

GREAT MINDS® WIT & WISDOM

Grade 2 Module 1

A Season of Change

Teacher Edition



Great Minds® is the creator of *Eureka Math*®,
Wit & Wisdom®, *Alexandria Plan*™, and *PhD Science*®.

Published by Great Minds PBC
greatminds.org

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Printed in the USA

A-Print

1 2 3 4 5 6 7 8 9 10 XXX 27 26 25 24 23

979-8-88588-724-3

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Wit & Wisdom

GRADE 2, MODULE 1

A Season of Change

Module Summary

How beautifully leaves grow old. How full of light and color are their last days.

—John Burroughs

How do we notice the change that happens in the world? What factors affect change in our lives? Students in Grade 2 make sense of the world around them. In this module, they observe change through the cycle of the four seasons—winter, spring, summer, and fall—and they investigate the cause of those changes. As students examine seasonal differences, they explore how change impacts characters in beautifully crafted texts, and, through character study, recognize how people change.

Change is a concept that students wrestle with in school, in their lives, and in the world. This module focuses on seasons as an example of change and transformation. The study also exposes students to the science behind the transition from fall to winter. The knowledge gained in the module provides a foundation for understanding the complex changes students will encounter in text and in their lives.

Students begin the study through multisensory explorations of the poem “Weather” by Eve Merriam and four fine art paintings: *Paris Street, Rainy Day* by Gustave Caillebotte; *Hunters in the Snow* by Pieter Bruegel the Elder; *Bathers at Asnières* by Georges Seurat; and *Autumn Landscape* by Maurice de Vlaminck. Students begin by noticing and wondering how change is represented and described in poetry and art. They empathize with the fear and loneliness of Berger’s *Little Yellow Leaf* and Lionni’s chameleon in *A Color of His Own*, and recognize that change can be less daunting with a friend by your side. In *How Do You Know It’s Fall?* and *Why Do Leaves Change Color?* students explore changes that happen in autumn, and then dive deep into the process of how the vivid colors of fall are born. In *Sky Tree*, graceful paintings paired with lyrical language depict the four seasons, and highlight the repetitive cycle of change in nature.

For their End-of-Module (EOM) Task, students write an informative paragraph, using evidence from the texts they have studied, to convey their understanding of change and the impact it has on plants and animals.

Essential Question

How does change impact people and nature?

SUGGESTED STUDENT UNDERSTANDINGS

- Change is a complex process.
- Seasonal changes impact people and nature.
- Autumn is a season of much change.
- Leaves change color in autumn because of the changes in weather.
- Friends can help us change.

Texts

CORE TEXTS

Poetry

“Weather,” Eve Merriam (<http://witeng.link/0629>)

Picture Book (Informational)

How Do You Know It’s Fall?, Lisa M. Herrington

Why Do Leaves Change Color?, Betsy Maestro

Sky Tree, Thomas Locker

Picture Book (Literary)

The Little Yellow Leaf, Carin Berger

A Color of His Own, Leo Lionni

SUPPLEMENTARY TEXTS

Paintings

- *Autumn Landscape*, Maurice de Vlaminck (<http://witeng.link/0555>)
- *Bathers at Asnières*, Georges Seurat (<http://witeng.link/0632>)
- *Hunters in the Snow*, Pieter Bruegel the Elder (<http://witeng.link/0631>)
- *Paris Street, Rainy Day*, Gustave Caillebotte

- Websites

“ASL Sign for: stop,” *American Sign Language Dictionary* (<http://witeng.link/0639>)

“ASL Sign for: linked,” *American Sign Language Dictionary* (<http://witeng.link/0640>)

“ASL Sign for: same,” *American Sign Language Dictionary* (<http://witeng.link/0272>)

Module Learning Goals

KNOWLEDGE GOALS

- Define *change* as the process of becoming different than before.
- Use key words *first*, *then*, *finally* to identify the process of change.
- Recognize that friends can help people manage change.
- Identify the impact of weather on leaves in autumn.
- Identify how changes in fall weather impact people, plants, and animals.

READING GOALS

- Practice questioning to clarify understandings of a new text. (RL.2.1, RI.2.1)
- Recount stories, including details about character, setting, problem, and resolution. (RL.2.2)
- Explain how beginnings and endings in text relate to one another. (RL.2.5)
- Identify main topics and details in multi-paragraph text. (RI.2.2)
- Read orally with accuracy and fluency to support understanding. (RF.2.4)

WRITING GOALS

- Write informative paragraphs that state a topic, develop it with evidence, and conclude by reinforcing the topic in a conclusion. (W.2.2)
- Organize and choose text evidence to respond to a prompt. (W.2.8)
- With guidance from adults and peers, revise writing to strengthen it as needed. (W.2.5)

SPEAKING AND LISTENING GOALS

- Notice the whole message in a text and speakers' remarks. (SL.2.1.a, SL.2.1.b)
- Take part in collaborative conversations with peers. (SL.2.1.a)
- Link responses to those of peers. (SL.2.1.b)

LANGUAGE GOALS

- Use adjectives to provide detail in speaking and writing. (L.2.1.e)
- Identify, form, and expand simple and compound sentences. (L.2.1.f)
- Use sentence-level context to determine the meaning of unfamiliar words. (L.2.4.a)
- Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases. (L.2.4.e)
- Identify real-life connections between words and their use. (L.2.5.a)

Module in Context

- **Knowledge:** Change can be both fascinating and unsettling. In *Season of Change*, students explore the world around them and the feelings that change can generate. Students analyze visually stunning, thought-provoking literature and art, as well as rich informative text, to uncover some of the mysteries of change: its fleeting yet timeless nature; its capacity to challenge and inspire; and the contradiction between changes that are fast and slow, big and small. As students gain insight into the vastness and unpredictability of the ever-widening world, they begin to make sense of the circular nature of change in their lives and in the world around them.
- **Reading:** Students will closely read poems, stories, and informational texts, and examine how authors make meaning using words, phrases, and literary devices. Students practice identifying story elements, working extensively with problem and resolution, to recognize how authors describe the process of change and how characters react to change. Students identify details in evidence-based, multi-paragraph texts. While discussing and writing about literature and informational text, students focus on how authors and illustrators craft stories and illustrations, examining authors' use of words and phrases that capture beauty and change in nature.
- **Writing:** Through frequent practice, students develop the ability to draft an informative paragraph by collecting and recording evidence, taking notes, writing, and providing and receiving feedback about their writing. Over the course of the module, students practice writing topic statements, adding evidence to support their topic, and closing with strong conclusions. Revision focuses on integrating new, technical vocabulary in their writing and using select words and phrases from the text. The End-of-Module Task repeats the same process used in writing responses to Focusing Questions throughout the module; students read closely, take notes, and compose sentences using evidence from notes and key terms.
- **Speaking and Listening:** Students extend their speaking and listening skills first through noticing the central message when listening, and later by learning how to connect their ideas to others' when speaking. During two Socratic Seminars, students practice and improve their listening and discussion skills as they discuss changes in fall and compare how characters change in two different texts.

Standards

FOCUS STANDARDS

Reading Literature	
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
Reading Informational Text	
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RI.2.2	Identify the main topic of multi-paragraph text as well as the focus of specific paragraphs within the text.
Writing	
W.2.2	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.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening	
SL.2.1	Participate in collaborative conversations with diverse partners about <i>Grade 2 topics and texts</i> with peers and adults in small and larger groups.
SL.2.1.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).
SL.2.1.b	Build on others' talk in conversations by linking their comments to the remarks of others.
Language	
L.2.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.1.f	Produce, expand, and rearrange complete simple and compound sentences.

CONTINUING STANDARDS

Reading Literature	
RL.2.10	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.

Reading Informational Text	
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Language	
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Major Assessments

Focusing Question Task	Elements That Support Success on the EOM Task	Standards
1. Write a topic statement using key terms from the Focusing Question and module vocabulary to collaboratively write an informative paragraph on the impact of fall on people and nature.	Write a topic sentence that states the essential idea of an informative paragraph and answers the question.	RI.2.2, W.2.2
2. Write an informative paragraph with a topic statement and evidence explaining how the Little Yellow Leaf changes.	- Write a topic statement that states the essential idea of an informative paragraph and answers the question. - Analyze and synthesize evidence from the text to support the topic statement. - Organize evidence in the paragraph.	RL.2.2, W.2.2, L.2.1.e, L.2.1.f
3. Write an informative paragraph with a topic statement and evidence explaining how the chameleon changes.	- Write a topic statement that states the essential idea of the paragraph and answers the question. - Analyze and synthesize evidence from the text to support the topic statement. - Organize evidence in the paragraph.	RL.2.2, W.2.2, L.2.1.e, L.2.1.f
4. Write an informative paragraph explaining the impact of fall weather on leaves.	- Write a topic statement and conclusion that convey the essential idea of the paragraph and answers the question. - Analyze and synthesize evidence from the text to support the topic statement. - Use temporal words to organize the evidence in the paragraph.	RI.2.2, W.2.2, L.2.1.f
5. Write an informative paragraph explaining how <i>Sky Tree</i> shows the cycle of change in the seasons.	- Write a topic statement and conclusion that conveys the essential idea of a paragraph and answers the question. - Analyze and synthesize evidence from the text to support the topic statement. - Organize evidence in the paragraph.	RL.2.2, RL.2.5, W.2.2, W.2.8, L.2.1.e, L.2.1.f

New-Read Assessment	Elements That Support Success on the EOM Task	Standards
1. Read <i>A Color of His Own</i> and identify story elements of character, setting, problem, and resolution. Use an evidence organizer to record evidence of change using temporal words <i>first</i> , <i>then</i> , and <i>finally</i> .	- Analyze and synthesize evidence from the text relevant to the Focusing Question Task (FQT). - Record evidence on an evidence organizer.	RL.2.1, RL.2.2, W.2.2
2. Read an excerpt of <i>Why Do Leaves Change Color?</i> and answer questions about the topic of the multi-paragraph text.	Use details and key terms to answer questions about the text, such as <i>who</i>, <i>what</i>, <i>when</i>, <i>why</i>, and <i>how</i>.	RI.2.1

Socratic Seminars	Elements That Support Success on the EOM Task	Standards
1. Synthesize information from <i>How Do You Know It's Fall?</i> to demonstrate understanding of changes in fall.	- Demonstrate an understanding of changes in fall. - Use text evidence to support statements about changes in fall. - Link ideas to what others say during the Socratic Seminar.	SL.2.1, SL.2.2, SL.2.6
2. Compare and contrast the change that two characters experience in <i>A Color of His Own</i> and <i>The Little Yellow Leaf</i> .	- Demonstrate an understanding of similarities and differences in how characters change. - Notice the whole message from the texts. - Use evidence from the texts to discuss the changes of the characters. - Link ideas to what others say during the Socratic Seminar.	SL.2.1, SL.2.2, SL.2.6

End-of-Module Task	Criteria for Success	Standards
Write a paragraph for the classroom text about how changes in fall weather impact plants or animals. Use evidence from two texts in the module.	- Write a topic statement and conclusion that convey the essential idea of the paragraph and answer the question. - Analyze and synthesize evidence from multiple texts to support the topic statement. - Record evidence from multiple texts on an evidence organizer. - Revise draft based on peer feedback.	RL.2.2 RI.2.2 W.2.2, W.2.5, W.2.8 L.2.1.f

Vocabulary Assessments*	Elements That Support Success on the EOM Task	Standard
Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.	- Acquire and use grade-appropriate academic terms. - Acquire and use domain-specific or text-critical words essential for communication about the module's topic.	L.2.6

* While not considered Major Assessments in Wit & Wisdom, Vocabulary Assessments are listed here for your convenience. Please find details on Checks for Understanding (CFUs) within each lesson.

