extending Understanding
	Writing:
	Have students "talk off the classifying Tree Map" with their
	partners. Direct students to use the back of the Comprehension
	Bookmark to explore the language used in a classifying map.
	Today I learned
	Today I learned are
	(Today I learned that alligators and sea turtles are types of
Writing	<u>reptiles.)</u>
, , , , , , , , , , , , , , , , , , ,	2. Extended Response : Have students complete page 1 in their
	Learning Journals.
	Choose an animal that you read about today. How can you
	classify this animal? Use details from the text to support
	your classification. When you finish, you may add an
	illustration that supports, or tells about, your writing.
	Sample: An alligator is a reptile. I know this because in
	the text it says that reptiles lay eggs and the picture shows
	a reptile coming out of an egg.
	Big Idea: Cycles are predictable. Essential Questions:
Lesson	Essential Questions.
Reflection	How do scientists classify animals?
with Students	What are traits and how do they determine the stages of the
	animal's life cycle?
	Lesson Reflection
Teacher Reflection	
Evidenced by Student Learning/	
Outcomes	

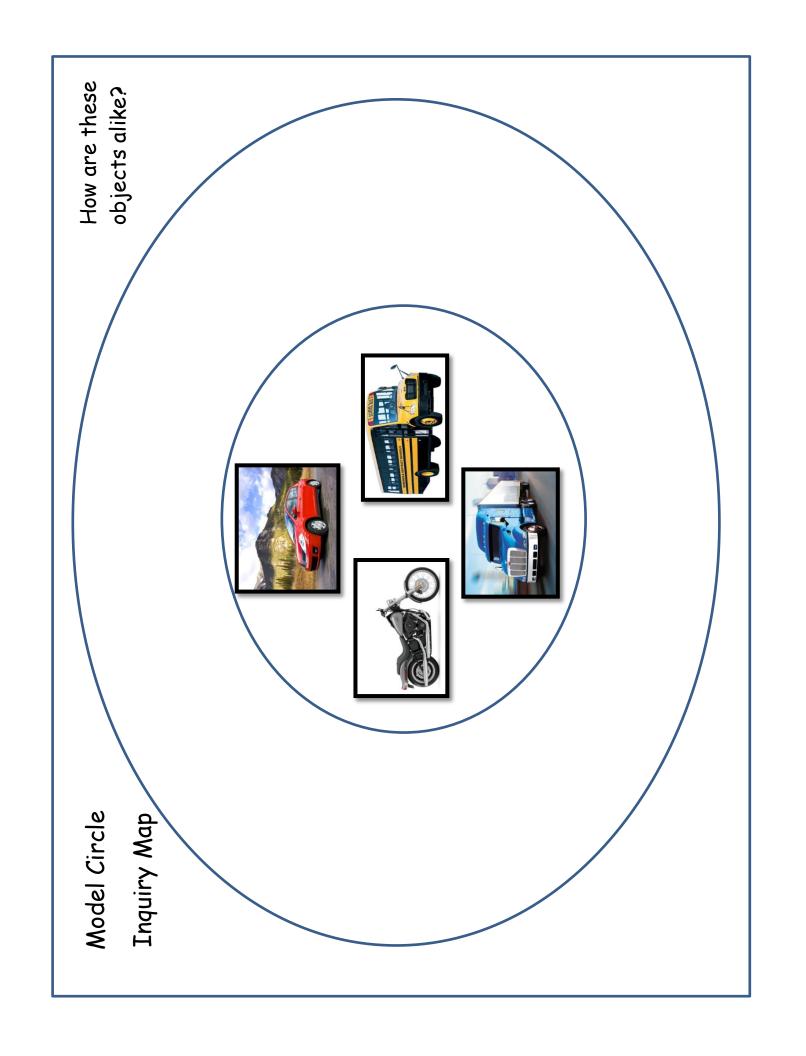
Checklist

Talk Science

Goals for Productive Discussions and Nine Talk Moves

was Inquiry Project

Goal One Help Individual Students Share, Expand and Clarify Their Own Thinking	Notes/Frequency of Use
1. Time to Think - Partner Talk - Writing as Think Time - Wait Time	
2. Say More: "Can you say more about that?" "What do you mean by that?" "Can you give an example?"	
3. So, Are You SayIng?: "So, let me see if I've got what you're saying. Are you saying?" (always leaving space for the original student to agree or disagree and say more)	
Goal Two Help Students Listen Carefully to One Another 4. Who Can Rephrase or Repeat? "Who can repeat what Javon just said or put it into their own words?" (After a partner talk) "What did your partner say?"	
Goal Three Help Students Deepen Their Reasoning	
5. Asking for Evidence or Reasoning "Why do you think that?" "What's your evidence?" "How did you arrive at that conclusion?"	
6. Challenge or Counterexample "Does it always work that way?" "How does that idea square with Sonia's example?" "What if it had been a copper cube instead?	
Goal Four Help Students Think With Others	
7. Agree/Disagree and Why? "Do you agree/disagree? (And why?)" "What do people think about what lan said?" "Does anyone want to respond to that idea?"	
8. Add On: "Who can add onto the idea that Jamal is building?" "Can anyone take that suggestion and push it a little further?"	
9. Explaining What Someone Else Means "Who can explain what Aisha means when she says that?" "Who thinks they could explain why Simon came up with that answer?" "Why do you think he said that?"	



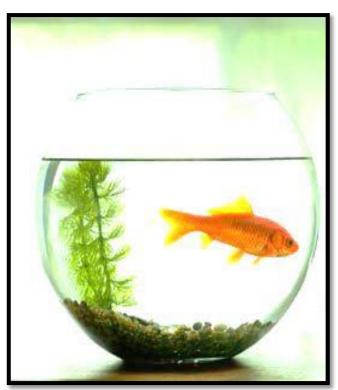


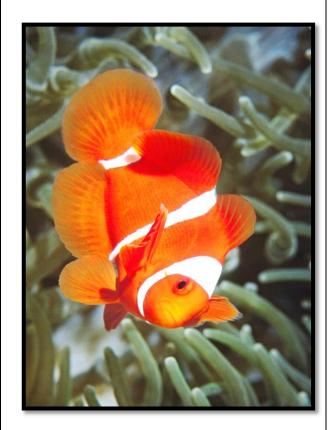










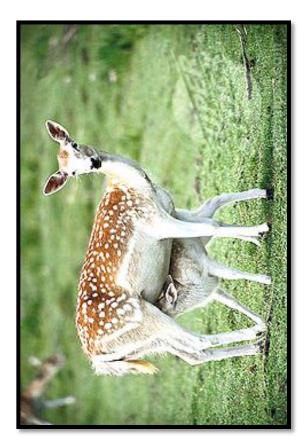


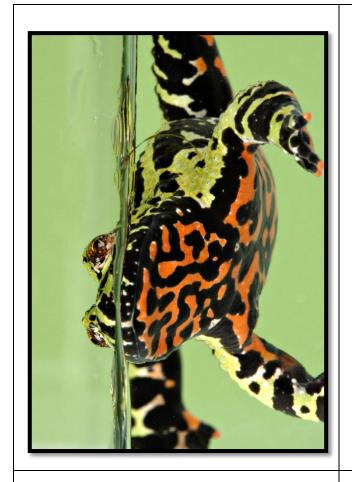
















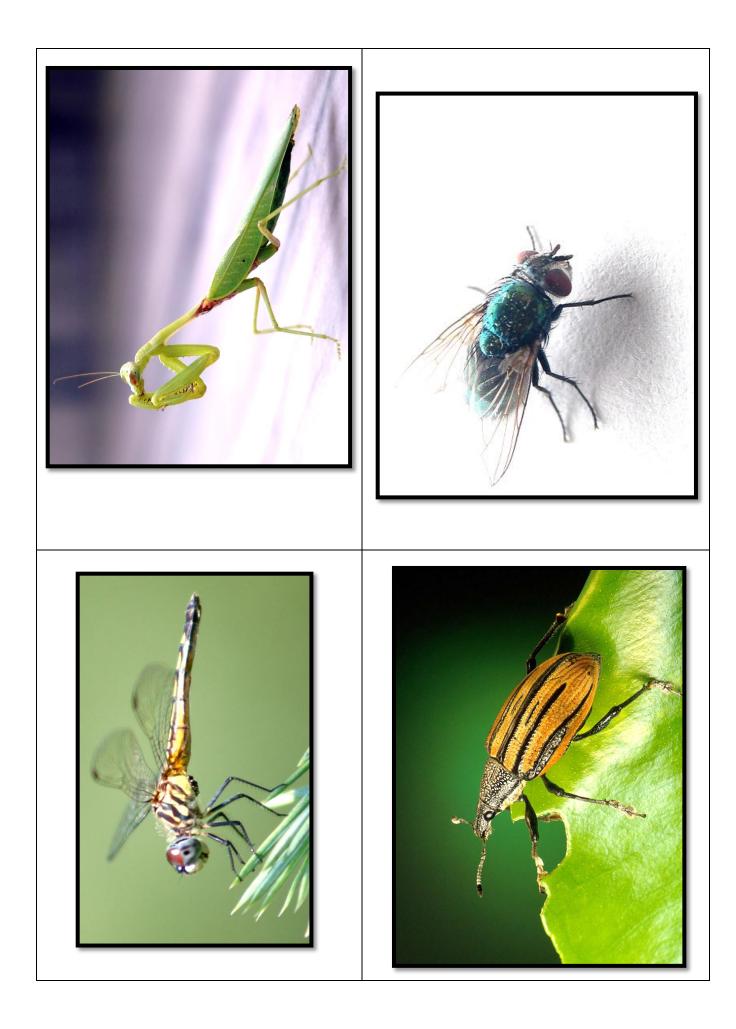




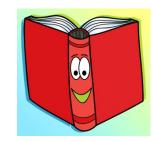








Text Features Comprehension Bookmark



- 1. Look at text features:
 - * Title
 - * Sub-title
 - * Highlighted vocabulary
 - * Diagrams / Illustrations
 - * Illustrations with captions
- 2. Based on text features, predict what the text will be about.

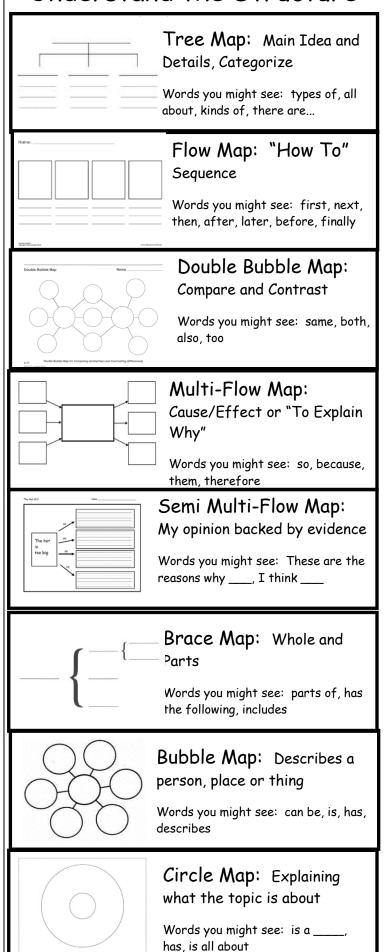
"I think I will learn about ___ because ___.

"The main idea of this text is ____."

- 3. Try to determine the meaning of the text.
 If you can't, use a strategy below:
 - * Reread the text slowly
 - * Look for word clues
 - * Look at the pictures and charts
 - * Ask your partner for help
- 4. Try to determine the structure of the text using the back of your bookmark.