Module Map

Focusing Question 1: What changes in “Weather”?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
1	“Weather” <i>Paris Street, Rainy Day</i> <i>Hunters in the Snow</i> <i>Bathers at Asnières</i> <i>Autumn Landscape</i>	Wonder What do I notice and wonder about the poem “Weather”?	Examine Why is it important to read fluently?	- Describe a work of visual art. (RL.2.1) - Generate questions and observations about the poem “Weather.” (RL.2.1) - Use a dictionary to select the definition for <i>change</i> that connect to module overview, and make an entry in Vocabulary Journal. (L.2.4.a, L.2.4.e)
2	“Weather” <i>Paris Street, Rainy Day</i> <i>Hunters in the Snow</i> <i>Bathers at Asnières</i> <i>Autumn Landscape</i>	Organize What happens in the poem “Weather”? Reveal What does a deeper exploration of beginning and ending reveal in the poem “Weather”?	Experiment What does fluent reading sound like?	- Identify what changes in the poem “Weather” by Eve Merriam. (RL.2.5) - With repeated practice, demonstrate fluency reading the poem “Weather.” (RF.2.4) - Analyze how the author’s use of multiple-meaning word <i>flick</i> helps tell the story of rain in “Weather.” (L.2.4.e, L.2.5)
3	“Weather” <i>Paris Street, Rainy Day</i> <i>Hunters in the Snow</i> <i>Bathers at Asnières</i> <i>Autumn Landscape</i>	Know How does “Weather” build my knowledge of change?	Execute How can I emphasize key words to make my reading more fluent? Excel How can I improve my fluency?	- Identify important knowledge about change and seasons, citing evidence from “Weather” and visual art. (RL.2.1) - Recognize important words in “Weather.” (RF.2.4) - Sort verbs that show water moving in the poem “Weather,” and use them to form a word line. (L.2.5.b)
Focusing Question 2: How do changes in fall weather impact people and nature?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
4	<i>How Do You Know It’s Fall?</i>	Wonder What do I notice and wonder about <i>How Do You Know It’s Fall?</i>	Examine Why are topic statements important?	- Ask and answer questions about <i>How Do You Know It’s Fall?</i> (RI.2.1) - Identify characteristics of topic statements. (W.2.2) - Analyze how Table of Contents and Glossary in <i>How Do You Know It’s Fall?</i> organize information.

5	<i>How Do You Know It's Fall?</i>	Organize What's happening in <i>How Do You Know It's Fall?</i>	Experiment How do topic statements work?	- Identify key details and main topic of a section of text from <i>How Do You Know It's Fall?</i> with support. (RI.2.1, RI.2.2) - Draft a topic statement with support. (W.2.2) - Create a word web for academic and content vocabulary word <i>migrate</i>, including how migration is a change in animal behavior caused by the coming of fall. (L.2.4.e, L.2.5.a)
6	<i>How Do You Know It's Fall?</i>	Organize What's happening in <i>How Do You Know It's Fall?</i>	Execute How do I use topic sentences to organize my informative paragraph?	- Identify details and main topics throughout text. (RI.2.1, RI.2.2) - Use details to draft a topic sentence. (W.2.2) - Infer the meanings of academic vocabulary terms <i>directions</i> and <i>observe</i> from their context in <i>How Do You Know It's Fall?</i> and confirm using a dictionary. (L.2.4.a, L.2.4.e)
7	<i>How Do You Know It's Fall?</i>	<u>Reveal</u> What does a deeper exploration of details and main topics reveal in this text?	Examine Why is linking comments important?	- Determine main topic of <i>How Do You Know It's Fall?</i> with support. (RI.2.2) - Examine and experiment with linked responses during a discussion. (SL.2.1) - Apply the term <i>subject</i> to sentences with single subjects from <i>How Do You Know It's Fall?</i> noting that subjects do not always come first in a sentence and do not always refer to people. (L.2.1.f)
8 ✓FQT	<i>How Do You Know It's Fall?</i>	Distill What is the essential meaning of <i>How Do You Know It's Fall?</i>		- Record evidence and respond to the Focusing Question Task with support. (RI.2.2) - Identify and agree upon rules for a successful Socratic Seminar. (SL.2.1.a, SL.2.1.b, SL.2.1.c) - Continue to build understanding of sentence elements by identifying the verbs that correspond with the subjects of sentences from <i>How Do You Know It's Fall?</i> in Deep Dive 7. (L.2.1.f)
9 ✓SS	<i>How Do You Know It's Fall?</i>	Know How does <i>How Do You Know It's Fall?</i> build my knowledge of the impact of changes in fall weather?	Execute How do I link responses in a Socratic Seminar?	- Synthesize learning about change in fall and informational texts. (RI.2.1, RI.2.3, W.10*) - Participate in a Socratic Seminar. (SL.2.1.a, SL.2.1.b, SL.2.1.c) - Combine simple sentences into compound sentences about fall using conjunctions. (L.2.1.f)

Focusing Question 3: How does the Little Yellow Leaf change?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
10	<i>The Little Yellow Leaf</i> <i>How Do You Know It's Fall?</i>	Wonder What do I notice and wonder about <i>The Little Yellow Leaf</i> ?	Execute How do I link responses in a Socratic Seminar?	- Compare the whole message and partial messages in conversations. (SL.2.1, SL.2.2) - Use information from illustrations and text to ask and answer questions about <i>The Little Yellow Leaf</i>. (RL.2.7, RL.2.1) - Revise sentence fragments from classroom anchor charts into complete sentences. (L.2.1.f)
11	<i>The Little Yellow Leaf</i>	Organize What happens in <i>The Little Yellow Leaf</i> ?	Examine Why is evidence important in informative writing?	- Recount what happens in <i>The Little Yellow Leaf</i>. (RL.2.2, RL.2.3, SL.2.2, SL.2.4) - Explain why evidence is important in informative writing. (W.2.2) - Create a word line for <i>soared</i> that demonstrates understanding of shades of meaning and how word choice affects the text. (L.2.5.b)
12	<i>The Little Yellow Leaf</i>	Reveal What does a deeper exploration of the beginning and ending reveal in <i>The Little Yellow Leaf</i> ?	Experiment How does evidence work in informative writing?	- Explain what happens in the beginning, middle, and end of <i>The Little Yellow Leaf</i>. (RL.2.2, RL.2.5, SL.2.1.a) - Identify what information is provided in the beginning and end of a story and the purpose of each. (RL.2.2, RL.2.5, SL.2.1.a) - Analyze how adjectives help describe setting and action in <i>The Little Yellow Leaf</i>. (L.2.1.e, L.2.5.b)
13 ✓FQT	<i>The Little Yellow Leaf</i>	Distill What is the central message of <i>The Little Yellow Leaf</i> ?	Execute How do I use evidence to organize my informative paragraph?	- Identify the central message of <i>The Little Yellow Leaf</i>. (RL.2.2) - Select and use evidence in an informative paragraph. (RL.2.2, W.2.2, L.2.1.e, L.2.1.f) - Describe nature during fall using adjectives from the text. (L.2.1.e)

14 ✓FQT	<i>The Little Yellow Leaf</i>	Know How does this text build my knowledge of change?	Excel How do I improve my use of evidence to organize my informative paragraph?	- Revise and reflect on informative writing about change. (W.2.2, W.2.5, W.4*) - Articulate new knowledge gained from reading <i>The Little Yellow Leaf</i>. (RL.2.1, W.10**) - Revise written work composed during the main lesson, using adjectives to add detail. (L.2.1.e)
Focusing Question 4: How does the chameleon change?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
15 ✓NR	<i>A Color of His Own</i>	Wonder What do I notice and wonder about <i>A Color of His Own</i> ?		- Identify story elements and evidence of change in <i>A Color of His Own</i>. (RL.2.1, RL.2.2, RL.2.3, W.2.2, W.2.8) - Classify questions about <i>A Color of His Own</i> that relate to prior knowledge. (RL.2.1, W.10**) - Make real-life connections to the word <i>camouflage</i> and use a dictionary to confirm its meaning. (L.2.4.e, L.2.5.a)
16	<i>A Color of His Own</i>	<u>Organize</u> What's happening in <i>A Color of His Own</i> ?		- Recount what happens in <i>A Color of His Own</i>. (RL.2.1, RL.2.2) - Form complete sentences with multiple subjects. (L.2.1.f)
17	<i>A Color of His Own</i>	Reveal What does a deeper exploration of the problem and resolution reveal in <i>A Color of His Own</i> ?	Execute How do I choose evidence that supports my topic?	- Compare the chameleon's attempts to solve the problem in the beginning and at the end of <i>A Color of His Own</i>. (RL.2.3) - Choose evidence that provides support of an explanation of the ways the chameleon changes. (W.2.8) - Construct simple sentences with one or more subjects and multiple verbs based on the characters in <i>A Color of His Own</i>. (L.2.1.f)

* This lesson prepares students for W.4, which first appears in the Grade 3 CCSS.

** This lesson prepares students for W.10, which first appears in the Grade 3 CCSS.

18 ✓FQT	<i>A Color of His Own</i>	Distill What is the central message of <i>A Color of His Own</i> ?	Execute How do I choose evidence that supports my topic? Experiment How does linking comments work?	- Write an informative paragraph about how the chameleon changes, including a topic statement and evidence that supports the topic. (RL.2.2, W.2.2, L.2.1.e, L.2.1.f, W.4*) - Determine the central message of <i>A Color of His Own</i>. (RL.2.2, W.10**)
19 ✓SS	<i>A Color of His Own</i> <i>The Little Yellow Leaf</i>	Know How do I link comments in a Socratic Seminar?	Execute How do I respond to others in a Socratic Seminar?	- Describe knowledge and skills gained from reading <i>A Color of His Own</i>. (RL.2.1, W.10**) - Link students' own comments to the remarks of others in a discussion comparing the Little Yellow Leaf and the chameleon. (SL.2.1, SL.2.6) - Vary sentence structures by combining sentences using conjunctions. (L.2.1.f)
Focusing Question 5: How does weather impact leaves in fall?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
20 ✓NR	<i>Why Do Leaves Change Color?</i>	Notice and Wonder What do I notice and wonder about <i>Why Do Leaves Change Color?</i>		- Record observations and questions about <i>Why Do Leaves Change Color?</i> (RI.2.1) - Identify the connection between leaves and trees. (RI.2.1, RI.2.3) - Connect academic vocabulary words <i>separate</i> and <i>shape</i> with content knowledge from additional texts in the module. (L.2.2.e)
21	<i>Why Do Leaves Change Color?</i>	Organize What's happening in <i>Why Do Leaves Change Color?</i>	Examine Why do we conclude our informative paragraphs?	- Identify the main topics and details of <i>Why Do Leaves Change Color?</i> (RI.2.1, RI.2.2) - Examine and identify characteristics of conclusions. (W.2.2) - Apply Outside-In strategy and morphemes to determine meaning of <i>uncurled</i> and <i>disappear</i> in <i>Why Do Leaves Change Color?</i> (L.2.4.b, L.2.4.c)

* This lesson prepares students for W.4, which first appears in the Grade 3 CCSS.