Understand the Structure



				5 .		
Name				Date		
	A	Animal C	Classifica	ition		
hoose an anin se details fror nay add an illu	m the text to	support	your classi	fication. W	hen you finis	

SAUSD Common Core Lesson Planner Teacher:

Unit:	#2	Grade Level/Course: Duration: One ELA Instructional Block Second Grade Date:			
Lesson Animal		Second Grade	Date:		
Come Core Cons	mon and tent	understanding of key deta RI2.2 Identify the main to within the text. RI2.3 Describe the connect steps in technical procedu RI2.4 Determine the mean area. RI2.5 Know and use various indexes, electronic menus RI2.9 Compare and contra RI2.10 By the end of the y studies, science, and techn scaffolding as needed at the SL2.1 Participate in collable with peers and adults in si	.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate erstanding of key details in a text2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs in the text3 Describe the connection between a series of historical events, scientific ideas or concepts, or in technical procedures in a text4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject at5 Know and use various text features (e.g., captions, bold print, sub-headings, glossaries, exes, electronic menus, icons) to locate key facts or information in a text efficiently9 Compare and contrast the most important points presented by two texts on the same topic10 By the end of the year read and comprehend informational text, including history/social lies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with folding as needed at the high end of the range1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts in peers and adults in small and larger groups1.2 Ask for clarification and further explanation as needed about the topics and texts under		
Mater Resou Less Prepar	rces/ son	"Is it a Vertebrate?" chant, Teacher Resource PowerPoint, Learning Journal, Text Features Comprehension Bookmark, California Science 2 nd Grade textbook (pages 102-105), classifying Tree Map, Inquiry Circle Maps			
Content: Language:		Students will read from the science book in order to			
Depth of Knowledge Level 1: Recall ⊠Level 2: Skill/Concept ⊠ Level 3: Strategic Thinking ⊠ Level 4: Extended Thinking		ended Thinking			
College and Career Ready Skills □ Demonstrating independence □ Building strong content knowledge □ Responding to varying demands of □ Valuing evidence audience, task, purpose, and discipline □ Comprehending as well as critiquing □ Using technology and digital media strategically and capably □ Coming to understand other perspectives and cultures		aluing evidence omprehending as well as critiquing ally and capably			
Common Core Instructional Shifts		 ☑ Building knowledge through content-rich nonfiction texts ☑ Reading and writing grounded from text ☑ Regular practice with complex text and its academic vocabulary 			
Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSE UNDERSTAN physical, behavioral, life cyc	DING	WORDS WORTH KNOWING predict, poison, South America, arachnid, mollusk	
, > E	PROY EX]				

E HE	traits, blend environment				
STUDENTS FIGURE OUT THE					
STU EI OU OU					
Pre-teaching	Students should be familiar with text features.				
Considerations					
	Lesson Delivery Comprehension				
	Check method(s) used in the lesson:				
Instructional	☐ Modeling ☐ Guided Practice ☐ Collaboration ☐ I	Independent Practice			
Methods	⊠Guided Inquiry ☐ Reflection				
	Source inquiry Reflection				
Foundational Skills	Continue with OCR Green Section				
	Preparing the Learner				
Lesson	Review Big Idea and Essential Questions				
Opening	2. Chant "Is it a Vertebrate?"				
	(See Procedures for Chants at the end of lesson.)				
	Interacting With the Text				
	Science Text: "Animal Traits" pp. 102-105				
	Identify Text Features	4. 77. 4			
	 Review the text features introduced in Lesson 1 usin Features Comprehension Bookmark. 	ig the Text			
	2. Direct partners to predict what they will learn in the	tayt on nagas			
	102-105, based on the text features. "I think we will	I learn about			
	because"	instruction:			
	For example: "I think we will learn about how trait	s help animals English Learners:			
	because the blue sub-title asks that question."	I think we will learn			
	Unencumbered First Read	about because			
	1. Direct students to read the science text pp. 104-105				
	check their predictions. Step Aside Vocabulary - "traits"	I would classify a as a because			
Body of the	Ask students to define the word "traits".				
Lesson:	 Ask students to define the word traits . Distinguish the difference between physical trait 	te (how it looks)			
Activities/ Questioning/	and behavioral traits (how it acts).	Students Who Need Additional Support:			
Tasks/ Strategies/	 Create an action for the word "traits". For exan 				
Technology/ Engagement	students point to self and then clap.	See Special Ed			
	Teacher will give examples and non-examples of the second content of the second con	of human traits . Appendix			
	 If the teacher gives an example – students responsition of pointing to themselves and clapping. 				
	If the teacher gives a non-example – students do	o thumbs down. Students will research			
	 Examples/non-examples for teacher to use: hai 	r on head, horns, other animals and add			
	four legs, runs, flies, has a protective shell, char	nges color to the classifying			
	match environment, communicates with words,	etc. Tree Map.			
	2. Read and discuss pp. 104-105. Chunk the text based	I on the text			
	dependent questions.				
	a. Require students to find evidence to suppor	t their answers.			
	b. For each question, give students an opportu				
	with a partner and then share out. Emphasi sentences should be used.	ze mai complete			
	Page 104 – What special traits help an animal survi	ve in their			
environment?					
	Color, hody parts, and the way they act				

Page 105 – What are some animal traits that keep animals safe?
Some can fly away from danger. Others can blend into their environment. Others can fight or bite.
Have pairs of students use the Collaborative Talk activity in their Learning Journal to classify all animals from the text book (pages 102-105).
Partner A: How would you classify a

Partner B: I would classify a _____ as a ____.

Partner A: What is your evidence?

Partner B: My evidence is that _____.

Partner A: Put your two answers together for

Partner B: I would classify a _____ as a _____ because ____.

4. As a class, add the animals from the text book to classifying Tree Map.

Extending Understanding Inquiry Circle Maps

- 1. In groups, revisit the inquiry Circle Maps from Lesson 1 to add new learning with a different colored pen or pencil. Use the same procedure (Think Time, Discussion, Record, and Share).
- 2. Guide the whole group discussion to include animal traits that help us determine animal classification. Discuss how this relates to our Essential Question: How do scientists classify animals?

Here is a chart for your reference.

-vertebrate -born live -has hair/fur -baby gets milk from its mother	Insect -invertebrate -lays eggs -has six-jointed legs -may have wings -has three body parts -has antennae	Reptile -vertebrate -usually lays eggs -has dry, scaly skin -is cold blooded	
Amphibian -vertebrate -lays eggs -has smooth, moist skin -lives in water and on land	-vertebrate -lays eggs -has feathers -has wings -usually flies -is warm blooded	Fish -vertebrate -lays eggs -lives in water -has gills for breathing -has fins -is cold blooded	

Lesson Reflection

Teacher Reflection Evidenced by Student Learning/ Outcomes

Chants, Chants, Chants!

(Procedures For Making Chants Meaningful and Powerful Over Multiple Days)

1. First time:

• Introduce by singing and modeling the chant for the students so they can hear the rhythm, words, and language clearly. (This should also be motivational tool.)

2. Second time:

- Read a section of the chant at a time, and have students echo it back. Have students identify
 scientific or important words that they haven't heard, but know are important to the meaning of
 the chant. Highlight these words.
- Have students make predictions about the meanings of some of these new words. (Afterwards
 have students go back and read a student copy of the chant at their seats, and highlight those
 same words with crayons or highlighters and have them illustrate or sketch the meaning of the
 chant in the box provided)

3. Third time:

- Read each section together singing together. You may want to ask content and vocabulary driven questions after each section or two. Have students continue to use vocabulary strategies to predict meanings of new words.
- Have students come up with hand gestures and movements that help them remember the content and new words (Tier 3).

4. Fourth and continuous readings:

- Review the chants whole group and then have small groups sing it or choose past ones to review.
- Some chants you might want to write on sentence strips too, scramble them up, and put them back in proper order.

5. Continuous review:

• Have students practice reading chants independently from their poetry or chant folders.

Lesson 2 – Chant

Is It a Vertebrate?



Is it a vertebrate?	Yes Ma'am!
Is it a vertebrate?	Yes Ma'am!
How do you know?	It has a backbone.
And what else?	A skeleton inside.
What are some examples?	Birds, reptiles, fish!
And what else?	Amphibians and mammals!
crustacean	

Is it an invertebrate?

Is it an invertebrate?

Yes Ma'am!

How do you know?

It doesn't have a backbone.

And what else?

Its insides are soft.

What are some examples?

Mollusks and crustaceans!

Space to draw

mollusk

Insects and arachnids!

Animal Classification: A World of Animals

Alicia Carter & Jenny Clearwater (Project GLAD 6/08)

And what else?

Collaborative Talk

Partner A:	: How would you classify a		
Partner B:	I would classify a	as a	_'
Partner A:	What is your evidence?		
Partner B:	My evidence is that		_
Partner A:	Put your two answers togethe	er for me.	
Partner B:	I would classify a	as a	_
	because		

Mammal	Insect	Reptile
-vertebrate	-invertebrate	-vertebrate
-born live	-lays eggs	-usually lays eggs
-has hair/fur	-has six-jointed legs	-has dry, scaly skin
-baby gets milk from its	-may have wings	-is cold blooded
mother	-has three body parts	
	-has antennae	
Amphibian	Bird	Fish
-vertebrate	-vertebrate	-vertebrate
-lays eggs	-lays eggs	-lays eggs
-has smooth, moist skin	-has feathers	-lives in water
-lives in water and on	-has wings	-has gills for breathing
land	-usually flies	-has fins
	-is warm blooded	-is cold blooded

SAUSD Common Core Lesson Planner Teacher:

Unit:	Grade Level/Course: Duration: Three ELA Instructional Blocks		
Lesson #3	Second Grade Date:		
Ladybug Life	Second Stade	Duver	
Cycle			
Common Core and Content Standards	Content Standards: RI2.1 Ask and answer such questions who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. RI2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI2.5 Know and use various text features (e.g., captions, bold print, sub-headings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI2.8 Describe how reasons support specific points the author makes in a text. RI2.10 By the end of the year read and comprehend informational text, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.8 Recall information from experiences or gather information from provided sources to answer a question. SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		
Materials/ Resources/ Lesson Preparation	Teacher Resource PowerPoint, "Classification" chant, Discovery Education video: Animal Groups: Beginning Classification – <i>Insects</i> , butcher paper for the Process Grid, chart paper for life cycle, ABC Zoo Letter, Ladybug informational text, Learning Journal, Chart paper for FLEE Map,		
Objectives	Text Features Comprehension Bookmark Content: Students will learn the traits and life cycle of the ladybug. Language: Students will use multiple sources to complete a Process Grid, FLEE Map, classification paragraph and life cycle diagram.		
Depth of Knowledge Level	 ☑Level 1: Recall ☑Level 2: Skill/Concept ☑ Level 3: Strategic Thinking ☐ Level 4: Extended Thinking 		
College and Career Ready Skills	 ☑ Demonstrating independence ☑ Building strong content knowledge ☑ Responding to varying demands of audience, task, purpose, and discipline ☑ Comprehending as well as critiquing ☑ Using technology and digital media strategically and capably ☑ Coming to understand other perspectives and cultures 		
Common Core Instructional Shifts	 ☑ Building knowledge through content-rich nonfiction texts ☑ Reading and writing grounded from text ☑ Regular practice with complex text and its academic vocabulary 		

	PLE N	KEY WORDS ESSENTIAL TO	WORDS WORT	TH KNOWING
Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	larvae, pupa	markings, predators, hibern	ate
Academic (Tier II o	STUDENTS FIGURE OUT THE MEANING	invertebrates, species	fluid	
Pre-tea Conside		Students should know how to sequence events Students should be in small groups.	s.	
		Lesson Delivery Con	nprehension	
		Check method(s) used in the lesson:		
Instruc Meth			ractice	
Founda Ski		Continue with OCR Green Section		
Less Oper	_	1. Review Big Idea and Essential Question 2. Chant "Classification" (See Procedures and Essential Question) 3. Introduce the Zoologist Project (Performance) • Read the letter from the ABC Zoo • Explain: "Over the next few weeks animals for the zoo and make a recommand and a recommand should be chosen for their make brochures about the macaw.		
Body (Less: Activi Questic Tasks/ Str Techno Engage	ities/ oning/ rategies/ ology/	Interacting With the Text Day One Insect Video (2:26 minutes) 1. Set the purpose for watching the video: "Today we will focus on the characteristics and traits of insects. Your group will be responsible for sharing out what you learned from the video." 2. Students will watch video from Discovery Education Animal Groups: Insects.		Differentiated Instruction: English Learners: I learned that insects have Insects I think we will learn about because The is an and an

Discuss "life cycle" heading

- Ask students to define the word cycle.
- Define cycle: A cycle is a sequence of events that happen over and over again.
- Create an action for the word cycle. For example, rotate your arm in a clockwise direction.
- Teacher will give examples and non-examples of cycles.
- If the teacher gives an example students respond with the action.
- If the teacher gives a non-example students show thumbs down.
- Examples for teacher to use: clothes dryer, French fry, police officer, merry-go-round, seasons, house, fan, clock, tornado, sandwich, bicycle wheel, day and night, etc.
- Explain that a **life** cycle shows the stages an animal goes through as it grows and changes.

Process Grid

Animal / Illustration	Classifications (Invertebrate/vertebrate) (insect, mammal, reptile, amphibian, fish)	Traits (Physical and Behavioral)	Life Cycle	Interesting Facts
Ladybug				
Butterfly				
Gray Whale				
Frog				
Sea Turtle				
Macaw				

Ladybug Informational Text

- 1. Direct students to the Ladybug informational text in the Learning Journal
- 2. Review the text features introduced in Lesson 1 using the Text Features Comprehension Bookmark.