** This lesson prepares students for W.10, which first appears in the Grade 3 CCSS.

22	<i>Why Do Leaves Change Color?</i>	Reveal What does a deeper exploration of the key terms reveal in <i>Why Do Leaves Change Color?</i>	Experiment How does a conclusion work?	- Use key terms to identify change process in leaves. (RI.2.1, RI.2.3, RI.2.4) - With support, draft a conclusion. (W.2.2) - Analyze multiple-choice questions to choose the correct definition for <i>survive</i> and <i>usually</i>. (L.2.4.a, L.2.4.e)
23	<i>Why Do Leaves Change Color?</i>	Distill What is the essential meaning of <i>Why Do Leaves Change Color?</i>	Execute How do I use a conclusion in my informative paragraph?	- Determine connections between key terms and topics. (RI.2.2, RI.2.3, L.2.5) - Draft and rehearse an informative paragraph. (W.2.2, W.2.8, W.4*) - Combine simple sentences using conjunctions to explain key concepts from <i>Why Do Leaves Change Color?</i> (L.2.1.f)
24 ✓FQT	<i>Why Do Leaves Change Color?</i>	Know How does <i>Why Do Leaves Change Color?</i> build my knowledge of changes in nature in fall?	Excel How do I improve my use of a conclusion in my informative paragraph?	- Identify the connections between texts and module learning. (RI.2.10, RI.2.3) - Publish an informative paragraph about the impact of weather on trees in fall. (W.2.2, W.4*) - Self-assess informative paragraphs drafted in response to the Focusing Question Task for compound sentences, module vocabulary, and complete sentences. (L.2.1.f)

* This lesson prepares students for W.4, which first appears in the Grade 3 CCSS.

Focusing Question 6: How does <i>Sky Tree</i> show the cycle of seasons?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
25	<i>Sky Tree</i> “Weather” <i>Paris Street, Rainy Day</i> <i>Hunters in the Snow</i> <i>Bathers at Asnières</i> <i>Autumn Landscape</i>	Notice and Wonder What do I notice and wonder about the paintings in <i>Sky Tree</i> ?		Describe the impact of color in <i>Sky Tree</i> paintings. (RL.2.2, RL.2.7, SL.2.1)
26	<i>Sky Tree</i>	Notice and Wonder What do I notice and wonder about <i>Sky Tree</i> ?	Examine Why is revision important?	- Generate and respond to student-generated questions about <i>Sky Tree</i>, including questions about the meaning of unknown words. (RL.2.1, L.2.4.a, b, c) - Identify the purpose of revision. (W.2.5) - Select the best definition of multiple-meaning words <i>flutter</i> and <i>huddle</i> and consider how a variety of verbs depict actions in <i>Sky Tree</i>. (L.2.4.a, L.2.4.e, L.2.5)
27	<i>Sky Tree</i>	Organize What’s happening in <i>Sky Tree</i> ?	Experiment How does revision work?	- Describe what is happening in <i>Sky Tree</i>. (RL.2.5) - Identify strategies to revise informative paragraphs. (W.2.5) - Analyze how the author develops imagery using academic vocabulary <i>opened</i> and <i>drifted</i>. (L.2.5)
28	<i>Sky Tree</i>	Reveal What does a deeper exploration of the illustrations and text reveal about <i>Sky Tree</i> ?		- Evaluate words, illustrations, and text structure. (RL.2.2, RL.2.5, RL.2.7) - Analyze how Locker uses varied sentence structure to give his text rhythm. (L.2.1.f)

29 ✓FQT	<i>Sky Tree</i>	<u>Distill</u> What is the essential meaning of <i>Sky Tree</i> ?	<u>Execute</u> How do I use revision?	- Determine the central message of <i>Sky Tree</i>. (RL.2.2, W.10**) - Plan and draft an informative paragraph about how <i>Sky Tree</i> shows the cycle of seasons. (W.2.2, W.2.8, L.2.1.e, L.2.1.f, W.4*) - Demonstrate understanding of module vocabulary by analyzing correct or incorrect use in context. (L.2.6)
Focusing Question 7: How does change impact people and nature?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
30	All Module Texts	Know How do the module texts build my knowledge of the Essential Question?	Experiment How can evidence from multiple texts work together?	- Synthesize evidence from two texts in a verbal paragraph about how changes in fall impact people. (RI.2.2, W.2.8, SL.2.2) - Demonstrate understanding of module vocabulary by analyzing correct or incorrect use in context. (L.2.6)
31 ✓EOM	All Module Texts	Distill What is the essential meaning of the module texts?	Execute How do I use multiple texts as evidence for informative writing?	- Synthesize evidence from two texts in an informative paragraph about how changes in fall impact plants or animals. (RI.2.2, RL.2.2, W.2.2, W.2.8, L.2.1.f, W.4*) - Revise draft for EOM Task using a checklist. (L.2.1.f)
32 ✓VOC	All Module Texts	Know How do the module texts build my knowledge of the Essential Question?		- Revise and publish an informative paragraph about how changes in fall impact plants or animals. (W.2.2, W.2.5, W.2.8, L.2.1.f) - Describe knowledge and skills gained from studying module texts. (RL.2.1, RI.2.1, W.10**)

* This lesson prepares students for W.4, which first appears in the Grade 3 CCSS.

** This lesson prepares students for W.10, which first appears in the Grade 3 CCSS.

■ FOCUSING QUESTION: LESSONS 1-3

What changes in “Weather”?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Lesson 1

TEXTS

- “Weather,” Eve Merriam (<http://witeng.link/0629>)
- *Paris Street, Rainy Day*, Gustave Caillebotte (<http://witeng.link/0630>)
- *Hunters in the Snow*, Pieter Bruegel the Elder (<http://witeng.link/0631>)
- *Bathers at Asnières*, Georges Seurat (<http://witeng.link/0632>)
- *Autumn Landscape*, Maurice de Vlaminck (<http://witeng.link/0555>)

Lesson 1: At a Glance

AGENDA

Welcome (10 min.)

Explore Module Texts

Launch (7 min.)

Learn (50 min.)

Define the Listening Goal (7 min.)

Notice and Wonder about Visual Art (20 min.)

Read with Fluency (10 min.)

Notice and Wonder about "Weather" (13 min.)

Land (3 min.)

Answer the Content Framing Question

Wrap (5 min.)

Assign Homework

Vocabulary Deep Dive: Examine Academic Vocabulary: *Change* (15 min.)

STANDARDS ADDRESSED

- The full text of ELA Standards can be found in the Module Overview.

Reading

- RL.2.1, RF.2.4

Speaking and Listening

- SL.2.1.a, SL.2.2

Language

-  L.2.4.a, L.2.4.e

MATERIALS

- Handout: Volume of Reading
- Speaking and Listening Anchor Chart
- Fluency Anchor Chart
- Notice and Wonder T-Charts
- Notice and Wonder Posters
- "Weather" by Eve Merriam, posted with lines numbered
- Sticky notes

Learning Goals

Describe a work of visual art. (RL.2.1)

- ✓ Contribute to a Notice and Wonder T-Chart about a painting.

Generate questions and observations about the poem "Weather." (RL.2.1)

- ✓ Contribute to a Notice and Wonder T-Chart about "Weather."

Vocabulary Deep Dive

Vocabulary Learning Goal: Use a dictionary to select the definitions of *change* that connect to Module Overview, and make an entry in Vocabulary Journal. (L.2.4.a, L.2.4.e)

- ✓ Students make entries in Vocabulary Journal.

Prepare

ESSENTIAL QUESTION: MODULE 1

How does change impact people and nature?

FOCUSING QUESTION: Lessons 1–3

What changes in “Weather”?

CONTENT FRAMING QUESTION: Lesson 1

Wonder: What do I notice and wonder about the poem “Weather”?

CRAFT QUESTION: Lesson 1

Examine: Why is it important to read fluently?

In the first module of Grade 2, students explore how change affects people and the natural world. Today students begin the routine of noticing and wondering about a new text. To prepare for the routine, students discuss an important Listening Goal, examine question words, and notice and wonder about four fine art paintings. Students then begin building fluency through repeated readings of the poem “Weather.” Finally, students share observations and questions about the poem. To maximize instructional time, prepare all charts before the lesson begins.

Welcome 10 MIN.

EXPLORE MODULE TEXTS

Distribute module texts so each small group has one copy of each title. For texts with only a single copy, rotate the book from group to group.

Post and read the questions: “What do you notice about these texts? What do you think you will learn in this module?” Students look closely at the front and back covers, titles, and pictures. Students discuss the posted questions within their groups.

Launch

7 MIN.

Use Equity Sticks* to invite a few students to share their predictions about what they will learn in this module.

Post and have students Echo Read* the Essential Question. Explain that students will think about this big question as they read books about change during this module. Explain that the word *impact* means “to have a strong effect” and have students Echo Read the question once again.

Highlight the word *change* in the Essential Question. Explain that this is an important word, which they will discuss during this module. Ask: “What does *change* mean?”

- *Change means when something becomes different.*
- *Change means when we do something differently.*

Ask students to provide an example of things that change in nature, or “all things that are not made by people.” Use Equity Sticks to call on volunteers to answer.

- *Caterpillars change into butterflies.*
- *Seeds change into flowers or trees.*
- *The tides change at the beach.*

Post and read the Focusing Question for Lessons 1–3. Tell students they will begin their module-long exploration of change by discovering what changes in a poem called “Weather.”

Display and have students Echo Read the Content Framing Question. Explain that in each lesson about “Weather,” they will use a new Content Framing Question to learn more about “Weather” and change. Today they will notice and wonder about the poem “Weather,” as well as four paintings that show different types of weather.

Learn 50 MIN.

DEFINE THE LISTENING GOAL 7 MIN.

Whole Group

Direct students’ attention to the Content Framing Question and circle the word *notice*. Explain that today students will be noticing many things, including details in poetry, visual art, and what people say.

Ask: “How can you notice what your classmates say?” Display and introduce the Speaking and Listening Anchor Chart. Explain that great readers learn from each other by listening. Today, students will learn a strategy for listening well: “Notice the whole message.” Write this Listening Goal on the anchor chart.

**TEACHER
NOTE**

Leave room in the T-chart to add more bullets to each column throughout the year and leave space below the T-chart to add speaking and listening rules in Lesson 8. Hang this chart in a central location for easy reference.

Speaking and Listening Anchor Chart

Speaking 	Listening 
	▪ Notice the whole message.

Think Aloud* to explain the goal of noticing the whole message. For example:

When people speak, they often need time to get to a big idea at the end of their thoughts. When we interrupt by asking a question or adding an idea, we are not listening for the whole message. Listen carefully for the big idea and wait for the person to pause before you add your comment or question. If you listen to the whole message, your question might be answered.

* See the Implementation Guide for more information on Think Aloud.

Ask: “Why is it important to notice the whole message when we listen?” Instruct students to Think–Pair–Share and listen to the whole message as their partner speaks before they answer.

- *If we notice the whole message we can understand all of what someone is saying, and not just part.*
- *Noticing the whole message is respectful to the person who is talking.*
- *You may think differently about what they are trying to say.*

Explain that in today’s discussion of art and “Weather,” as well as in future conversations, students should remember to notice the whole message.

NOTICE AND WONDER ABOUT VISUAL ART 20 MIN.

Small Groups

Display the painting *Paris Street, Rainy Day* by Gustave Caillebotte (<http://witeng.link/0630>).

Explain that students will now practice noticing and wondering about works of art. Post a blank Notice and Wonder T-Chart and the Caillebotte painting.

Explain that when looking at art it is important to take time to examine the entire work, letting your eyes wander over the surface and noticing all the details. Allow at least one or two silent minutes for students to observe the painting with you.

Tell students that they should always begin by describing what they see. Model how to describe the painting in detail. Explain that you will focus solely on what you can see in the painting, rather than what you interpret from the image. As you Think Aloud, chart one or two observations in note form on the Notice column of the chart.

Give students an example of seeing versus interpreting. For example, a statement like “I see two people under an umbrella” can be seen in the painting rather than “I see a husband and wife hurrying through the rain.”

Students share their own observations. Continue recording on the chart. Do not disclose the title of any of the paintings in this lesson, as they will be revealed in later lessons.

Students Think–Pair–Share to discuss what they wonder about the painting. Record some questions on the chart and explain that students will return to them later.

 <u>Notice</u>	 <u>Wonder</u>
I notice: ▪ a man and woman on a street. ▪ lots of people holding umbrellas. ▪ a green lamppost. ▪ buildings. ▪ a horse. ▪ a carriage. ▪ men wearing top hats. ▪ women wearing long dresses.	I wonder: ▪ Why are they dressed like that? ▪ Where are they going? ▪ Why are they holding umbrellas? ▪ When was this painting painted? ▪ How did the artist make this painting?

Display the three other paintings:

- *Hunters in the Snow*, Pieter Bruegel the Elder (<http://witeng.link/0631>)
- *Bathers at Asnières*, Georges Seurat (<http://witeng.link/0632>)
- *Autumn Landscape*, Maurice de Vlaminck (<http://witeng.link/0555>)

Explain that students will work in small groups to notice and wonder about one of these works of art. Split the class into six groups and assign one painting to each. Distribute a large blank Notice and Wonder Poster to each group. Remind students to spend one to two silent minutes observing the painting before discussing it, and to remember their Listening Goal of noticing the whole message as they listen to classmates.

✓ Small groups discuss and record observations and questions about their assigned paintings. Groups post their completed Notice and Wonder Posters near the image of their painting.

Invite students to take a Gallery Walk*. After all groups have completed their Notice and Wonder Posters, students rotate through the room, examining the other groups' paintings and their Notice and Wonder Posters.

Compliment students on their careful observations and tell them that they will continue to examine and discuss these paintings over the course of the next two lessons.

**TEACHER
NOTE**

These four paintings have been selected to introduce the four seasons and the changes between them, a major focus of Module 1. Throughout the curriculum students will closely observe and analyze multiple works of fine art, much the same as they read rich literary and informational texts closely. Before analyzing the work of art, it is best to begin any art exploration with close observation. In Lessons 2 to 3 students will build on today's efforts by focusing on specific art elements such as the use of color and the season depicted in each work.

READ WITH FLUENCY 10 MIN.**Whole Group**

Display the Craft Question: *Why is it important to read fluently?*

Display the poem, "Weather." Explain that now students will encounter a new text and that soon they will have an opportunity to notice and wonder about the poem, just like they did with the paintings. However, first you want them to focus on how to read the poem. Model a fluent reading of the poem.

**TEACHER
NOTE**

The criteria for fluent reading are accuracy (reading without mistakes), phrasing (chunking text into small, meaningful pieces), rate (appropriate speed), expression (change voice to show feeling), and performance (articulation and volume). Students will build knowledge of these five criteria over the next few lessons, and will continue to practice fluency throughout the year.

Next, ask students to stand up and join in a Choral Read*. Guide students to follow your voice during the Choral Read and to focus on reading each word correctly. Challenge students to read along with their classmates to make it sound like a single voice is speaking instead of a group of many.

Explain that reading every word accurately, or correctly, is the first criterion for fluent reading. Display the Fluency Anchor Chart. Point out the label "Accuracy" in the Criteria column and "Read without any mistakes" in the column next to it.

Point to the row labeled "Phrasing" on the Fluency Anchor Chart. Explain that another criterion of reading with fluency is knowing when to pause. Punctuation like commas and periods show readers where to pause or stop. Show students that punctuation is not present on each line and explain that punctuation can be very different in poetry than in books. However, poets often leave space between their lines to tell the reader to pause. Explain that every two lines of the poem form a stanza that shows when to pause when reading.

Have students Choral Read the poem again, focusing on phrasing.

Fluency Anchor Chart	
Criteria	What Do Fluent Readers Do?
accuracy 	Read without any mistakes.
phrasing 	Pay attention to punctuation. Chunk information into meaningful pieces.

NOTICE AND WONDER ABOUT “WEATHER” 13 MIN.

Individuals

Post a fresh Notice and Wonder T-Chart. Tell students that now that they have read the poem several times and have begun to build fluency, they are ready to discuss what they notice and wonder about in the poem.

✓ Ask: “What did you notice about this poem?” Students write one or two responses on sticky notes and post their note in the Notice column of the Notice and Wonder T-Chart. Sort similar answers together. Read a few interesting notes.

- Some of the words are repeated, like the word *umbrella* in line 7.
- Some of the words sound like the noises they make, like in line 1: “Dot a dot dot dot a dot dot.”
- There are some words in the poem, like *juddle* and *luddle* in line 13 that are nonsense words but fun to say aloud.
- It has rhyming words like *spatter*, *clatter*, and *splatter*.

Ask: “What do you wonder about this poem?” Students write one or two questions on another color sticky note and post it on the chart. Sort similar questions and read aloud a few notes.

- Why are there so many funny words?
- What does the word *bumbershoot* mean?
- What is this poem about?

If time allows, students can Mix and Mingle* to answer specific student-generated questions.

Scaffold

Introduce or review the Wonder Wheel* routine, which students may have learned in Kindergarten and/or Grade 1. For even more support, provide sticky notes with sentence frames. For example: **What does _____ mean? or How did the poet _____?**

Land

3 MIN.

ANSWER THE CONTENT FRAMING QUESTION

Remind students that the Content Framing Question guided them to notice and wonder in their first encounters with the poem and paintings, while the Essential Question will guide their exploration of change throughout the module.

Ask: “Did you notice or wonder anything about change in the poem? In the paintings?”

Wrap

5 MIN.

ASSIGN HOMEWORK

Today is the first day of fluency homework practice. Read aloud the family letter in Handout 1A: Fluency Homework, and distribute the homework to students. Either assign students one of the fluency passages according to their level (Option B is slightly easier) or invite students to choose which passage they would like to practice. Explain that students will read the fluency passage every night, and should remember the fluency criteria they discussed today. They will turn in the homework at the end of this set of lessons.

Distribute and review the Volume of Reading. Explain that students should consider these questions as they read independently and respond to them when they finish a text.

TEACHER NOTE

Students may complete the reflections in their Knowledge Journal, or share them orally. The questions can also be used as discussion questions for a small-group activity. See the Implementation Guide for a further explanation of Volume of Reading, as well as various ways of using the reflection.

Analyze

Context and Alignment

In this first lesson, students generate questions and observations as part of their initial exploration of the poem “Weather” (RL.2.1). This routine of noticing and wondering will repeat as they encounter new texts throughout the year. Check for the following success criteria with this activity:

- Student observations pertain to the content of the poem.
- Questions include one or more of the question words from the Wonder Wheel.

Next Steps

If students have difficulty generating questions independently, consider providing sentence frames in the next notice and wonder lesson (Lesson 4). If students’ questions and observations fall outside the content of the poem, reread the poem with a small group and model how to ask questions about unfamiliar words, what is happening in the poem, or the poet’s choices in writing. You may choose to scribe for students who have difficulty writing on their own.

* See the Implementation Guide for more information on Equity Sticks, Echo Read, Gallery Walk, Choral Read, Mix and Mingle, and Wonder Wheel.

↓ Lesson 1 Deep Dive: Vocabulary

Examine Academic Vocabulary: *Change*

- **Time:** 15 min.
- **Text:** “Weather,” Eve Merriam
- **Vocabulary Learning Goal:** Use a beginning dictionary to clarify the meaning of the word *change*. (L.2.4.e)

Launch

Ask: “What do you think about when you hear the word *change*?”

Instruct students to Think–Pair–Share.

- *I think about changing the channel on the television.*
- *I think about changing into my clothes from my pajamas.*
- *My dad always has change in his pocket.*
- *I think about changing my mind when I want something else instead.*
- *I grew over the summer. My feet changed in size and I had to buy bigger shoes for school.*
- *I had to change my answer when I made a mistake adding numbers.*
- *My room changed from blue to purple when my mom painted it.*

Ask: “How does the word *change* connect to our lesson today?”

- *It was part of our question about the poem!*
- *We talked about the weather changing.*
- *It was the first word we wondered about.*

Celebrate the many different connections students had to the word *change*, and share that it is an important word that connects to all the texts for the module in different ways. Explain that when different people or texts have different connections, or context, for what a word means, it is helpful to use a tool like a dictionary to clarify its meaning.

Learn

Show students where to find the classroom dictionaries.

In pairs, students explore the dictionary. Instruct students to Think–Pair–Share on what they notice about the dictionary.

- *All the words on this page start with the same letter.*
- *It has a lot of words listed in bold letters.*
- *Each word has a list with numbers after it.*

Explain that a dictionary is a tool that can show all the ways a word can be used and all the different meanings it can have. A meaning is called a definition. Definitions for words are sorted into categories by the part of speech.

Ask: “What do you notice about the order of the words in a dictionary?”

- *The list of words follows the alphabet!*

Affirm that words in dictionaries are listed in the order of the alphabet. Explain that after finding the first letter of a word, move to the second letter, then the third until the correct word is found.

Write or post the word *change* where students can see it. Have students Echo Read and spell the word together.

Challenge pairs of students to work together to find the word *change* in their dictionaries.

Explain to students that, as they learned in Module 0, they will be using a Vocabulary Journal through the year to keep track of important and interesting new words they will learn as they read. Explain that each vocabulary word will be listed on the Word Wall and also in Vocabulary Journal. In Vocabulary Journal, students will make brief entries using key words or phrases.

Collaborate with students on key word definitions for *change* and post on the Word Wall: for example, *change: make different; a difference*. Have students Choral or Echo Read the definitions as words are posted on the Word Wall. Explain that the Word Wall will remain posted and new words will be added throughout the module.

Show students how to make entries in Vocabulary Journal.

Model for students how to record the word and key word definition in their Vocabulary Journal.

Word	Meaning
change	To make different; to become different.

✓ Students make entries in Vocabulary Journal and record definitions for the word *change*.

Land

Ask: “What are some different meanings for the word *change* that we will talk about during this module?”

- *We'll be talking about how weather changes.*
- *We'll be talking about how trees and plants change when the weather becomes cooler.*
- *We'll probably talk about how insects and animals and birds change too.*
- *We'll talk about the changes we see in nature as summer changes into fall.*

Ask: “How did using the dictionary help us understand this word better?”