Direct partners to predict what they will learn from the text,	
pased on the text features. "I think we will learn about	
pecause"	

- 4. Use the back of the bookmark to identify the text structure of the informational text. (Main Idea / Details Classifying)
- 5. Model how to annotate the text. (Student's Learning Journal should look exactly like the teacher's page.)
 - Chunk each section pointing out key information and recommended vocabulary words.
 - Use the sample annotated text located at the end of this lesson, to guide and generate questioning, think alouds, and step aside vocabulary discussions.

Students Who Need Additional Support:

See Special Ed Appendix

Accelerated Learners:

Students might research other insects to find similarities and differences in life cycle stages.

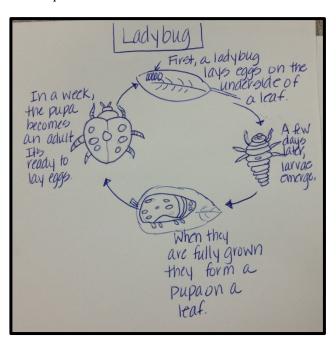
Ladybug Life Cycle Diagram

- 1. Direct students to turn to the page labeled "Life Cycle Diagram of the Ladybug" in the Learning Journal.
- 2. Ask the students, "How does a ladybug grow and change?"

 Model how to draw the life cycle of the ladybug by pulling the information from the Ladybug informational text. (Student's drawing should match the teacher's drawing.)



• Direct students to identify the transitional words that will guide the illustrations and captions. Ask along the way, "What do you think I should draw from reading this part?"



Day Two and Three Extending Understanding Completing the Process Grid

- 1. Draw students' attention to the headings of the text and corresponding headings on the Process Grid.
- 2. Direct small groups to re-read the classification paragraph on the Ladybug informational text.
 - Direct groups to discuss the classification of the ladybug based on evidence from the text.



"The ____ is an ____ and an ____."

- 4. Model how to enter new information onto the Process Grid. Elicit answers from the groups. If students are unable to contribute something accurate, direct all students back to a small collaborative group discussion.
- 5. Continue this process for each column of the Process Grid.
- 6. Model "talking off the Process Grid" by pointing to a heading and directing students to state information in a complete sentence.

Example:

Teacher: "What is the animal and how is it classified?"
Students: "The ladybug is an invertebrate and an insect."
Teacher: "What traits does the author include that support the idea that the ladybug is an invertebrate and an insect"
Students: "The author says that the ladybug does not have a

backbone. This supports that they are invertebrates. The author also says that ladybugs have six legs. This shows that they are insects." 7. Students copy information from the class Process Grid onto the Ladybug Process Grid in their Learning Journal. 8. Add "Ladybug" to the classifying Tree Map. 9. Revisit the insect inquiry Circle Map to add any new learning. **Process Grid** Interesting Facts Draw Life Cycle Diagram on the back of this page **Process Grid to FLEE Map** 1. Direct students to turn to the "Ladybug FLEE Map" in the Learning Journal. 2. Explain the structure of the FLEE Map. 3. Model the process of taking information from the Process Grid to the FLEE Map. See sample. Writing 1. Using the sample Ladybug Paragraph at the end of this lesson, model the process of taking the information from the FLEE Map and turning it into complete sentences. The complete sentences form a paragraph. 2. If needed, direct students to the Informational Writing Checklist in the Learning Journal. Homework/Extended Response Writing 1. Learning Journal p. 13: This activity can be completed in class or as a homework assignment. Students will use their text to answer the two questions: How do scientists classify ladybugs? What are some examples from the text that support these classifications? 2. There is a sentence frame provided on the student page to support writing with evidence from the text: *The author says* ______. *This supports the fact that the ladybug is* Big Idea: Cycles are predictable. **Essential Questions:** Lesson Reflection How do scientists classify animals? with Students What is a life cycle? What are traits and how do they determine the stages of the animal's life cycle? **Lesson Reflection**

Teacher	
Reflection	
Evidenced	
by Student	
Learning/	
Outcomes	

Classification Chant

Is it a fish? Is it a fish? 530

How do you know?

And what else?

What are some examples?

Yes Ma'am!
Yes Ma'am!
It has scales and a tail.
It breathes with gills.
Trout, salmon, clownfish.

ls it a bird? Is it a bird?

How do you know?

And what else?

What are some examples?

Yes Ma'am! Yes Ma'am! It has feathers and wings! It lays eggs. Eagles, blue birds, penguins.

ls it an amphibian?

Is it an amphibian?

How do you know?

And what else?

What are some examples?

Yes, Ma'am!
Yes Ma'am!
It leads a double life.
It has cool, moist skin.
Frogs, toads, newts.

ls it a reptile?

Is it a reptile?

How do you know?

And what else?

What are some examples?

Ļ

Yes, Ma'am!
Yes Ma'am!
It is cold-blooded.
It has dry, scaly skin.
Tortoise, lizard, snake.

Its babies are born live.

Whales, rabbits, people.

Yes. Ma'am!

Yes Ma'am!

It has bair.

Is it a mammal?

Is it a mammal?

How do you know?

And what else?

What are some examples?

Animal Classifications A World of Animals

State Carter Steway Character (Frajet SLSC 5/05)









Let me introduce myself. I am Ann Amole, the director of the ABC Zoo. I would like your help. The zoo is planning to add a new animal exhibit and has learned that your class is studying animals. We would like you to take a few weeks to become experts on the ladybug, butterfly, whale, sea turtle and the frog. Please learn about each animal's classification, traits, and life cycle. Then make a recommendation to us about which animal we should add to the zoo. We would love to hear your opinions about the animal you choose.

In addition, we have a special showing of the movie "Rio" planned for next month. As you might know, the main characters in the movie are macaws, birds found in many rain forests. We would love to hand out brochures about the macaw at the movie. Could each student in your class prepare a macaw brochure including an illustration, classification, traits, and a life cycle diagram?

We know this is a big project, but have heard you are up to the challenge!

Thank you for your help!



Sincerely,
Ann Amole

Ann Amole
Director of the ABC Zoo



Interesting Facts	-colorful to warn predators -taste terrible		-curious
Life Cyde	T LOVERS OF THE		som my con for a control of the cont
Traits (Physical and Behavioral)	six legs -two wings -antennae -oval shaped bodies -rwd with 1 spets on each side -one spot down the middle -black head / white on side -sticky feet -release bed tasting fluid when thereasesed -hibernate	-flies -4 large, scaly wings -6 jointed legs -3 body parts (head, thorax, abdomen) -migrates	-large body with narrow head readile shaped flippers for balance -48 feet long -80,000 pounds -two blowholes to breaths air -no teeth — baleen -migrate to warm water -hinach (jump halfway out of water) -spyfnop
Classifications (vertebrate/invertebrate) (haset, mammal, reptle, emphibies, flet, bird)	Insect	• invertebrate	• wertebrate
Animal/Illustration	ang/per]	Butterfly	Gray Whale

can use in front of them, sideways, and above them		-17 different species -be in rainforests
THE STATE OF THE PARTY OF THE P	THE REAL PROPERTY OF THE PARTY	Vertebrate only. Do not supply students with this information as it is part of the Performance Assessment. Vertebrate - Unique bind 50' tail - Office at special coloring col
The section of the se	-bosathe air -tosky tidn -d flipper like legs -theil for protection -tos less shapel per intent of tests -tits as plens and as activate -three in the warm case -throng twelmmen -throng divers	-large bird 20" tail -large bird 20" tail -colorful -3.ft. largewings -thanp, powerful bill -tests in trees -tradigent -tools -tools -tools -tools -tools -tools
vertebrita amphibian	vertskrate regtle	
		Macare Ma

Name

Date

Ladybug



Highlight key details of each subtitle. **Label illustrations** whenever possible to point out physical or behavioral traits.

Classification: Ladybugs are invertebrates because they do not have a backbone. They are also classified as an insect. There are about 5,000 kinds of ladybug species in the world.

Physical Traits: Just like other insects, ladybugs have six legs, two sets of wings and antennae. Their bodies are shaped like an oval. Seven-spotted ladybugs are red or orange with three spots on each side and one in the middle. They have a black head with white patches on either side. Ladybugs are colorful for a reason. Their markings tell predators: "Eat something else! I taste terrible." They may also play dead. To help them climb, ladybugs have sticky pads on their legs. These sticky pads also help them crawl upside down without falling off.



Behavioral Traits: When threatened, ladybugs release a bad-tasting fluid from

their legs. Ladybugs stay together in groups to keep them safe from predators. When the weather turns cold, they look for a warm place to hibernate. They can hibernate under rocks or logs.



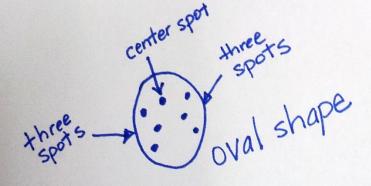
Life Cycle: First, ladybugs lay their eggs in rows on the underside of a leaf. A few days later, larvae emerge. Larvae grow quickly and shed their skin several times. When they are fully grown they attach to a leaf by their tail and form a pupa. In a week, the pupa becomes an adult ladybug. Finally, adult ladybugs can lay their own eggs.

lame	Date
	Ladybug
	antennae six legs

Highlight key details of each subtitle.
Label illustrations whenever possible to point out physical or behavioral traits.

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Behavioral Traits: When threatened, ladybugs release a bad-tasting fluid from

in groups to keep them safe from predators.

When the weather turns cold, they look for a warm place to hibernate. They can hibernate under rocks or logs.



group of ladybugs

Life Cycle: First, ladybugs lay their eggs in rows on the underside of a leaf. A few days later, larvae emerge. Larvae grow quickly and shed their skin several times. When they are fully grown they attach to a leaf by their tail and form a pupa. In a week, the pupa becomes an adult ladybug. Finally, adult ladybugs can lay their own eggs.

Animal illustration	Classifications vertebrate/invertebrate mammal, reptile, amphibian, fish, bird, insect	Traits physical and behavioral	Interesting Facts

Draw Life Cycle Diagram on the back of this page.

Life Cycle Diagram of the Ladybug

The Ladybug

Name

Opening Sentence (animal and classifications)

The ladybug is an amazing creature! It is an invertebrate and an insect.

To begin with,

has a body shaped like an oval

• red or orange

Also

has black (spots)

In addition,

has sticky pads

and one in the middle and crawl upside down three on each side
 they help to climb

Closing Sentence

The ladybug is a very interesting insect

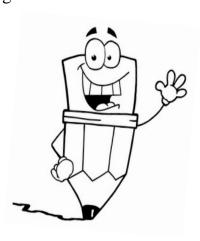
Sample Ladybug Paragraph

The Ladybug

The ladybug is an amazing creature! It is classified as an invertebrate and an insect. To begin with, the ladybug has a body shaped like an oval. It is either red or orange. Also, the ladybug has black spots. There are three spots on each side and one more spot in the middle. In addition, the ladybug has sticky pads on its legs. They help the ladybug to climb and crawl upside down. The ladybug is a very interesting insect.

Informational Writing Checklist Life Cycles Unit, 2nd Grade

I wrote about the topic and drew a life cycle diagram.
I organized my ideas and information using
a clear topic sentence
at least 3 details with a "tell me more" for each detail
a concluding sentence
I used evidence from the text in my writing.
I used 3 transitions in the life cycle diagram (first, next, after, then, finally).
I used academic language.
I used one descriptive word.
Lused correct nunctuation capitalization and spelling



Name	Date
	xtended Response answer the following questions. ladybugs?
•	from the text that support these ays This supports the fac

SAUSD Common Core Lesson Planner Teacher:

Unit:	Grade Level/Course:	Duration: Two F	I A Instructional Blocks	
Lesson #4	Grade Level/Course: Duration: Two ELA Instructional Blocks Second Grade Date:			
Butterfly	Butt.			
House				
	Content Standards: RL2 .1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding key details in a text. R2.3 Describe how characters in a story respond to major events and challenges. RL2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL2.8 Describe how reasons support specific points the author makes in a text. RL2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. W2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a) Follow agreed-upon rules for discussions. b) Build on others' talk in conversations by linking their comments to the remarks of others. c) Ask for clarification and further explanation as needed about the topics and texts under discussion. SL2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.			
Materials/ Resources/ Lesson Preparation	Next Generation Science Standard 3-LS1-1: Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. Teacher Resource PowerPoint, Learning Journal, "Animal Bugaloo" chant, Text Features Comprehension Bookmark, Open Court Anthology (pages 156-175), Point of View Sort for each group, Butterfly Prediction sheet, Video: Monarch Butterfly Life Cycle, butterfly life cycle pictures (4), Process Grid			
Treparation	butterity in ecycle pictures	5 (+), 110ccss Gra		
Objectives	Content: Students will read Butterflidentify the stages of the bocycle.		Language: Students will sequence the stages of butterfly's life cycle.	
Depth of Knowledge Level	 ☑Level 1: Recall ☑Level 2: Skill/Concept ☑ Level 3: Strategic Thinking ☑ Level 4: Extended Thinking 			
College and Career Ready Skills	 ☑ Demonstrating independence ☐ Responding to varying dependence audience task purpose and ☑ Using technology and diginal ☑ Coming to understand of 	lemands of \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		

		☐ Building knowledge through content-rich nonfiction texts		
Common Core Instructional		☐ Reading and writing grounded from text		
		Regular practice with complex text and its academic vocabulary		
Shi	fts			
	ES	KEY WORDS ESSENTIAL TO	WORDS WORTH KNOWING	
	OVID	UNDERSTANDING twig, wedged, drooped, limp, slack,	thistle, cone flowers, marigolds, lantana, sway,	
ary)	R PRO	crumpled, falter, drift, flutter, cling,	soundless air	
abul er III	CHE]	mystery, among		
c V00 I & Ti	TEACHER PROVIDES SIMPLE EXPLANATION			
Academic Vocabulary (Tier II & Tier III)		transformed	creature, greedy, stare, curve, soundless, stillness	
Aca (T	STUDENTS FIGURE OUT THE MEANING			
	STUDENT URE OUT MEANING			
	S FIGU			
Pre-tea		Students should understand how to sequence	events.	
Conside	rations			
		Lesson Delivery Con	nprehension	
		Check method(s) used in the lesson:		
Instruc		⊠Modeling ⊠Guided Practice ⊠Collaboration ⊠ Independent Practice		
Meth	ods	☐ Guided Inquiry ☐ Reflection		
		Mounten inquiry Menection		
Foundational Skills		Continue with OCR Green Section		
		Preparing the Learner		
		1. Revisit the Big Idea and Essential Que	stions.	
		2. Chant "Animal Bugaloo".		
		3. Direct students to the Butterfly Predictions page in the Learning Journal. Discuss the		
Lesson Opening		questions. Note: Because the class has studied the ladybug, lead students to		
		discover the traits and life cycle of the butterfly. To be classified as		
		an insect, the animal must have certain traits. Therefore, making its		
		life cycle predictable. Preview Open Court Butterfly House pages 156-175		
		1. Review the text features on the Text Features Comprehension Bookmark.		
		2. Direct partners to predict what they will learn in the text based on the text features. "I think		
		we will learn about because" For example: "I think we will learn about how a girl makes a house for a butterfly because		
		Butterfly House is the title and I looked at the pictures."		
		3. Use the back of the Text Features Comprehension Bookmark to identify the text structure of		
		the narrative text. (Sequencing-Flow Map). To determine the text structure students should note that the girl is making a butterfly house based on the pictures. Inference: If she is		
		making a house, then this is a sequence		
		5		

	Day One
	Interacting with the Text
	Open Court <u>Butterfly House</u> First Read pages 156-163
	1. Read the first half of the story aloud to the students
	unencumbered.
	2. Have students talk with a partner about the story using the
	following frames.
	"This story is about" "The main idea of
	this story is"
	3. Have several students share out.
	Text Dependent Questions pages 156-163
	1. Direct students to turn to the corresponding page in their Open
	Court anthology to support their answer with evidence from the
	text.
	 Direct students to the paragraph in which the answer can be
	found. Students should read with a partner to find the answer.
	Tound. Students should read with a partner to find the answer.
	Page 156 – Tell how you know what life cycle stage the butterfly was
	in when the girl first finds it?
	The butterfly is in the second stage, a larva, or caterpillar.
	What stage already happened?
Body of the	The butterfly was an egg.
Lesson:	
Activities/ Questioning/	Page 159 – How did the grandfather know how to make a butterfly
Tasks/ Strategies/	house?
Technology/ Engagement	He had raised a butterfly when he was the girl's age.
Engagement	Pages 160 –161 What sequence of steps did the girl and her grandpa
	follow to make the butterfly house?
	First, they found a box.
	Then, they cut a window in the box.
	After that, they covered the window with a screen.
	Next, they decorated the box.
	Finally, they wedged a twig inside the box.
	T many, mey weaged a twig made me box.
	Page 161 – What does the girl put in the box to help the butterfly
	complete its life cycle?
	Placing a twig in the box gives the butterfly a place to dry her
	wings once she becomes a butterfly.
	Page 163 – What did the girl put in the jar so the caterpillar could
	enter the next stage of its life cycle?
	The girl supplied leaves for it to eat.
	Day Two
	Open Court <u>Butterfly House</u> First Read pages 164-175
	1. Read the second half of the story aloud to the students

unencumbered.

text.

Text Dependent Questions pages 164-175

1. Direct students to turn to the corresponding page in their Open Court anthology to support their answer with evidence from the

> Direct students to the paragraph in which the answer can be found. Students should read with a partner to find the answer.

Differentiated Instruction: English Learners:

Use sentence frames. This story is about _ The main idea of this

In the beginning, ____.

At the end of the story,

In the middle, _____.

Students Who Need Additional Support: See Special Ed Appendix

Accelerated Learners: Have students consider how the girl's life was different because she saved the larva.

story is __

Page 164 – What life cycle stage is the butterfly in now? The butterfly is in the third stage, a chrysalis, or pupa.

Page 165 – How does the author describe the butterfly when it emerges from the chrysalis?

She is drooped, limp and slack, with crumpled wings.

Page 168 – What will the butterfly do in the future to continue its life cycle?

The butterfly will lay eggs.

The Butterfly Life Cycle Video

- 1. Set the purpose: "Let's watch this video to learn more about the life cycle of the butterfly."
- 2. Play video: Monarch Butterfly Life Cycle.
- 3. After viewing, ask students to share one new thing they learned with a partner.

Butterfly Life Cycle Flow Map

- 1. Place butcher paper on board and label "Butterfly Life Cycle".
- 2. Set the purpose for re-reading pages 156 165: *How does a butterfly grow and change?*

Text-Dependent Questions



Page 156 – What life cycle stage is the butterfly in when the girl first finds it?

The butterfly is in the second stage, a larva, or caterpillar.



The author did not include the first stage of the butterfly's life cycle in the story. What is the first stage of the butterfly's life cycle?

The butterfly lays eggs on leaves or branches. (Add the first stage photograph and a caption to the Butterfly Life Cycle Flow Map.)

What is the second stage of the butterfly's life cycle?

The egg hatches and a caterpillar (larva) emerges. It eats leaves to grow bigger.

(Add the second stage photograph and a caption to the Butterfly Life Cycle Flow Map. Suggested caption: see above.)

Page 164— What is the third stage of the butterfly's life cycle? She hangs free inside the chrysalis that keeps her hidden from the world.

(Add the third stage photograph and a caption to the Butterfly Life Cycle Flow Map.) Suggested caption: *The caterpillar spins a hard case around itself to become a pupa or chrysalis. Inside, the caterpillar is changing into a butterfly.*

Page 165- What is the fourth stage of the butterfly's life cycle? Inside that magic place she grows, transforms herself, comes out, dropped, limp and slack, with crumpled wings. She is a butterfly.

(Add the fourth stage photograph and a caption to the Butterfly Life Cycle Flow Map.) Suggested caption: *The butterfly crawls out of the hard case.* Now it is ready to fly, eat nectar from

- flowers, and lay eggs.
- 4. After the map has all four stages represented, ask students what sequence words we can add to the flow map. (First, after a few days, next, finally)
- 5. Model the use of the sequence vocabulary using choral response and echo talk.

First, the butterfly lays eggs on leaves or branches. After a few days, the egg hatches and a caterpillar emerges. It eats leaves to grow bigger. Next, the caterpillar spins a hard case around itself to become a pupa or chrysalis. Inside the caterpillar is changing into a butterfly. Finally, the butterfly crawls out of the hard case. Now it is ready to fly, eat nectar from flowers, and lay eggs.

Extending Understanding Completing the Process Grid

1.	Direct groups to discuss the classification of the butterfly based
	on evidence from the text.

"The is an and an ."

- 2. Model how to enter new information onto the Process Grid. Elicit answers from the groups. If students are unable to contribute something accurate, direct all students back to a small collaborative group discussion.
- 3. Continue this process for each column of the Process Grid.
- 4. Model "talking off the Process Grid" by pointing to a heading and directing students to state information in a complete sentence.

Example:

Teacher: "What is the animal and how is it classified?" Students: "The butterfly is an invertebrate and an insect."

5. Students copy information from the class Process Grid onto the Butterfly Process Grid in their Learning Journal (During Workshop time).

Process Grid

Animal/Illustration	Classifications (vertebrate/invertebrate) (insect, mammal, reptile, amphibian, fish, bird)	Traits (Physical and Behavioral)	Life Cycle	Interesting Facts
Butterfly	invertebrate insect	-flies -fles -flese -fointed legs -fointed legs -fointed legs -formation for the flesh flesh -flesh flesh -flesh flesh -flesh -f		

Discussion Question

1. The purpose of the discussion question is for students to discover other connections to **cycles**.



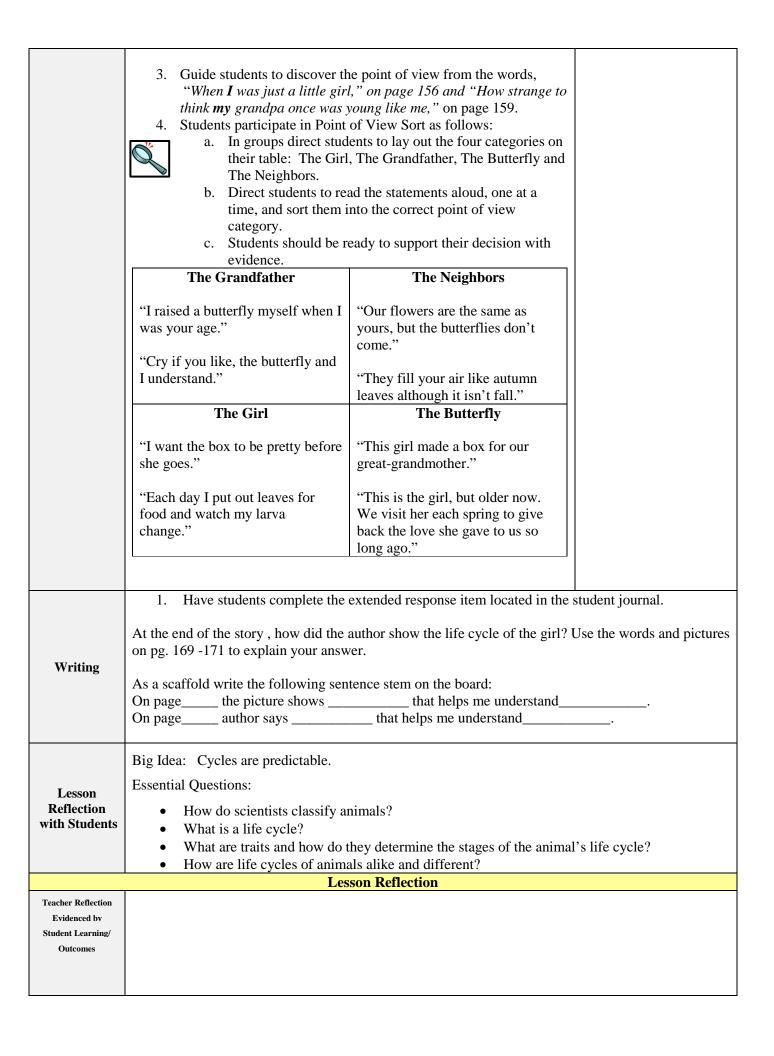
• Discussion Question: "What other cycles are represented in The Butterfly House?



- The girl grows to be an adult reflecting a stage in the mammal's life cycle.
- The butterfly returning in the spring shows that the seasons are a cycle.

Point of View Sort

- 1. Ask students, "Who is telling the story in The Butterfly House?"
- 2. Ask, "What evidence supports this?"



Animal BUGALOO!

Baby mammals born alive,

Drink mother's milk to survive.

Begin life furry, helpless, and small,

Grow to resemble parents, one and all.

Mammals, fish, insects, too,

Doing the animal BUGALOO!



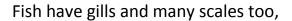
Hatching from hard-shelled eggs they peep,

Baby birds need lots of sleep.

Soft down covers their tiny bodies,

Grow to be feathered birds like their mommies.