- *It helped us agree on what it means.*
- *We learned how to spell it so we could find it in the dictionary.*
- *It showed us a few different things it could mean so we could decide which one fit best.*

■ FOCUSING QUESTION: LESSONS 1-3

What changes in “Weather”?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Lesson 2

TEXTS

- “Weather,” Eve Merriam (<http://witeng.link/0629>)
- *Paris Street, Rainy Day*, Gustave Caillebotte (<http://witeng.link/0630>)
- *Hunters in the Snow*, Pieter Bruegel the Elder (<http://witeng.link/0631>)
- *Bathers at Asnières*, Georges Seurat (<http://witeng.link/0632>)
- *Autumn Landscape*, Maurice de Vlaminck (<http://witeng.link/0555>)

Lesson 2: At a Glance

AGENDA

Welcome (3 min.)

Visualize a Rainstorm

Launch (4 min.)

Learn (60 min.)

Investigate Color (25 min.)

Examine the Beginning and Ending of “Weather” (15 min.)

Identify Change in the Poem (10 min.)

Practice Fluency (10 min.)

Land (7 min.)

Answer the Content Framing Question

Wrap (1 min.)

Assign Homework

Vocabulary Deep Dive: Examine Academic Vocabulary: *Flick* (15 min.)

STANDARDS ADDRESSED

- The full text of ELA Standards can be found in the Module Overview.

Reading

- RL.2.1, RL.2.2, RL.2.3, RL.2.4, RF.2.4

Writing

- W.2.2

Speaking and Listening

- SL.2.1, SL.2.2

Language

-  L.2.4.e, L.2.5

MATERIALS

- Handout 2A: Artist’s Colors
- Assessment 2B: Change Chart for “Weather”
- Fluency Anchor Chart
- Crayons
- Paintbrush, small cup of water, sponge

Learning Goals

Identify what changes in the poem “Weather” by Eve Merriam. (RL.2.3, W.2.2)

- ✓ Answer the Focusing Question on Handout 2B.

With repeated practice, demonstrate fluency reading the poem “Weather.” (RF.2.4)

- ✓ Read the poem “Weather” with accuracy, expression, correct phrasing and rate.

Vocabulary Deep Dive

Analyze how the author’s use of multiple-meaning word *flick* helps tell the story of rain in “Weather.” (L.2.4.e, L.2.5)

- ✓ Students make entries in Vocabulary Journal.

Prepare

FOCUSING QUESTION: Lessons 1–3

What changes in “Weather”?

CONTENT FRAMING QUESTION: Lesson 2

Reveal: What does a deeper exploration of beginning and ending reveal in the poem “Weather”?

CRAFT QUESTION: Lesson 2

Experiment: What does fluent reading sound like?

Students return to the paintings from Lesson 1 to investigate how artists use color to depict different seasons. Through additional close reading of “Weather” and careful recording on a Change Chart, students discuss the beginning and ending of the poem and identify the moment of change in writing. Finally, students learn two new criteria for fluent reading, rate and expression, and put these criteria into practice as they read in partnerships. Please note that, because it is early in the module, there is no formal Focusing Question Task in Lessons 1–3. Instead, today students answer the Focusing Question in an informal response on Handout 2B.

Welcome 3 MIN.

VISUALIZE A RAINSTORM

Display the painting *Paris Street, Rainy Day* by Caillebotte. Play the rainstorm audio (<http://witeng.link/0633>). Post the questions: “What are we listening to? What do you picture or visualize when you hear these sounds? How do these sounds connect with the painting you are looking at?” Students discuss answers with a partner.

Launch

4 MIN.

Explain that today students will think about the changes that happen in the poem “Weather.” Ask: “What changes did you notice in the rainstorm we just heard?”

Display and have students Echo Read the Content Framing Question. Highlight the word *changes* and ask a few volunteers to remind the class what they learned about the word *change* during the Deep Dive in Lesson 1.

Use Equity Sticks to call on students to share answers. Explain that, before they examine “Weather” they will look at the paintings they viewed in Lesson 1. Point to the Caillebotte and ask, “What connections can you make between the sounds we just heard and this painting?”

Learn

60 MIN.

INVESTIGATE COLOR

25 MIN.

Small Groups

TEACHER NOTE

The four paintings in this lesson have been selected to introduce the four seasons, a major focus in this module. Today, students examine how artists use color to portray the seasons. Caillebotte’s painting might illustrate spring through the muted grays and yellows of a Paris street in the rain. Seurat’s *Bathers at Asnières* uses vibrant greens and blues to depict people swimming on a balmy summer afternoon. Breugel employs a cool palette of icy green and white to show winter in *Hunters in the Snow*. Finally, the brilliant reds and oranges of Vlaminck’s *Autumn Landscape* offer a vivid view of fall foliage.

Build on the conversation from the Launch activity by revealing the title of the painting: *Paris Street, Rainy Day*. Explain that artists can show scenes, or moments in time, in their paintings, much like poets can describe a brief period of time with words. Poets use words and line breaks to create their scenes, while painters use paint and color to create scenes. Today they will focus on the colors the artists use to create their images.

Ask students to examine the painting *Paris Street, Rainy Day* for another silent minute, focusing solely on the colors they see. Students share what they notice about the colors in the painting.

Display Handout 2A. Explain that artists often use a palette, like a tray, to hold and mix their paint. Use Equity Sticks to call on students to respond to Text-Dependent Question (TDQ) 1.

Scaffold

Show examples of artists' paint palettes. For example, Georges Seurat's palette can be seen, along with the palettes of other well known artists, at (<http://witeng.link/0634>).

1 What might Caillebotte's palette look like? What colors would you see? Where do you see these colors used in the painting?

- I see a lot of black clothing, so there would be a big blotch of black on the palette.
- There would be a lot of gray paint on the palette because there is a lot of gray on the streets.
- The sky and the buildings are light yellow so there would be a lot of yellow and white.
- There is a little bit of orange on the building on the right so there would be a little blob of orange.
- There is a tiny bit of dark green in the lamppost and the wall, so there would be a little green on the palette.

HANDOUT 2A

As students describe the colors, use crayons to draw paint on the palette on Handout 2A. Draw large blotches of black, gray, and light yellow, and smaller blotches of dark green and orange.

Students Think–Pair–Share responses to the following TDQs:

2 What season do you think this painting shows? (If necessary, remind students of the saying “April showers bring May flowers” and explain that in many parts of the world, spring brings lots of rain.)

- I think it's spring because it rains a lot in spring.
- It might be fall, spring, or winter because people are wearing long sleeves.
- I think it's early spring because it looks cold, but not snowy.

3 How does Caillebotte use color to communicate that it's a rainy day?

- He uses dark and dreary colors because there are lots of dark clouds when it rains.
- There are very few bright colors.
- The white and gray of the cobblestones show the puddles on the ground.
- The sky is yellow, which can mean that a storm is coming.

Handout 2A: Artist's Colors

Directions: Use crayons to color the palette and show what colors the artist used in the painting.

Name: _____

I added the color _____

because _____

I added the color _____

because _____

I added the color _____

because _____

Why did the artist choose to use those colors?

What season does this painting show?



Display the remaining three paintings. Explain that each painting shows a different season. Write the words *Spring*, *Summer*, and *Fall* on the board. Ask for volunteers to describe characteristics of each season.

✓**SS** Assign students to the same groups from Lesson 1 with the same painting. Remind students to use their Listening Goal of noticing the whole message when working in small groups. Distribute Handout 2A and direct them to complete the handout with crayons and a pencil, focusing on their assigned painting.

As students complete the handout, provide tape to post their handouts near each painting. If time allows, do a Gallery Walk to allow students to read and review their classmates' work. Keep the palettes posted for reflection in Lesson 3.

Explain that throughout this module, students will be discussing changes in seasons, so this is a good introduction to the rest of the module!

EXAMINE THE BEGINNING AND ENDING OF “WEATHER” 15 MIN.

Whole Group

Invite the class to read the poem “Weather” aloud. Divide the class in half, each group reading alternate stanzas. On the last four lines, have the whole class read together. Remind students to read with accuracy and phrasing.

Explain that, just like they looked closely at the color in the paintings to understand them better, readers often look closely at the beginning and ending of a text to understand it more fully. Today they will examine the beginning and ending of “Weather” and then focus on what changes.

Post and distribute Handout 2B. As you ask the following TDQs, students Stop and Jot answers on the handout. Encourage students to draw or write their ideas in note form. Model writing notes as you record answers on the class chart (see the following Sample Change Chart).

Handout 2B:
Change Chart for “Weather”

Directions: Fill in the chart with examples of what changes happen at the beginning, middle, and end of “Weather.” Then, use information from the Change Chart to answer the question below.

What happens in “Weather”?		
Beginning	Middle	End

Focusing Question:
What changes in “Weather”? _____

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**TEACHER
NOTE**

This poem contains plenty of rich vocabulary words. Some suggested definitions are noted in the TDQs. To illustrate the sound-related words, choose audio clips from the searchable site (<http://witeng.link/0635>). For example, students can hear the sound of thunder rumbling (<http://witeng.link/0636>) or feet sloshing through puddles (<http://witeng.link/0637>). Select two unfamiliar words to add to the Word Wall and Vocabulary Journal during this lesson.

Students jot responses to TDQ 1 in the Beginning section of Handout 2B.

4 Reread lines 1–4. What would the rain sound like? Which words make you think this? (If needed, define *flick* as “a light, sharp movement,” and *windowpane* as “a piece of glass that fills a window frame.”)

- *The rain would sound like little drops on the window.*
- *It would not be very loud.*
- *I know this because of the words dot and spotting. A dot is a small spot, like a teeny-tiny raindrop. A teeny-tiny raindrop wouldn't make very much noise.*
- *The words freckle and speck also mean tiny dots, so they would be small dots of rain.*

Lightly tap your fingertips on a hard surface to make the sound of quiet raindrops. Then invite students to make the sound of rain spotting a windowpane.

Students add responses to TDQ 2 to the Beginning section of Handout 2B.

5 Reread lines 5–6. What would the rain sound like at this point? Which words make you think this? (If needed, define *clatter* as “a continuous rattling sound,” and *rumble* as a “low, heavy, rolling sound.”)

- *The rain would sound louder because the words clatter and rumble are words that describe loud sounds.*
- *The clatter might be the sound of the cat knocking something over outside.*
- *Rumble is probably the sound of the thunder.*

Drum the palms of your hands on a hard surface to make the sound of thunder rumbling. Intermittently clap your hands to make the sounds of the rainstorm. While you read aloud lines 1–6 of the poem, tell students to use their fingers and hands to make the sounds of the rain and thunder.

Students jot responses to TDQ 3 in the End section of Handout 2B.

6 Now reread lines 11–14, the end of the poem. What is happening in these lines? Which words make you think this?

- *The person is jumping in puddles over and over because it repeats “a puddle a jump” three times.*
- *The person is having fun because they use silly words like “pudmuddle” and “luddle a dump.”*
- *The rain is not as heavy as it was before because the person is outdoors.*

Sample Change Chart

What happens in “Weather”?		
Beginning	Middle	End
▪ light rain ▪ “dot a dot dot” ▪ “freckling” ▪ rumbling thunder ▪ indoors, looking outside		▪ jumping in puddles ▪ splashing ▪ rain stopped or slowed ▪ Playful and fun!

IDENTIFY CHANGE IN THE POEM 10 MIN.

Whole Group

Explain that change can be a large component of what makes reading interesting. Most narrative texts tell about some kind of change.