Birds, reptiles, amphibians, too,
Doing the animal BUGALOO!



Lay hundreds of eggs in the ocean blue.

But many hungry predators lie in wait,

Some survive but others meet their fate.

Fish, reptiles, amphibians, too!

Doing the animal BUGALOO!





Rubbery eggs are laid under leaves,
Tiny larva hatch hungrily.
Look like spiky worms, oh my,
Not at all like a butterfly!



But soon larvae molt many times and grow,
They become a pupa and hang down low.
They're changing in their chrysalis,
A butterfly emerges....that's metamorphosis!

Insects, mammals, birds, too,
Doing the animal BUGALOO!



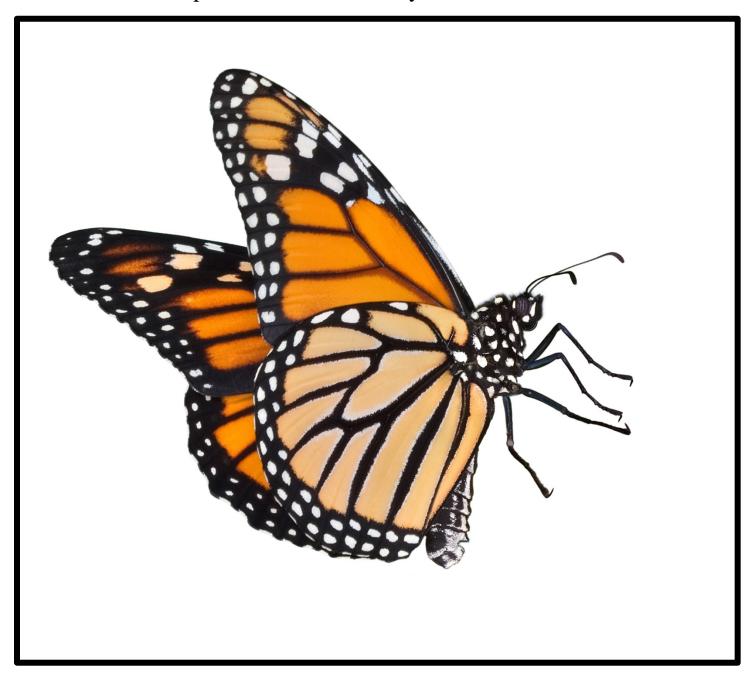
Fish-like tadpoles breathe with gills,
Live in water just until,
Legs and lungs begin to grow,
Now they're frogs, amphibians you know.



Amphibians, mammals, birds, too,
Doing the animal BUGALOO!

Butterfly Predictions

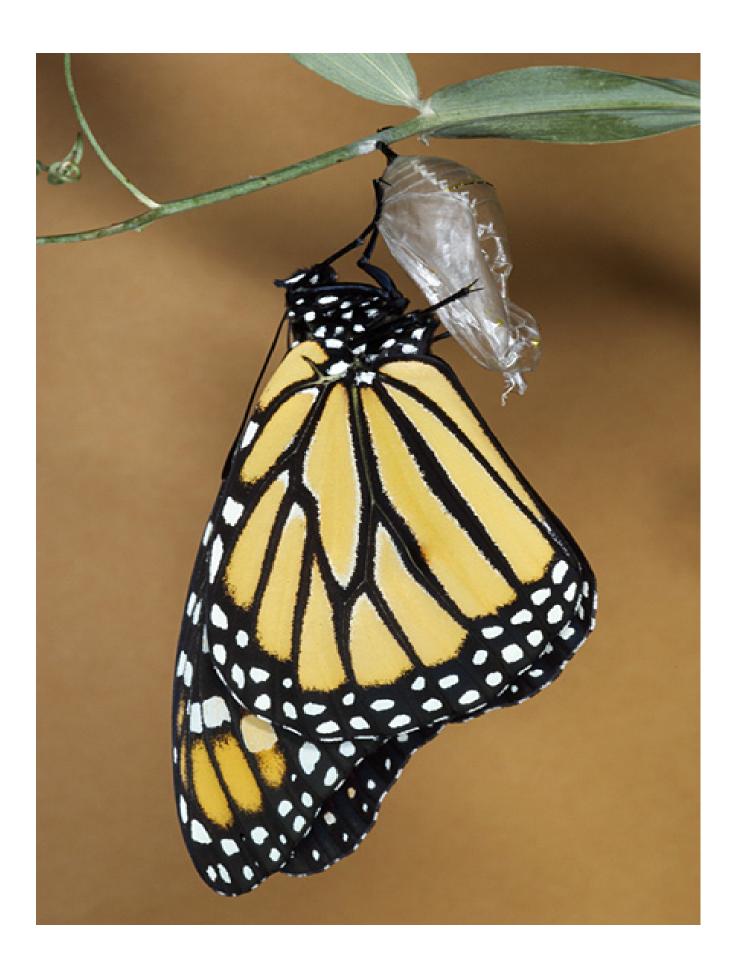
- Based on what we have learned about animals, how do you think we should classify the butterfly?
- What evidence do you see to support the butterfly's classification?
- What can we predict about the life cycle?











Interesting Facts		
Traits physical and behavioral		
Classifications vertebrate/invertebrate mammal, reptile, amphibism, fish, bird, insect		
Animal	Animal name:	

Draw Life Cycle Diagram on the back of this page.

Life Cycle Diagram of the Butterfly

The	The		
Butterfly	Girl		
The	The		
Neighbors	Grandfather		

"I raised a butterfly "They fill your air myself when I was your like autumn leaves age." although it isn't fall." "I want the box to be "Our flowers are the same as yours, but the pretty before she goes." butterflies don't come." "This girl made a box for "Each day I put out our great-grandmother." leaves for food and watch my larva change." "Cry if you like, the "This is the girl, but older butterfly and I now. We visit her each understand." spring to give back the love she gave to us so long ago."



Extended Response



At the end of the story, how did the author show the life cycle of the girl? Use words and pictures on pg. 169-171 to explain your answer.

	_		 	 	
_					

SAUSD Common Core Lesson Planner Teacher:

Unit: Lesson #5 Gray Whale Informational Text	Grade Level/Course: Second Grade Duration: One ELA Instructional Block Date:			
Common Core and Content Standards	Content Standards: RI2.1 Ask and answer such questions who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. RI2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI2.8 Describe how reasons support specific points the author makes in a text. RI2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. SL2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.			
Materials/ Resources/ Lesson Preparation	Teacher Resource PowerPoint, Discovery Education video: Animal Groups: Beginning Classification – <i>Mammals</i> , classifying Tree Map, Gray Whale informational text, Learning Journal, Text Features Comprehension Bookmark, Process Grid			
Objectives	Content: Students will read Gray Whale informational text and watch a video to learn the traits and life cycle of the gray whale. Language: Students will contribute to a class Process Grid citing their sources and use Whale text to describe the life cycle of the whale.			
Depth of Knowledge Level	 ☑Level 1: Recall ☑Level 2: Skill/Concept ☑ Level 3: Strategic Thinking ☐ Level 4: Extended Thinking 			
College and Career Ready Skills	☑ Demonstrating independence ☑ Building strong content knowledge ☐ Responding to varying demands of audience, task, purpose, and discipline ☑ Comprehending as well as critiquing ☑ Using technology and digital media strategically and capably ☐ Coming to understand other perspectives and cultures ☑ Building knowledge through content-rich nonfiction texts ☑ Reading and writing grounded from text ☑ Regular practice with complex text and its academic vocabulary			
Common Core Instructional Shifts				

Lesson Continuum

- 2. Direct groups to re-read the classification paragraph on the Gray Whale informational text.
- Direct groups to discuss the classification of the gray whale based on evidence from the text.

"The _____ is a ____ and a _____."

- 4. Enter new information onto the Process Grid. Elicit answers from the groups. If students are unable to contribute something accurate, direct all students back to a small collaborative group discussion.
- 5. Continue this process for each column of the Process Grid.
- 6. Model "talking off the Process Grid" by pointing to a heading and directing students to state information in a complete sentence.

Example:

Teacher: "What is the animal and how is it classified?"

Students: "The whale is a vertebrate and a mammal."

Teacher: "What traits does the author include that support the

idea that the whale is a vertebrate and a mammal?"

Students: "The author says that the gray whale has a backbone. This supports that they are vertebrates. The author also says that gray whales need to breathe air. This proves they are a mammal."

- 7. Students copy information from the class Process Grid onto the Gray Whale Process Grid in their Learning Journal.
- 8. Revisit the mammal inquiry Circle Map to add any new learning.
- 9. Add gray whale to the classification Tree Map.

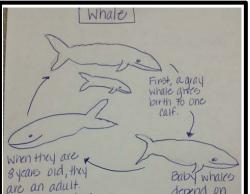
Process Grid

Animal/Illustration	Classifications (vertebrate/invertebrate) (insect, mammal, reptile, amphibian, fish, bird)	Traits (Physical and Behavioral)	Life Cycle	Interesting Facts
Gray Whale	vertebrate mammal	-large body with narrow head -paddis shaped flippers for balance - 48 feet long - 80,000 pounds - two blowholts to breathe air -no teeth — baleen -migrate to warrn water -breach (jump halfway out of water) - spyhop		-curious

Extending Understanding

Part Three-Gray Whale Life Cycle Diagram

- 1. Direct students to turn to the "Life Cycle Diagram of the Gray Whale" in the Learning Journal.
- 2. Ask the students, "How does a gray whale grow and change?" Direct groups to collaboratively draw the life cycle of the gray whale by pulling the information from the Gray Whale informational text. Each student should draw in their own Learning Journal.
 - Direct groups to identify the transitional words that will guide the illustrations and captions.



Students Who Need Additional Support:

See Special Ed Appendix

Accelerated Learners:

Students might conduct further research on gray whales to contribute to the process grid.

Writing	Homework/Extended Response: 1. Learning Journal p. 25: This activity can be completed in class or as a homework assignment. Students will use their text to answer the two questions: How do scientists classify gray whales? What are some examples from the text that support these classifications? 2. If students need the support, post the following frame on the board: The author says
Lesson Reflection with Students	Big Idea: Cycles are predictable. Essential Questions: How do scientists classify animals? What is a life cycle? What are traits and how do they determine the stages of the animal's life cycle?
	Lesson Reflection
Teacher Reflection Evidenced by Student Learning/ Outcomes	

Name	
------	--

Date ____

Gray Whale



Classification: Gray whales are vertebrates because they have a backbone. They are also classified as a mammal.

Physical Traits: The gray whale has a large body with a narrow head. They also have paddle-shaped flippers that help them balance and turn in the ocean. Adult gray whales can be 48 feet long and weigh 80,000 pounds. This is about the same weight as 4 buses! Just like other mammals, gray whales need to breathe air so they have two blowholes. Gray whales do not have teeth. They have baleen which are long, flat plates that help filter the water. Gray whales eat plankton, small microscopic animals that float in the ocean.



Behavioral Traits: In winter, gray whales leave the cold waters of Alaska and migrate to the warm waters of Baja Mexico. This is one of the longest migrations of mammals – 10,000 miles.





Gray whales breach. They jump halfway out of the water and fall back with a large splash. They may do this

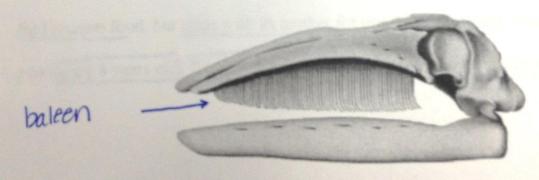
to clean off barnacles or communicate with other whales. Gray whales are curious creatures! Spyhopping lets them see the world around them. To do this, they poke their head out of the water and turn around slowly.

Life Cycle: First, gray whales give live birth to one baby, a calf, in the warm waters of Mexico. The whales stay in the warm waters so the baby can build up a thick, blubbery coat. Calves depend on their mother for milk. After 7 months, the baby calf is able to find its own food, but stays with its mother for one year. The baby whale will continue to grow until 8 years old. Finally, the gray whale is ready to have a baby of its own.

Name	Date	
	backbone Gray Whale	downdes
		narrow head
		- He shaped

Classification: Gray whales are vertebrates because they have a backbone. They are also classified as a mammal.

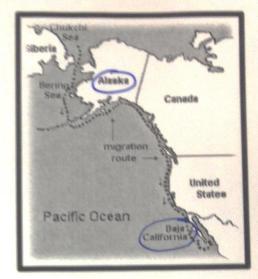
Physical Traits: The gray whale has a large body with a narrow head. They also have paddle-shaped flippers that help them balance and turn in the ocean. Adult gray whales can be 48 feet long and weigh 80,000 pounds. This is about the same weight as 4 buses! Just like other mammals, gray whales need to breathe air so they have two blowholes. Gray whales do not have teeth. They have baleen which are long, flat plates that help filter the water. Gray whales eat plankton, small microscopic animals that float in the ocean.