Ask: “Even though this is a short poem a lot of changes happen between the beginning and ending. When do the biggest changes happen in the poem?”

Call on volunteers to share. Students may have different reasons for why they choose different lines. If needed, guide them to identify lines 7–10 by asking TDQ 7.

7 What is happening in lines 7–10? How can you tell? Jot your ideas in the Middle section on your Change Chart. (If needed, define *bumbershoot* as an umbrella, *slosh* as “to move through water or mud and make a splashing sound,” and show an image of galoshes [<http://witeng.link/0638>].)

- The person might be running around the house looking for her umbrella, repeating “umbrella, umbrella.”
- The person might be watching lots of people walk by the window with their umbrellas.
- The person gets their galoshes on, and goes splashing through the water outside.
- The words slosh, slither, and slather make me think they are dragging their feet through puddles.

Students jot information about changes in the Middle section of Handout 2B.

Sample Change Chart

What happens in “Weather”?		
Beginning	Middle	End
▪ light rain ▪ “dot a dot dot” ▪ “freckling” ▪ rumbling thunder ▪ indoors, looking outside	▪ finds umbrella ▪ gets galoshes on ▪ goes outside ▪ sloshes through puddles	▪ jumping in puddles ▪ splashing ▪ rain stopped or slowed ▪ Playful and fun!

Extension

Explain that *bumbershoot* is another word for *umbrella*. *Bumber* sounds like *umbrella*. Emphasize /umber/. *Shoot* is taken from the /shoot/ in *parachute*. Direct students to compare images of a parachute and umbrella.

PRACTICE FLUENCY 10 MIN.

Pairs

Display the Craft Question: *What does fluent reading sound like?*

Remind students that by reading “Weather” several times over the last two days and in their homework, they have improved their fluency.

Post the Fluency Anchor Chart with rate and expression added to the chart, and introduce the two new criteria for fluent reading. Explain that rate is reading at the appropriate speed. Point to the turtle on the chart and invite one or two students to read lines 1–4 like a turtle. Then point to the rabbit and invite another student to read the same lines like a jackrabbit. Then invite a few students to read the lines at the “just right” rate. Ask students to stand when they hear the poem being read at a good speed.

Explain that expression is the emotion the reader shows in their voice when reading a text. Point to the happy and sad faces on the chart. Model expression by reading a few stanzas with minimal expression, like a robot, then with excessive, inappropriate expression (e.g., speaking sadly during the stanza about an umbrella) and then with appropriate expression. Ask students to stand when the poem is being read with appropriate expression. Briefly discuss answers with the class.

Fluency Anchor Chart	
Criteria	What Do Fluent Readers Do?
accuracy 	Read without any mistakes.
phrasing 	Pay attention to punctuation. Chunk information into meaningful pieces.
rate 	Read at the appropriate speed—not too fast and not too slow.
expression 	Read words with emotion.

**TEACHER
NOTE**

Use this Fluency Anchor Chart as a reference for fluency expectations throughout the year. Post it in a prominent location in the classroom for easy reference.

✓ Partnerships practice reading the poem fluently, taking turns at first, then reading the poem with expression in unison.

Regroup and ask students: “How does reading fluently change our understanding of the poem?”

- *When you read fluently it sounds more like a story.*
- *It's easier to understand when you read fluently.*
- *I can make a picture in my mind when you read fluently.*

Alternate Activity

Display a T-chart and write the headings “Robot Reader” and “Fluent Reader” at the top of each column. Tell students they will be paying close attention to expression in the next two readings. Play the computer-generated recording of the poem “Weather” (<http://witeng.link/0629>). Then ask students to describe what they hear in the Robot Reader column. How does the poem sound when read like this? Read aloud the poem, demonstrating masterful fluency, including accuracy, phrasing, rate expression, and performance. Ask students to describe what they hear. Add descriptions to the Fluent Reader column.

Land

7 MIN.

ANSWER THE FOCUSING QUESTION

- ✓ On the bottom of Handout 2B, students write a short, informal response to the Focusing Question.

Congratulate students on exploring the beginning and end of “Weather” to reveal changes in the rain and the narrator’s actions.

Wrap

1 MIN.

ASSIGN HOMEWORK

Students complete Day 2 of Fluency Homework on Handout 1A.

Analyze

Context and Alignment

Students’ responses to the Focusing Question demonstrate their understanding of what changes in the poem “Weather” (RL.2.2, RL.2.5, W.2.2). Analyze the students’ responses on Handout 2B.

Success criteria include:

- Identification of at least one change that occurs in the poem (e.g., an increase and decrease in the rainstorm, change of setting from indoors to outdoors, level of energy and excitement conveyed from beginning to end).
- Use of evidence from the class-generated Change Chart.
- Explanation of the changes from beginning to end.

Listen in on partnerships as they practice their fluent reading and provide feedback in reference to the Fluency Anchor Chart (RF.2.4).

Next Steps

If students’ responses do not reflect an understanding of the changes in the poem, choose a topic such as the setting, or the quantity of rain that falls to investigate more deeply together. Acting out specific lines from the poem may help students to better comprehend the action in the poem. For students with difficulty sequencing events, offer picture cards to represent the three parts of the poem, ask students to put them in the correct order, and then describe what happens in the poem.

↓ Lesson 2 Deep Dive: Vocabulary

Examine Academic Vocabulary: *Flick*

- **Time:** 15 min.
- **Text:** “Weather,” Eve Merriam
- **Vocabulary Learning Goal:** Identify real-life connections between the word *flick*, its dictionary definition, and its uses in the poem “Weather.” (L.2.4.e, L.2.5)

Craft Question: *How can making connections to real life help me better understand a word in the poem?*

Launch

Post the poem where students can see it, and highlight the word *flick*.

Post and have students Echo Read the definitions for these two words.

Word	Meaning
flick	A light, sharp movement.

Explain that in this Deep Dive, students will use classroom objects to make a connection that clarifies the meaning of the word *flick*.

Learn

Provide each pair of students with a paintbrush, a sponge (for cleanup), and a small cup of water.

Ask students to clear their desks.

Have students Choral Read the second stanza of the poem “Weather.”

Pretend the surface of your desk is the windowpane in the poem. How might you use your paintbrush to “flick a flack fleck” of water on the windowpane?

In pairs, students take turns flicking the water on the desk with a paintbrush. Invite a pair of students with a clear flicking motion to demonstrate for the class.

Ask: “Using the words from our definition, what made what we just saw a flick?”

- *She used a sharp movement with her paintbrush.*
- *I saw her snap the brush back.*
- *The drop hit the desk lightly.*
- *The brush never touched the desk.*

Students use the sponge to dry their desks, and clear the water and brushes. Distribute beginning dictionaries.

Ask a student to remind the group what students did in Deep Dive 1 to find words in the dictionary.

Have students chorally spell the word *flick*, and challenge pairs to find the definition in their dictionaries.

Ask: “What words do you see in the dictionary under the word *flick* that connect to what we did with the water and paintbrush?”

- *I see the word move. We have to move the brush to flick the water.*
- *I see the word jerky. I was jerking the brush to make it flick.*

Chorally reread the poem with students.

Land

Ask: “How did making connections to the word *flick* help us better imagine the rain on the windowpane?”

Instruct students to Think–Pair–Share.

Ask: “How did the definition help you clarify the meaning of *flick* when you were using the paintbrush?”

- *By seeing other words to describe flick, we knew what to do with the brush.*

■ FOCUSING QUESTION: LESSONS 1-3

What changes in “Weather”?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Lesson 3

TEXTS

- “Weather,” Eve Merriam (<http://witeng.link/0629>)
- *Paris Street, Rainy Day*, Gustave Caillebotte (<http://witeng.link/0630>)
- *Hunters in the Snow*, Pieter Bruegel the Elder (<http://witeng.link/0631>)
- *Bathers at Asnières*, Georges Seurat (<http://witeng.link/0632>)
- *Autumn Landscape*, Maurice de Vlaminck (<http://witeng.link/0555>)

Lesson 3: At a Glance

AGENDA

Welcome (3 min.)

Make a Rainstorm

Launch (7 min.)

Learn (60 min.)

Analyze Art (15 min.)

*Practice and Perform “Weather”
Fluently (30 min.)*

*Introduce the Knowledge Journal
(15 min.)*

Land (4 min.)

*Discuss How We Learned about
Change*

Wrap (1 min.)

Assign Homework

Vocabulary Deep Dive: Examine Compound Words (15 min.)

STANDARDS ADDRESSED

- The full text of ELA Standards can be found in the Module Overview.

Reading

- RL.2.1, RL.2.4, RF.2.4

Writing

- W.10*

Speaking and Listening

- SL.2.1.a, SL.2.2, SL.2.6

Language

-  L.2.5.b

MATERIALS

- Handout 3A: Fluency Key Words
- Handout 3B: Fluency Self-Reflection
- Fluency Anchor Chart
- Notice and Wonder T-Chart for “Weather”
- Notice and Wonder T-Charts and Posters
- Knowledge Journal Chart
- Sticky notes
- Word cards

Learning Goals

Identify important knowledge about change and seasons, citing evidence from “Weather” and visual art. (RL.2.1)

 Think-Pair-Share or Stop and Jot in Knowledge Journal discussion.

Recognize important words in “Weather.” (RF.2.4)

 Identify key words, indicated in performance of “Weather.”

Vocabulary Deep Dive

Vocabulary Learning Goal: Sort verbs that show water moving in the poem “Weather,” and use them to form a word line. (L.2.5.b)

 Students choose their own pair of anchor words, and compose a word line with two to three additional entries.

* In alignment with the CCSS, W.10 formally begins in Grade 3. However, K–2 students write routinely for a variety of time frames, tasks, purposes, and audiences. As a result, this lesson contains instruction related to W.10 in an effort to familiarize students with a range of writing.

Prepare

FOCUSING QUESTION: Lessons 1–3

What changes in “Weather”?

CONTENT FRAMING QUESTION: Lesson 3

Know: How does “Weather” build my knowledge of change?

CRAFT QUESTIONS: Lesson 3

Execute: How can I emphasize key words to make my reading more fluent?

Excel: How can I improve my fluency?

In this final lesson on “Weather” and art of the seasons, the group analyzes the four images one final time. Students discuss how artists’ color choices represent seasons, and find out the titles of the last three paintings. They learn that fluent readers emphasize important words, and then practice and perform “Weather” in small groups. Finally, the class begins the yearlong routine of recording new skills and knowledge in the class Knowledge Journal. This journal will continue to grow throughout the year, documenting new understandings across all modules.

Welcome 3 MIN.

MAKE A RAINSTORM

Explain that students will mirror actions to imitate a thunderstorm, then shout “BOOM!” on the count of three. Lead students in each of the following steps. Students continue each step for about five seconds before moving onto the next one.

1. Rub your palms together gently.
2. Rub your palms together harder and faster.
3. Tap your fingers on a table, desk, or floor, gently.
4. Tap your fingers harder and faster on the surface.
5. Pat your palms gently on the table, then harder and faster.
6. Pat your palms gently on your thighs, then harder and faster.
7. Stomp your feet on the ground gently, then harder and faster.
8. Finally, count to three and shout “BOOM!”
9. Reverse the steps slowly until there is silence.

Launch

7 MIN.

Ask: “What did you think about as you were making the rainstorm? How did you feel at the beginning of the storm? The middle? The end? What changed during the rainstorm?”

Post and review the Notice and Wonder T-Chart for “Weather.” Tell students that now that they have studied the poem, they can probably answer many of these questions! Distribute sticky notes and assign student-generated questions from the chart for partners to discuss. Students post their answers next to the questions in the Wonder column.

Display and have students Echo Read the Content Framing Question.

Explain that today is the last day students will be studying the poem “Weather” and the four paintings. At the end of the lesson they will gather everything they have learned from examining the poem and the art and record it in a Knowledge Journal together.

Learn

60 MIN.

ANALYZE ART

15 MIN.

Whole Group

Display the four paintings from Lessons 1 and 2. Allow students to review their classmates’ Handout 2A, posted near their paintings.

TEACHER NOTE

After this lesson keep students’ Handout 2A and their paintings. These will be used again in Lesson 25.

1 What colors did you add to the palettes on Handout 2A and why? What season do you think the painting depicts? Why?

- *Vlaminck: We added a lot of red and orange, and a little blue because the hills and trees are bright red and the sky in the background is blue. We think it shows fall because the leaves are changing colors.*
- *Seurat: We added lots of blue for the water and the sky, and lots of green for the grass, and some pink for the people’s skin. We think this shows summer because people are swimming in the water and the colors are really bright, like in the summer.*

- *Bruegel: We added lots of white, blue, brown, and black. We see these colors in the snow, the frozen lake where people are ice skating, and in the trees and sky. We can tell this is winter because of the snow and icy pond.*

Students Mix and Mingle to respond to TDQ 2.

2 Notice the palettes around you and the seasons depicted in each painting. How do artists use color differently to show the different seasons?

- *Artists can use warm colors like red and orange for fall, when leaves often change colors (Vlaminck).*
- *Artists can use bright blues and greens to show sun on the grass and water in summer (Seurat).*
- *Artists can use cool colors, like light green, blue, and white, to show the ice and snow in winter (Bruegel).*
- *Artists can use dark and dreary colors like grays and light yellow to show rain in the spring (Caillebotte).*

Reveal the titles of the three remaining paintings. Instruct students to Think–Pair–Share, and ask: “How does the title connect with what you know about the painting you studied? Does it confirm the season you chose?” Call on a few pairs from each group to share with the class.

If time allows, invite students to respond to some of their questions from the Notice and Wonder T-Charts about the paintings from Lesson 1.

Congratulate students on all the knowledge they have gained from “reading” the paintings closely, just like they read text closely. They will continue to use these skills to analyze art and illustration throughout the year.

PRACTICE AND PERFORM “WEATHER” FLUENTLY 30 MIN.

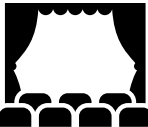
Small Groups

Display the Craft Question: *How can I emphasize key words to make my reading more fluent?*

Display and have students Choral Read the Fluency Anchor Chart. Introduce the final criterion for fluent readers by pointing to the word *performance* on the chart. Explain that performance includes articulation and volume, or how clearly and loudly someone speaks when reading aloud.

Read lines 7–8 in the poem, emphasizing the words *bumber* and *barrel*. Ask students what they notice about how these lines were read. Were there any words that were stronger than others? Why do they think you read it that way?

Explain that when reading fluently, it helps to emphasize important words by pronouncing them clearly and raising or lowering the volume of your voice.

Fluency Anchor Chart	
Criteria	What Do Fluent Readers Do?
accuracy 	Read without any mistakes.
phrasing 	Pay attention to punctuation. Chunk information into meaningful pieces.
rate 	Read at the appropriate speed—not too fast and not too slow.
expression 	Read words with emotion.
performance 	Articulate words clearly and read loudly enough for your audience to hear.

Distribute and review the directions on Handout 3A: Fluency Key Words. Group students in threes and assign reader roles to each student. Explain that students should discuss and underline the words they think should be emphasized, practice reading the poem fluently with their group, and get ready to perform for the class.

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Name: _____

Handout 3A: Fluency Key Words

Directions: Circle which reader you are. Then underline the words you will emphasize as you read. Review the chart below and practice reading the poem fluently with your group.

Dot a dot dot a dot dot Spotting the windowpane.	} Reader 1 (lines 1–4)
Spack a spack speck flick a flick fleck Freckling the windowpane.	
A spatter a scatter a wet cat a clatter A splatter a rumble outside.	} Reader 2 (lines 5–10)
Umbrella umbrella umbrella umbrella	
Bumbershoot barrel of rain.	
Slosh a galosh slosh a galosh Slither and slather a glide.	

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TEACHER NOTE

As you assign reading roles for Handout 3A, keep in mind students' reading levels and how much practice they have had with each section of the poem. For example, you may assign a struggling reader the same section they have been practicing in their fluency homework (beginning or ending of the poem), while the middle stanzas would be better suited to a stronger reader who would require less rehearsal with the text.

✓SS Students work in groups of three, using Handout 3A to select key words and practice reading the poem fluently. Circulate to listen in and provide feedback on which words students have chosen to emphasize. Ask students to explain their reasons for choosing specific words. If they have memorized their sections, encourage readers to practice without the handout.

Display and have students Choral Read the Craft Question: *How can I improve my fluency?*

Post and review Handout 3B. Explain that after performing their poems for the class, students will reflect on their fluency by completing Handout 3B and choosing one area of improvement.

✓ Small groups perform their poems. Encourage audience members to give a Nonverbal Signal, such as a thumbs-up, when they hear words emphasized in the performances.

Students complete Handout 3B.

G2 > M1 > Handout 3B: WIT & WISDOM®

Name: _____

Handout 3B: Fluency Self-Reflection

Directions: Think about your reading of the poem and answer the questions below.

A = I always did that. S = I sometimes did that.
N = I'll do that next time.

Fluency Reminders	Did you ...	Evaluation
Criteria		
accuracy ✓	I read without any mistakes.	
phrasing • • •	I paid attention to punctuation and spaces between lines. I read information in meaningful chunks.	
rate 🐢 🐘 🐌	I read at the appropriate speed—not too fast and not too slow.	
expression 😊 😞	I read words with emotion or feeling.	
performance 🎤	I articulated words clearly and read loudly enough for my audience to hear.	

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INTRODUCE THE KNOWLEDGE JOURNAL 15 MIN.

Whole Group

Congratulate students on all the work they have done in the past few days with the poem “Weather.” Tell them that now they will think about all the new knowledge they have gained from reading the poem and analyzing the art in the past few lessons.

Post and introduce the Knowledge Journal Chart. Explain that every time the class finishes studying a text they will answer the same two questions:

How does this text build our knowledge of what we know?

How does this text build our knowledge of what we can do?

Post and have students Choral Read the Essential Question for Module 1: *How does change impact people and nature?* Remind students that this is the question they will be thinking about throughout the module.

✓ Prompt them to Think–Pair–Share or Stop and Jot about the following questions. Record relevant answers on the Knowledge Journal Chart.

3 What have we learned about change?

- *We learned that change can happen quickly, like in a rainstorm.*
- *We learned that people can change what they do, like the narrator in “Weather.”*
- *We learned that change can happen in the middle of a text.*
- *We learned that we can look at the beginning and ending of a text to understand what changes.*
- *We learned that change can be a noun or a verb.*

4 What do we know about the seasons?

- *It often snows in winter.*
- *Leaves change color in autumn.*
- *It's warmer in the summer than in the spring.*
- *We learned that artists use color to show different seasons.*

5 Think back on all the work we've done reading and performing “Weather.” What new skill have we learned as readers?

- *We learned to read fluently with:*
 - *accuracy*
 - *phrasing*
 - *rate*
 - *expression*
 - *performance (emphasizing important words)*

6 Think back to when we examined the four paintings for the first time. What did we learn to do when we first look at a work of art?

- *We learned to describe what we see in a painting.*
- *Look at the whole painting first.*

What I Know 	What I Can Do 
▪ Change can happen quickly, like in a rainstorm. ▪ Summer is hotter than spring. Spring is warmer than fall. Winter is cooler than fall. ▪ Artists can use color to show different seasons.	▪ Read fluently with: • accuracy • phrasing • rate • expression • performance ▪ Describe everything we see in a painting.

As you conclude the discussion, tell students to congratulate themselves on all they have learned in only three days and remind them that they will continue to build knowledge and skills throughout the year and continue to add to the Knowledge Journal too!

Land 4 MIN.

DISCUSS WHAT WE LEARNED ABOUT CHANGE

Ask: “What did you do to learn about change in the poem ‘Weather’?”

Students respond to the question in their Response Journal. Remind them to refer to the Knowledge Journal Chart as they craft their answers.

Wrap

1 MIN.

ASSIGN HOMEWORK

Students complete Day 3 of Fluency Homework on Handout 1A.

Analyze

Context and Alignment

Students have a final opportunity to demonstrate their increased fluency as they perform “Weather” in small groups, emphasizing key words in the poem (RF.2.4). You may want to create a class version of Handout 3B: Fluency Self-Reflection ahead of time to help track students’ fluency as they perform.

Attend to the following criteria:

- Students select appropriate words to emphasize as they perform, such as *umbrella*, *clatter*, *splosh*, and *glide*, instead of less important words such as *galosh*, *of*, or *cat*.
- Students demonstrate an effort to incorporate discussed fluency criteria as they read: accuracy, phrasing, rate, expression, and performance.

Listen in on partners as they practice their fluent reading and provide feedback in reference to the Fluency Anchor Chart. (RF.2.4)

Next Steps

If students have difficulty selecting important words to emphasize, consider highlighting a few words in the poem that should not be emphasized. Read the poem aloud, with the emphasis on those words, and ask students to discuss how it sounds different. Which words would make more sense to emphasize? For students who are still building their fluency skills, continue to provide practice reading and rereading brief, rich, and accessible texts similar to this poem.

↓ Lesson 3 Deep Dive: Vocabulary

Examine Compound Words

- **Time:** 15 min.
- **Text:** “Weather,” Eve Merriam
- **Vocabulary Learning Goal:** Use knowledge of the meaning of individual words to predict the meaning of compound words. (L.2.4.d, L.2.4.e)

Launch

Display and have students Echo Read the following words from today’s lesson: *windowpane*, *outside*, *landscape*, *rainstorm*.

Ask: “What do all of these words have in common?”

- *They are long.*
- *They are two words put together.*

Explain that these longer words that have two words put together are called compound words, and that in this Deep Dive, students will work in pairs to figure out what they mean by finding the meanings of the two smaller words inside them.

Learn

Give each pair of students a set of the following word cards: *window*, *pane*, *out*, *side*, *land*, *scape*, *rain*, and *storm*.

Pairs sort the words into words they know, and words they don’t know.

For each word they know, pairs discuss its meaning and draw a quick sketch or symbol on the back of the card to record their thinking.

For each word they don’t know, pairs use print dictionaries to find the word and its meaning. Then, they follow the same procedure, drawing a quick sketch or symbol on the back.

When all the sketches are complete, students take turns choosing two cards that make a compound word together, and showing their partner just the side with the pictures or symbols. The other partner guesses the compound word and draws a picture to represent the two parts together. Repeat for the other three words.

When all words are complete, pairs discuss how the two parts make a new word.

✓ Each partner writes their own entry for each of the four compound words in their Vocabulary Journal.

If there is extra time, pairs brainstorm a list of other compound words they know and write them in their Response Journal.