Behavioral Traits: In winter, gray whales leave

Swim a long way
the cold waters of Alaska and migrate to the

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longest migrations of mammals – 10,000 miles.





jump

Gray whales breach. They jump

halfway out of the water and fall back
with a large splash. They may do this

to clean off barnacles or communicate with other whales. Gray whales are curious creatures! Spyhopping lets them see the world around them. To do this, they poke their head out of the water and turn around slowly.

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Name

Interesting Facts		
Traits physical and behavioral		on the back of this page.
Classifications vertebrate/invertebrate mammal, reptile, amphibian, fish, bird, insect		Draw Life Cycle Diagram on the back of this page.
Animal	animal name:	

ame	Date
Use your Gray W	hale text to answer the following questions: ts classify gray whales?
2. What are some classifications?	examples from the text that support the

SAUSD Common Core Lesson Planner Teacher:

Unit:	Grade Level/Course:	Dunation: Two	ELA Instructional Blocks
Lesson #6	Second Grade	Date:	ELA Instructional blocks
"The Story of	Second Grade	Date.	
Three Whales"			
	Content Standards:		
	RL2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate		
	understanding key details		
	R2.3 Describe how characters in a story respond to major events and challenges.		
	RL2.6 Acknowledge differences in the points of view of characters, including by speaking in a		
	different voice for each character when reading dialogue aloud.		
Common Core and	RL2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		
Core and Content			c points the author makes in a text.
Standards			prehend literature, including stories and poetry, in the
Standards			with scaffolding as needed at the high end of the
	range.	, build profferency	with scarrotaing as needed at the ingli clid of the
		h questions as who	, what, where, when, why, and how to demonstrate
	understanding of key detail	ils in a text.	·
	SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts		
	with peers and adults in sr		
Materials/			Whale Migration, Learning Journal,
Resources/			pen Court Anthology (pages 200-219),
Lesson	Russians, Point of View S		nger, The Inuit, The Americans, The Polar Bears, The
Preparation	Russians, Point of View 5	ort	
	Content:		Language:
	Students will read "The St	tory of Three	Students will summarize the events of "The Story of
	Whales" to summarize and		Three Whales", add whale details to the Process
	details about whale traits.		Grid, and identify the various points of view in the
Objectives			text in collaborative groups.
Depth of	⊠Level 1: Recall ⊠Level 2: Skill/Concept		
Knowledge	_		
Level	Level 3: Strategic Thi	inking 🗵 Level 4	: Extended Thinking
	☐ Demonstrating indep	endence	☐ Building strong content knowledge
	⊠Responding to varying		⊠Valuing evidence
College and			
Career Ready			
Skills	⊠ Using technology and digital media strategically and capably		
	⊠ Coming to understand other perspectives and cultures		
	Duilding browledge through content wish monfielder texts		
Common Core	Building knowledge through content-rich nonfiction texts		
Instructional	Reading and writing	grounded from te	xt
Shifts	Regular practice with complex text and its academic vocabulary		

	DES	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING	
Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	Arctic Ocean, pack-ice, Inuit, plight, sky-crane helicopter, herd	waited in hope, help poured	l in, stuck fast
Academ (Tier I	STUDENTS FIGURE OUT THE MEANING	full of life, particular, coast of Alaska, left to surface, open water, sense of direction, ice-breaker, channel	natural, news began to spre	ad, concrete, torpedo
Pre-teac Considera		Students should be able to sequence events.		
		Lesson Delivery Con	nprehension	
		Check method(s) used in the lesson:		
Instruction Method		□ Modeling	oration 🗌 Independent Pi	ractice
Foundation Skills		Continue with OCR Green Section		
Lesson Openin	n	Preparing the Learner 1. Revisit the Big Idea and Essential Questions 2. Watch video: Gray Whale Migration 3. Add new information to the Process Grid		
Body of Lesson Activitie Questionin Tasks/ Strate Technolog Engageme	the 1: es/ ng/ egies/ gy/	For example: "I think we will learn about three whales swimming in icy water because I read the title and looked at the pictures." 3. Use the back of the Text Features Comprehension Bookmark to identify the text structure of the narrative text. (Sequencing-Flow Map). To determine the text structure students should note that the pictures show events happening in order. Students Who Need		Instruction: English Learners: Use sentence frames. I think we will learn about because This story is about The main idea of this story is In the beginning, In the middle, At the end of the story, Students Who Need Additional Support: See Special Ed

2.	Direct the students to talk with a partner telling how they know what the story will be about using the following frames. "I think this story is aboutbecause" "I know the main idea of this story is because"
3.	Have several students share out.
4. 5.	Direct students to turn to the corresponding page in their Open Court anthology to support their answer with evidence from the text. Direct students to the paragraph in which the answer can be found. Students should read with a partner to find the answer.
	ge 200 through 203 – What details in the story tell about the ting (where and when)?
	The story begins in the Arctic Ocean, North Coast of Alaska during the summer and later changes to the winter. It happens in 1988.
	le Sentence Stems can be used to scaffold citing evidence: Onthe author says
_	ges 200 through 203 - What behavior trait of whales is a seasonal ele? The whales migrate between the Pacific and Arctic Oceans.
	ge 203 – A behavioral trait of whales is that they travel in groups. at are these groups called? The groups are called herds.
	ge 203 – What interesting word choices does the author use to cribe the ocean in winter? <u>Quietly</u> , the ice <u>crept</u> in. The ocean was changing from blue to <u>silent</u> white.
	ge 206 – What problem do the three whales face? Why is this a blem? The whales become trapped by ice and can't reach the ocean.
des	ge 206 – What interesting word choice does the author use to cribe the picture on page 206? The whales were trapped in a prison of ice.
6.	Add any new information to the Process grid.
Day Tw Open C	Court The Three Whales First Read pages 207-219 Read the second half of the story aloud to the students unencumbered.
	ependent Questions pages 207-219 Direct students to turn to the corresponding page in their Open Court anthology to support their answer with evidence from the text.

Direct students to the paragraph in which the answer can be found. Students should read with a partner to find the Accelerated Learners: Students will research the true story of the three whales. answer.

Page 210 through 213 – What attempts to save the whales were unsuccessful?

The Inuit cut a line of breathing holes toward the open water. A bulldozer and a helicopter tried to break through the ice.

Page 215 – What do you think happened to Kannick? Support your opinion with evidence from the text.

Kannick died. He was the smallest and also the weakest.

Pages 216 through 219 – How is the whales' problem solved at the end of the story?

A Russian ice-breaker cut a path through the ice and the whales followed it to ice-free water.

Page 213 – How did the news story, "The Plight of the Whales" save the whales? What might have happened without the news story?

People from all over the world tried to help. The whales might have died.

Pages 200 through 219 – Why did the author write this story? The author wrote the story to explain how many people working together can solve a tough problem.

2. Add any new information to the Process Grid.

Point of View Sort

- 1. Ask students, "Who is telling the story in <u>The Story of Three Whales</u>?"
- 2. Ask, "What evidence supports this?"
- 3. Guide students to discover the point of view from the use of the pronoun "**they**". A narrator is telling the story. (3rd Person)
- 4. Label parts of the room: The Whales, The Wildlife Ranger, The Inuit, The Americans, The Polar Bears, The Russians
 - a. Cut apart and pass out one point of view sentence to each student.
 - b. Explain that the class goal is to help each other to match the point of view sentences to the correct labels.
 - c. Direct students to discuss their sentences, use their anthologies to find evidence, and determine their correct place in the room according to their labels.

The Whales "We can't escape this prison of ice!"	The Wildlife Ranger "People of Barrow, you must help keep the whales alive!"
The Inuit "We must cut a line of breathing holes in the ice to rescue the whales."	The Americans "Let's use a bulldozer and helicopter to save the whales."
The Polar Bears "We will soon have a feast of whale meat!"	The Russians "The whales followed our icebreaker and are free once again!"

Extending Understanding

Have students complete Learning Journal – "What Did I Learn Today?"

Writing

Lesson Reflection with Students	Big Idea: Cycles are predictable. Essential Questions: • What is a life cycle? • What are traits and how do they determine the stages of the animal's life cycle?		
	Lesson Reflection		
Teacher Reflection Evidenced by Student Learning/ Outcomes			

Lesson 6 - Point of View Sort (Page 1 of 3)

"We can't escape this prison of ice!"	"Let's use a bulldozer and helicopter to save the whales."
"We can't escape this prison of ice!"	"Let's use a bulldozer and helicopter to save the whales."
"We can't escape this prison of ice!"	"Let's use a bulldozer and helicopter to save the whales."
"We can't escape this prison of ice!"	"Let's use a bulldozer and helicopter to save the whales."
"We can't escape this prison of ice!"	"Let's use a bulldozer and helicopter to save the whales."

"We can't escape this prison of ice!" "Let's use a bulldozer and helicopter to save the whales."

Lesson 6 - Point of View Sort (Page 2 of 3)

"People of Barrow, you must help keep the whales alive!"	"We will soon have a feast of whale meat!"
"People of Barrow,	"We will soon have
you must help keep	a feast of whale
the whales alive!"	meat!"
"People of Barrow,	"We will soon have
you must help keep	a feast of whale
the whales alive!"	meat!"
"People of Barrow,	"We will soon have
you must help keep	a feast of whale
the whales alive!"	meat!"
"People of Barrow,	"We will soon have
you must help keep	a feast of whale
the whales alive!"	meat!"

"People of Barrow, you must help keep the whales alive!"

"We will soon have a feast of whale meat!"

Lesson 6 - Point of View Sort (Page 3 of 3)

"We must cut a line of breathing holes in the ice to rescue the whales."	"The whales followed our ice-breaker and are free once again!"
"We must cut a line of breathing holes in the ice to rescue the whales."	"The whales followed our ice-breaker and are free once again!"
"We must cut a line of breathing holes in the ice to rescue the whales."	"The whales followed our ice-breaker and are free once again!"
"We must cut a line of breathing holes in the ice to rescue the whales."	"The whales followed our ice-breaker and are free once again!"
"We must cut a line of breathing holes in the ice to rescue the whales."	"The whales followed our ice-breaker and are free once again!"
"We must cut a line of	The whales followed

"We must cut a line of breathing holes in the ice "The whales followed our ice-breaker and

SAUSD Common Core Lesson Planner Teacher:

Common Core and Content Standards: W2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W2.3 Recall information from experiences or gather information from provided sources to answer a question. S1.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions. b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. S1.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Teacher Resource PowerPoint, Learning Journal, Process Grid Resources. Lesson Preparation Content: Students will synthesize information about the Gray Whale. College and Carcer Ready Skills College and Carcer Ready Skills Common Core instructional Shifts Common Core instructional Shifts Common Core instructional Shifts Common Core in the Carcer Core	Unit: Lesson Whale V		Grade Level/Course: Second Grade Duration: One ELA Instructional Block Date:				
Resources/Lesson Preparation	Come Core Cont Stand	mon and tent lards	W2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W2.8 Recall information from experiences or gather information from provided sources to answer a question. SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions. b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. SL2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or				
Content: Students will synthesize information about the Gray Whale. Language: Students will collaboratively write a paragraph about the Gray Whale using a Process Grid and FLEE Map.			Teacher Resource PowerPoin	t, Learning Journal, l	Process Grid		
Content: Students will synthesize information about the Gray Whale. Language: Students will collaboratively write a paragraph about the Gray Whale using a Process Grid and FLEE Map.							
Depth of Knowledge Level 1: Recall Level 2: Skill/Concept Level 3: Strategic Thinking Level 4: Extended Thinking							
College and Career Ready Skills	Objec	etives	Content: Students will synthesize information about the Gray Whale. Language: Students will collaboratively write a paragraph about the Gray Whale using a Process				
College and Career Ready Skills Skills	Know	ledge		_	ended Thinking		
Common Core Instructional Shifts Reading and writing grounded from text Regular practice with complex text and its academic vocabulary Regular practice with complex text and its academic vocabulary Regular practice with complex text and its academic vocabulary Regular practice with complex text and its academic vocabulary WORDS WORTH KNOWING	Career	Ready	⊠Responding to varying do audience, task, purpose, and ☐Using technology and dig	emands of SVa d discipline SC gital media strategic	aluing evidence omprehending as well as critiquing ally and capably		
Note	Instruc	ctional	Reading and writing gro	ounded from text			
Pre-teaching Considerations N/A N/A N/A Students should know the norms for collaborative conversations.		DES			WORDS WORTH KNOWING		
Pre-teaching Considerations N/A N/A N/A Students should know the norms for collaborative conversations.	ic Vocabulary I & Tier III)	TEACHER PROV SIMPLE EXPLANATIO		Ж	N/A		
Considerations	Academi (Tier I	STUDENTS FIGURE OUT THE MEANING	N/A		N/A		
Lesson Delivery Comprehension			Students should know the	norms for collabora	ntive conversations.		
Lesson Denvery Comprehension			Le	esson Delivery Con	mprehension		

	Check method(s) used in the lesson:	
Instructional	☐ Modeling ☐ Guided Practice ☐ Collaboration ☐ Independent Pr	ractice
Methods	☐Guided Inquiry ⊠ Reflection	
Foundational Skills	Continue with OCR Green Section	
Lesson Opening	 Preparing the Learner Review Big Idea and Essential Questions. Explain to students that we will be writing a paragraph about the grafor the ladybug. Explain that we have already learned many things about gray whale Today we will complete a FLEE Map and use it to write a paragraph. 	es from multiple sources.
Body of the Lesson: Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement	Interacting with the Text Talking Off the Process Grid 1. Model "talking off the Process Grid" by pointing to a heading and directing students to state information in a complete sentence. Example: Teacher: "What is the animal and how is it classified?" Students: "The gray whale is a vertebrate and a mammal." Teacher: "What traits does the author include that support the idea that the whale is a vertebrate and a mammal?" Students: "The author says that the gray whale has a backbone. This supports that they are vertebrates. The author also says that gray whales need to breathe air. This proves they are a mammal." Extending Understanding Process Grid to FLEE Map 1. Direct students to turn to the "Gray Whale FLEE Map" in the Learning Journal. 2. Review the structure of the FLEE Map. 3. Direct groups to collaboratively take information from the Process Grid to the FLEE Map.	Differentiated Instruction: English Learners: I would classify as a because Mammals The is a and a I know this because The and This is important because Students Who Need Additional Support: See Special Ed Appendix. Accelerated Learners: Students can write two paragraphs - one on the whale's physical traits and one on the whale's behavioral traits.
Writing	 Direct groups to collaboratively take the information from the FLE complete sentences to write a paragraph. Each student will complet If needed, direct student to the "Informational Writing Checklist" in Direct students to share group paragraphs. 	E Map and turn it into te a FLEE Map.
Lesson Reflection with Students	Big Idea: Cycles are predictable. Essential Questions: • How do scientists classify animals? • What is a life cycle? • What are traits and how do they determine the stages of the animal • How are life cycles of animals alike and different?	l's life cycle?
	Lesson Reflection	
Teacher Reflection Evidenced by Student Learning/		

Life Cycles Unit, 2nd Grade

I wrote about the topic and drew a life cycle diagram.
I organized my ideas and information using a clear topic sentence at least 3 details with a "tell me more" for each detail a concluding sentence
I used evidence from the text in my writing.
I used 3 transitions in the life cycle diagram (first, next, after, then, finally).
I used academic language.
I used one descriptive word.
I used correct punctuation, capitalization, and spelling.

SAUSD Common Core Lesson Planner Teacher:

Unit:		Grade Level	Duration:			
Lesson	#8	Second Grade	Date: Two ELA Instructional Blocks			
Expert						
Groups	S					
Come Core Cont Stand	and tent	key details in a text. RI2.2 Identify the main topic text. RI2.4 Determine the meaning Know and use various text formenus, icons) to locate key for RI2.8 Describe how reasons RI2.10 By the end of year, roand technical texts, in the 2-3 the range. SL2.1 Participate in collabor peers and adults in small and a) Follow agreed-up b) Build on others' c) Ask for clarificat	uestions who, what, where, when, why, and how to demonstrate understanding of of a multi-paragraph text as well as the focus of specific paragraphs within the g of words and phrases in a text relevant to a grade 2 topic or subject area.RIT.5 atures (e.g., captions, bold print, subheadings, glossaries, indexes, electronic acts or information in a text efficiently. Support specific points the author makes in a text. ead and comprehend informational texts, including history/social studies, science, a text complexity band proficiently, with scaffolding as needed at the high end of ative conversations with diverse partners about grade 2 topics and texts with larger groups. On rules for discussions. alk in conversations by linking their comments to the remarks of others. On and further explanation as needed about the topics and texts under discussion. By ideas or details from a text read aloud or information presented orally or			
Mata	wiels/	through other media. Teacher Resource PowerPoint	nt Loorning Journal			
Mater Resou				nning Classification – Reptiles,		
Less		Discovery Education video:	Animal Groups: Begi	nning Classification – Amphibians,		
Prepai				st identification cards, Sea Turtle informational text, Frog		
		informational text, Process Content:	Brid, Question/Answer	Frames from learning journal		
Objec	ctives	Students will read informa	will read informational text about or sea turtle to learn about their Students will describe the frog or sea turtle's tra and life cycle with a partner.			
Dept	h of	⊠Level 1: Recall ⊠Level	l 2: Skill/Concept			
Know	_	 ☑ Level 3: Strategic Thinking ☑ Level 4: Extended Thinking 				
Lev	vel	NA DEVELO. Strategic Timinking NA Devel 4. Extended Timinking				
Colleg Career Ski	Ready	audience, task, purpose, an ⊠Using technology and di	onstrating independence			
G		☑ Building knowledge thr	ough content-rich no	onfiction texts		
Commo Instruc		Reading and writing gro	ounded from text			
Shi		_	Regular practice with complex text and its academic vocabulary			
		Regular practice with complex text and its academic vocabulary				
KEY WORDS ESSENTIAL TO WORDS WO		WORDS WORTH KNOWING				
c (III)	VID	UNDERSTANI		ORDIN HORITI MITOTI		
Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	absorbs, moisture, scaly, f	lipper-like			

HE	remainder, slimy, muscular, habitat,	sideways, upwards	
STUDENTS FIGURE OUT THE MEANING	sprout, mature, stub, miniature, jaw,		
DDE E OI	resting, hatchlings, journey		
STU STU ME			
FIC			
Pre-teaching	Students should know the norms for collab	orative conversations.	
Considerations			
	Lesson Delivery Con	prehension	
	Check method(s) used in the lesson:		
Instructional	☐Modeling ☐Guided Practice ☐Collabo	oration 🛭 Independent P	ractice
Methods	Methods Guided Inquiry Reflection		
Prior Knowledge, Context, and Motivation:	Preparing the Learner Revisit the Zoologist Project 1. Revisit the Big Idea and Essential Queses 2. Re-read the letter from the ABC Zoo to 3. Explain that we need to research two me to the zoo. Later in this unit, we will make	your class. ore animals before we can i	
Body of the Lesson: Activities/ Questioning/ Tasks/ Strategies/ Technology/ Engagement	1. Explain the following to students: a. You will become an expert on a b. One half of the class will be learning a c. You will work in groups of four by reading and taking notes on like we did with the ladybug and d. You will be responsible for tead learn to others. As they listen to will be taking notes by filling in e. This information will be shared placed on our class process grijust like we did with the other animals. Interacting With the Text Directions for Expert Groups 1. Divide class in half and then into group 2. Assign one half of the class to read the the Learning Journal. Assign the other informational text in the Learning Journal. Obstribute the Expert Group Identificating identify their group. 4. Using the informational text and the Text Comprehension Bookmark, remind group text features and the structure of the text features and the structure of the text on the structure of the text features. 5. Guide groups to orally read each section Note: Both groups should be working a facilitate. 6. After each section of the text, have part "Question/Answer Frames" in their Learning a. One student asks the question, of the structure of the text and the reach section of the text, have part "Question/Answer Frames" in their Learning a. One student asks the question, of the text and the groups to one student asks the question, of the text and the groups to one student asks the question, of the text and the groups to one student asks the question, of the text and the groups to one student asks the question, of the text and the groups to one student asks the question, of the text and the groups to one student asks the question, of the text and the groups to one student asks the question, of the text and the groups to one student asks the question, of the text and the groups to one student asks the question, of the text and the groups to one student asks the question, of the text and the groups to one student asks the question, of the groups the groups the groups the groups to one student asks the questio	arning about the frog and about the sea turtle. It to learn about the animal your Process Grid, just d whale. It thing the information you to your presentation, they at their Process Grid. If out to our class and be add, If register frog informational text in half to read the Sea Turtle hal. If on Cards to help students the statement of th	Differentiated Instruction: English Learners: A is classified as a and a The has It Students Who Need Additional Support: See Special Ed Appendix Accelerated Learners:

Lesson Continuum



b. Set the expectation that students are responding in complete sentences.

Classificat	ion	
Partner A:	"What is the animal and how is it classified?"	
Partner B:	"A is classified as a and a	"
	"How do you know?"	
Partner B:	"It is a because it is/has	,,
	Traits: "What are physical traits of the?" "The has It It also	
Behaviora		

Life Cycle:

Partner A:	"What are	e the life o	cycle stages	of the	?"
Partner B:	"First,		" "As it gr	ows older, _	"
	"When	. "	"Finally,	. "	

Partner B: "The _____ has _____. It _____. It also _____.

- 7. Direct students to enter the information on their Process Grid in the Learning Journal.
- 8. Direct students to draw the life cycle diagram. Add captions.

Expert Teaching

- 1. Reorganize groups to include two frog and two sea turtle experts.
- 2. Direct frog experts to teach first. Using the "Question/Answer Frames" from the Learning Journal, the learners take turns asking a question and the experts take turns answering.
- 3. As experts answer questions, learners will fill in their Process Grid.
- 4. Expert shares drawing of the life cycle and learners complete "Life Cycle Diagram" in the Learning Journal.
- 5. Experts switch roles and the sea turtles will now be the teaching experts.

Day Two

Process Grid

- 1. Assemble students in front of the whole class Process Grid. Direct students to have their informational text and Process Grids.
- 2. Fill in the Frog row, one column at a time, by calling on students to provide information.

Process Grid

Animal / Illustration	Classifications (vertebrate/invertebrate) (insect, mammal, reptile, amphibian, fish)	Traits (Physical and Behavioral)	Life Cycle
Frog	vertebrate amphibian	- lives under water and on land - drinks and breathes through its skin - wet and slimy - long, powerful legs - short backbone - has teeth -sticky, muscular tongue to catch food	(Use either words or pictures)

	- will die if its skin dries out - keeps its eyes open	
--	--	--

- 3. Ask students if there is any additional information from the video or informational text that they would like to add.
- 4. Repeat the same process with the sea turtle.
- 5. Add new learning to inquiry Circle Map and classification Tree Map.

map.			
Animal / Illustration	Classifications (vertebrate/invertebrate) (insect, mammal, reptile, amphibian, fish)	Traits (Physical and Behavioral)	Life Cycle
Sea Turtle	vertebrate reptile	- breathe air -scaly skin -4 flipper-like legs -shell for protection -has beak-shaped jaw instead of teeth -eats sea plants and sea animals -lives in warm seas -strong swimmers & divers -can stay under water for 5 hours	(Use either words or pictures)

Extending Understanding

Recommendation to the Zoo



- Discuss which animal (ladybug, butterfly, whale, frog, and sea turtle) would be the best choice for the ABC Zoo. Include evidence to support your opinion.
- 2. As a class, determine which animal is the most popular.
- 3. Optional: Write a class letter back to the zoo.

Homework/Extended Response:

1. Learning Journal p. 37-38: This activity can be completed in class or as a homework assignment. Students will use their texts to answer the extended response format questions. You may choose to assign each expert group the extended response question about their animal, their partner's animal, or have all students complete both.

Lesson Reflection		
Teacher		
Reflection		
Evidenced		
by Student		
Learning/		
Outcomes		



Let me introduce myself. I am Ann Amole, the director of the ABC Zoo. I would like your help. The zoo is planning to add a new animal exhibit and has learned that your class is studying animals. We would like you to take a few weeks to become experts on the ladybug, butterfly, whale, sea turtle and the frog. Please learn about each animal's classification, traits, and life cycle. Then make a recommendation to us about which animal we should add to the zoo. We would love to hear your opinions about the animal you choose.

In addition, we have a special showing of the movie "Rio" planned for next month. As you might know, the main characters in the movie are macaws, birds found in many rain forests. We would love to hand out brochures about the macaw at the movie. Could each student in your class prepare a macaw brochure including an illustration, classification, traits, and a life cycle diagram?

We know this is a big project, but have heard you are up to the challenge!

Thank you for your help!



Sincerely,

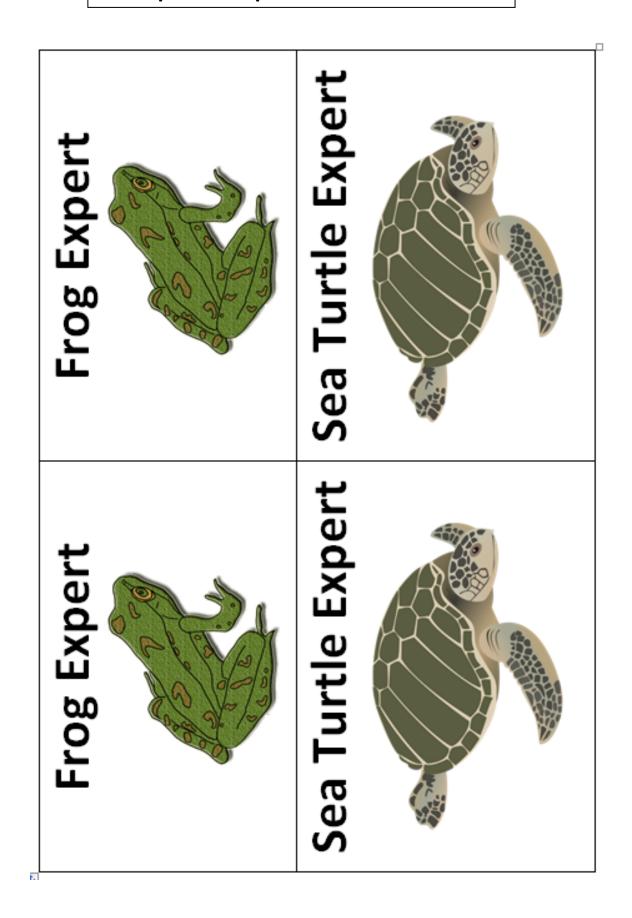
Ann Amole

Ann Amole

Director of the ABC Zoo



Expert Group Identification Cards



Date _____

Frog



Classification: Frogs are vertebrates because they

have a backbone. They are also classified as amphibians. Amphibian means two lives, a frog will spend part of their life under water and the



Physical Traits: Frogs have special skin! They drink and breathe through it. The frog gets its moisture through its skin. This is why they are wet and slimy. They have long, powerful jumping legs and a very short backbone. Most frogs have teeth. They have a sticky, muscular tongue that allows them to catch and swallow insects.



remainder on land.

Behavioral Traits: Even though frogs live on land, they must live near water. They will die if their skin dries out. Frogs can see in front of them, sideways, and upwards all at the same time. They don't keep their eyes closed – not even when the sleep.

Life cycle: First, frogs lay their eggs near water. Next, the eggs hatch into tadpoles. Tadpoles breathe with gills and swim using a tail.



Around 6 weeks, legs and arms pop out. As they get older, they will have a teeny tail stub. Finally, the tail stub disappears and they are an adult frog and are ready to lay eggs.

N T			
Name			

Date

Sea Turtle



Classification: Sea turtles are vertebrates because they have a backbone. Sea turtles are also reptiles. They have scaly skin and they breathe air.

Physical Traits: Sea turtles have four flippers that help them swim in the ocean. They have a shell that protects them. Sea turtles do not have teeth. Their jaw is like a beak to help them eat their food. Sea turtles can be brown, green, or black.



Behavioral Traits: Sea turtles spend their lives in the warm waters searching for sea plants and sea animals to eat. They are strong swimmers and good divers. Sea turtles can stay under water for as long as five hours when they are resting.

Life cycle: First, a sea turtle lays eggs in a nest. After 1 to 2 months, the baby turtles begin to break

out of their eggs. They stay in the nest



until they make their journey to the sea.

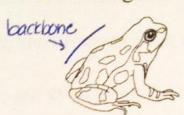
Soon, the babies climb out
of their nest and head to the
water. They live in the ocean until

they are full grown. Finally, they are ready to lay eggs of their own.

Lexile: 630

Name	Date
1 4 6 6 2 2 2 4 100	

Frog



Classification: Frogs are vertebrates because they

have a backbone. They are also classified as amphibians. Amphibian means two lives, a frog will spend part of their life under water and the remainder on land.



Physical Traits: Frogs have special skin! They drink and breathe through it. The frog gets its moisture through its skin. This is why they are wet and slimy. They have long, powerful jumping legs and a very short backbone. Most frogs have teeth. They have a sticky, muscular tongue that allows them to catch and swallow insects.

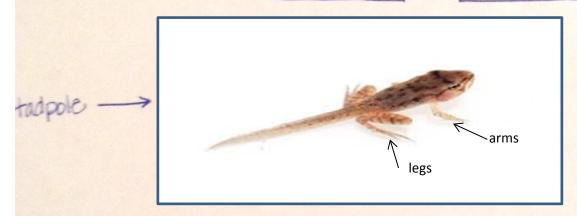
catch and swallow insects.

Sticky tongue

SAUSD Common Core Lesson

Behavioral Traits: Even though frogs live on land, they must live near water. They will die if their skin dries out. Frogs can see in front of them, sideways, and upwards all at the same time. They don't keep their eyes closed – not even when the sleep.

Life cycle: First, frogs lay their eggs near water. Next, the eggs hatch into tadpoles. Tadpoles breathe with gills and swim using a tail.

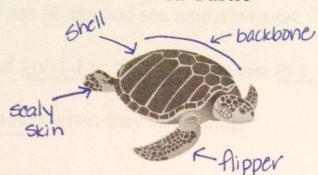


Around 6 weeks, legs and arms pop out. As they get older, they will have a teeny tail stub. Finally the tail stub disappears and they are an adult frog and are ready to lay eggs.

Lexile: 620

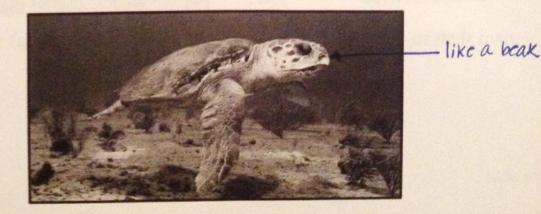
Date

Sea Turtle



Classification: Sea turtles are vertebrates because they have a backbone. Sea turtles are also reptiles. They have scaly skin and they breathe air.

Physical Traits: Sea turtles have four flippers that help them swim in the ocean. They have a shell that protects them. Sea turtles do not have teeth. Their jaw is like a beak to help them eat their food. Sea turtles can be brown, green, or black.



SAUSD Common Core Lesson

Behavioral Traits: Sea turtles spend their lives in the warm waters searching for sea plants and sea animals to eat. They are strong swimmers and good divers. Sea turtles can stay under water for as long as five hours when they are resting.

Life cycle: First a sea turtle lays eggs in a nest. After 1 to 2 months the baby turtles begin to break

out of their eggs. They stay in the nest

until they make their journey to the sea.



Soon, the babies climb out of their nest and head to the

water. They live in the ocean until

they are full grown. Finally they are ready to lay eggs of their own.

Lexile: 530

Question / Answer Frames

Your animal expert is ready to teach you all about their animal. Use the frames below to help guide your conversation. Take turns asking the questions.

Group Member:	What is your animal and how is it classified? How do you know?
Expert:	My animal is a It is classified as a and a (an)
	I know it is a because it is/has
Group Member:	What are three traits of the?
Expert:	The has
	It
	It also
Group Member:	What are the life cycle stages of?
Expert:	First,
	As it grows older,
,	When
	Finally,

Name

Interesting Facts	
Traits physical and behavioral	
Classifications vertebrate/invertebrate mammal, reptile, amphibian, fish, bird, insect	
Animal	Animal name:

Draw Life Cycle Diagram on the back of this page.

Name

Interesting Facts	
Traits physical and behavioral	
Classifications vertebrate/invertebrate memmal, reptile, emphibiem, fish, bird, insect	
Animal	Animal name:

Draw Life Cycle Diagram on the back of this page.

Name	Date
Use your Frog te	work: Extended Response ext to answer the following questions. nor describe the frog's skin?
2. What are some exa description?	amples from the text that support this

Name	Date		- Alle
Use your Sea Tu 1. The author state		following question for the strong swin	nmers.
What details did	the author use to	support, or sho	ow, this?

SAUSD Common Core Lesson Planner Teacher:

Unit:		Grade Level/Course: Duration: Two ELA Instructional Block			
Lesson		Second Grade Date:			
Zoologis Brochur					
Com Core Cont Stand	mon and tent	Content Standards: RI2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. W2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). SL2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a) Follow agreed-upon rules for discussions. b) Build on others' talk in conversations by linking their comments to the remarks of others. c) Ask for clarification and further explanation as needed about the topics and texts under discussion. SL2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.			
Mater Resou Less Prepar	rces/ son	Teacher Resource PowerPoint, Learning Journal, construction paper (12 x 18 for each student), glue, ABC Zoo Letter, supplies for adding color, Text Features Comprehension Bookmark			
Content: Students will synthesize information about the macaw into an animal brochure. Cobjectives Language: Students will collaboration about animal brochure.		Students will collaboratively write and construct an			
Knowledge		_	Level 1: Recall \(\sum \)Level 2: Skill/Concept Level 3: Strategic Thinking \(\sum \) Level 4: Extended Thinking		
College and Career Ready Skills		 ☑ Demonstrating independence ☑ Building strong content knowledge ☑ Responding to varying demands of audience, task, purpose, and discipline ☑ Comprehending as well as critiquing ☐ Using technology and digital media strategically and capably ☑ Coming to understand other perspectives and cultures 			
Common Core Instructional Shifts		 ☑ Building knowledge through content-rich nonfiction texts ☑ Reading and writing grounded from text ☑ Regular practice with complex text and its academic vocabulary 			
Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSEI UNDERSTANI brochure		WORDS WORTH KNOWING	

3. The diagram should include an illustration and caption for

Lesson Continuum

each stage. **Construct the Brochure (Sample Picture Included)** Each student will complete a brochure. Each student will need a 12 x 18 sheet of construction paper 3. Fold the construction paper in half. 4. On the cover, include the animal's name, an illustration, and zoologist's name. 5. On the inside left, have students glue their diagram of the life cycle with captions. 6. On the inside right, have students glue their writing. **Sharing the Brochure** 1. Students complete a Gallery Walk to showcase their brochures. Jessica R. The Macaw animal. It is classified as rebrate and a bird. To like red, blue and yellow. Also, it makes a lot of noise. It squeaks and screams. In a macaw flies fast. It doesn't travel alone. In conclusion, a

Writing (See Above) Big Idea: An animal's life cycle is predictable based on its classification. Essential Questions: How do scientists classify animals? What is a life cycle? What are traits and how do they determine the stages of the animal's life cycle? How are life cycles of animals alike and different? Lesson Reflection

Teacher		
Reflection		
Evidenced		
by Student Learning/		
Learning/		
Outcomes		
Nome	Data	
Name	Date	

Macaw



Classification: Macaws are vertebrates. They have a backbone. They are classified as a bird. There are about 17 macaw species in the world. Macaws mostly live in the rainforests of Mexico, Central America, and South America.

Physical Traits: Macaws are large birds.

They can be up to 35 inches long. They have blue, red, green, yellow, and orange feathers.

Some macaws have wings that are 2 feet long.

Macaws have a curved bill that is sharp and powerful.



Behavioral Traits: Macaws nest in holes that are high in the trees. They are intelligent and social birds. Macaws



are very noisy birds. They make loud squeaks and screams. Macaws can fly



up to 30 miles per hour. They fly in pairs or in small flocks.

They can live for up to 80 years.

Make a Life Cycle Diagram using the following paragraph.

Life Cycle: First, macaws lay two plain white eggs. Both parents incubate, or sit on the eggs. The chick hatches after 26 days. Macaws stay with their parents for two to ten years. Finally, the macaw will have babies of its own.



Interesting Facts	
Traits physical and behavioral	
Classifications vertebrate/invertebrate mammal, reptile, amphibian, fish, bird, insect	
Animal	Animal name:

Draw Life Cycle Diagram on the back of this page.

FLEE Map for Description		Name
Opening Sentence (animal and classifications)		
Trait	Trait	Trait
Closing Sentence		

Name	 Date



Informational Writing Checklist Life Cycles Unit, 2nd Grade

I wrote about the topic and drew a life cycle diagram.
I organized my ideas and information using a clear topic sentence at least 3 details with a "tell me more" for each detail a concluding sentence
I used evidence from the text in my writing.
I used 3 transitions in the life cycle diagram (first, next, after, then, finally).
I used academic language.
I used one descriptive word.
I used correct punctuation, capitalization, and spelling.