Land

Ask: “How does knowing the smaller words in a compound word help us understand its meaning?”

- *Compound words are two words put together to make a new word.*
- *If we know what the smaller words mean, we can guess what the compound word means by putting those meanings together.*

■ FOCUSING QUESTION: LESSONS 4–9

How do changes in fall weather
impact people and nature?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Lesson 4

TEXTS

- *How Do You Know It's Fall?*, Lisa M. Herrington
- “ASL sign for: same,” *American Sign Language Dictionary*

Lesson 4: At a Glance

AGENDA

Welcome (5 min.)

Preview Text

Launch (5 min.)

Learn (55 min.)

Preview Text (5 min.)

Read Aloud Text (15 min.)

Record Notice and Wonder
(20 min.)

Introduce Informative Writing
(5 min.)

Examine Topic Statements
(10 min.)

Land (5 min.)

Answer the Content Framing
Question

Wrap (5 min.)

Preview Fluency Homework

Vocabulary Deep Dive: Examine Content Vocabulary: *Table of contents, glossary* (15 min.)

STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

Reading

- RI.2.1

Writing

- W.2.2

Speaking and Listening

- SL.2.1.a, SL.2.1.c, SL.2.2, SL.6

Language

- ↓ L.2.4.e, L.2.5.a

MATERIALS

- Handout 4A: Sample Informative Paragraph 1
- Handout 4B: Fluency Homework
- Informative Writing Anchor Chart
- Knowledge Journal Chart
- Notice and Wonder T-Chart
- Markers
- Sticky notes
- Sentence strip
- Chart paper

Learning Goals

Ask and answer questions about *How Do You Know It's Fall?* (RI.2.1)

✓ Explain how information from the Knowledge Journal connects to new learning from *How Do You Know It's Fall?*

Identify characteristics of topic statements. (W.2.2)

✓ Stop and Jot about what topic statements do.

↓ Vocabulary Deep Dive

Vocabulary Learning Goal: Analyze how table of contents and glossary in *How Do You Know It's Fall?* organize information.

✓ Students enter definitions in Vocabulary Journal.

Prepare

FOCUSING QUESTION: Lessons 4–9

How do changes in fall weather impact people and nature?

CONTENT FRAMING QUESTION: Lesson 4

Wonder: *What do I notice and wonder about How Do You Know It's Fall?*

CRAFT QUESTION: Lesson 4

Examine: *Why are topic statements important?*

After previewing and reading *How Do You Know It's Fall?* students generate questions about the text. Students review informative writing and then examine and identify characteristics of a topic statement to deepen their understanding of informative paragraphs.

Welcome 5 MIN.

GENERATE INFORMATION

Pairs brainstorm and record information about the season of fall.

Launch 5 MIN.

Ask pairs to share one item from their brainstorming about fall. Continue until all new information has been shared. Post and read aloud the Focusing Question.

Display *How Do You Know It's Fall?* and tell students that in this sequence of lessons they will use this text to investigate changes that occur in fall. Then have students Echo Read the Content Framing Question.

Learn 55 MIN.

PREVIEW TEXT 5 MIN.

Whole Group

Distribute *How Do You Know It's Fall?* Introduce a Nonverbal Signal for *same* (<http://witeng.link/0272>). Instruct pairs to preview the text using the Nonverbal Signal for *same* when they see information about fall similar to their brainstorm list. Circulate among pairs and acknowledge students' observations.

READ ALOUD TEXT 15 MIN.

Individuals

Post the Knowledge Journal Chart from Lesson 3 and a blank Notice and Wonder T-Chart. Ask a few volunteers to name something new they learned about the world from their previous text investigation, such as how change can happen quickly. Then invite others to name something new they can do when they read a text, like read the beginning and ending of a text to understand what changes. Briefly remind students that good readers bring all they know about the world and books to each new book they closely read when they notice and wonder with a new text.

Have students Choral Read the words and definitions for *notice* and *wonder*. Tell students you are going to read aloud the text this first time so they can concentrate on noticing about *How Do You Know It's Fall?* Remind students to use all their new learning from the Knowledge Journal and listen for elements of fluent reading. Ask them to listen and watch for words they know, details in the photographs, captions, and other text features during this first reading of *How Do You Know It's Fall?*

Distribute one color of sticky notes. Read aloud the text while students follow along in their texts, flagging pages with sticky notes where they notice something about the text that connects to learning about the world or texts from the Knowledge Journal.

RECORD NOTICE AND WONDER 20 MIN.

Whole Group

Use Equity Sticks to invite students to share something they noticed during the Read Aloud*. Record responses in the Notice column on the Notice and Wonder T-Chart. As possible, connect students' observations to information from the Knowledge Journal.

Distribute a different color of sticky notes. During this Read Aloud, tell students to flag a page if they have a question. Remind students to continue using the information from the Knowledge Journal to

* See the Implementation Guide for more information on Read Aloud.

frame their questions about the text. Read aloud the text, pausing periodically for students to flag pages for which they have questions.

Extension

Have students write questions on sticky notes. Ask pairs of students to read the text together, alternating pages of text and text features while flagging pages where they have a question.

Scaffold

Read aloud or record the text for students unable to read it independently.

After this second read of the text, record students' questions on the Wonder column of the Notice and Wonder T-Chart. Select four to five student questions for students to Think-Pair-Share. Augment students' questions as necessary with the following questions.

**TEACHER
NOTE**

Identify and select some of the student-generated questions pertaining to the organization of the text to use in Lesson 5.

1 What kind of text do you think this book is? How do you know?

- *This is an informational text because it tells readers about fall.*
- *You can also tell this is an informational text because:*
 - *there are chapters in this text;*
 - *some of the words in the text are in bold letters;*
 - *there is a glossary at the back of the text explaining what some of the important words mean;*
 - *there are also fun fact notes on some of the pages;*
 - *at the back of the book there are directions for a science experiment;*
 - *there are real photographs of people, animals, and nature.*

2 What information about fall do readers learn from this text?

- *Fall is one of four seasons.*
- *Fall comes after summer and before winter.*
- *Fall is also called autumn.*
- *Some animals use fall to get ready for winter.*
- *There are two holidays in fall, Halloween and Thanksgiving.*
- *The air gets cooler in fall.*

INTRODUCE INFORMATIVE WRITING 5 MIN.

Pairs

Celebrate students' excellent observations and questions about the informational text *How Do You Know It's Fall?* Tell students that in this module they will get a chance to practice and improve their informational writing.

Instruct students to Think–Pair–Share, and ask: “What is informational writing?”

- *Informational writing is when we write to tell about or explain something.*
- *Informational writing is when we inform people about something.*

Post a sentence strip with the word *inform* and its definition: to tell; to give information. Connect students' responses to the definition for *inform*. Tell students that they are going to learn about changes in fall and will share their new knowledge in the informative paragraphs they will be writing.

Distribute the sentences from Handout 4A: Sample Informative Paragraph 1 to each small group. Instruct groups to read and order the sentences to create an informative paragraph. Circulate among groups noticing which sentences are put in the correct order and which sentences are a source of confusion.

Ask students: “What is this paragraph informing readers about?” Record students' responses on chart paper.

- *This paragraph is informing readers about outdoor activities in fall.*
- *This paragraph tells about things people do outside in fall.*

Add the word *inform* to the Word Wall. Provide the following definition for students to add to their Vocabulary Journal.

Word	Meaning
inform	To tell; to give information.

G2 2-W 3 Handout 4A: WIT & WISDOM®

Name: _____

Handout 4A:
Sample Informative Paragraph 1

Directions: Cut along the dotted lines and distribute the strips. Then read and order to create an informative paragraph.

Question: What do people do outside in the fall?

.....

Playing sports, like football, is another fall activity.

.....

When the leaves fall off the trees, raking and jumping into piles of leaves is fun.

.....

There are lots of outdoor activities to enjoy in fall.

.....

Some people enjoy picking apples and pumpkins in the fall.

.....

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EXAMINE TOPIC STATEMENTS 10 MIN.

Whole Group

Display and have students Choral Read the Craft Question: *Why are topic statements important?*

Explain to students that each sentence in a paragraph is important because it helps the reader

understand the paragraph. Post the Informative Writing Anchor Chart. Write “T = Topic Statement” in green (see sample chart). Explain that students will investigate the topic statement, which is one important part of a paragraph.

Post the sample paragraph from Handout 4A. Instruct students to Think–Pair–Share, and ask: “What do you notice about this sentence?”

- *This sentence tells us what the rest of the paragraph is about, that there are lots of outdoor activities to enjoy in fall.*
- *It is at the beginning of the paragraph.*

Instruct students to listen to the paragraph to confirm this assessment of the first sentence, that it tells what the paragraph is going to be about. Invite students to listen or Choral Read the paragraph with you.

There are lots of outdoor activities to enjoy in fall. When the leaves fall off the trees, raking and jumping into piles of leaves is fun to do. Playing sports, like football, is another fall activity. Some people enjoy picking apples and pumpkins in the fall.

✔ Ask: “What does a topic statement do?” Students jot their responses in their Response Journal. Invite a few students with strong responses to share. Confirm that a topic statement does at least three things:

- Answers the question.
- Comes near the beginning.
- States the essential idea.

Record the topic statement’s purpose and criteria for use on the Informative Writing Anchor Chart.

Sample Informative Writing Anchor Chart

Part of Paragraph	What It Does	How You Use
T = Topic Statement	tells the essential idea	▪ answers the question ▪ comes near the beginning ▪ states the essential idea

TEACHER
NOTE

Keep this chart posted throughout the module to add information for each of the parts of a paragraph students learn each week.

Land

5 MIN.

✓ Have students select something from the Knowledge Journal that connects to something new they learned in *How Do You Know It's Fall?* Then have them write a response that informs them about how they are connected.

Wrap

5 MIN.

ASSIGN HOMEWORK

Distribute Handout 4B to students. Either assign students one of the fluency passages according to their level using the word count as a guide or invite students to choose which passage they would like to practice.

Tell students that each day they will practice all they have learned about fluency with a passage from the text. Throughout the week they will have opportunities to showcase their fluency skills with their passage. After reviewing the passages and directions, review tricky words from each passage with students.

02 3 10 3 Handout 4B-1073-00000001

Name: _____

Handout 4B:
Fluency Homework Option A

Directions: Practice reading the passage daily for homework. Have an adult initial the bottom after you have done the reading.

In some areas, the air gets cooler in fall. There is less sunlight at this time of year. The days become shorter as the sun goes down earlier each night. Fall can be windy and chilly. We wear pants, sweaters, and coats to stay warm. 45 words

Herrington, Lisa. *How Do You Know It's Fall?* Scholastic, 2014, 9–10.

Have an adult initial each day that you read the passage three to five times. Optional: Have a peer sign on the second row of boxes, checking your progress.

Day 1	Day 2	Day 3	Day 4

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Analyze

Context and Alignment

Students connect ideas learned during their study of “Weather” to ideas they learned from these first readings of *How Do You Know It’s Fall?* Then they draft a few sentences explaining how these ideas are connected (RI.2.1, W.2.2). Review the responses for the following indications of success:

- Identifies accurate content learning from the study of “Weather” and *How Do You Know It’s Fall?*
- Articulates this connection in a few informative sentences.
- Uses or attempts to use a topic statement about the connection at the beginning of their response.

Next Steps

If students have difficulty identifying a connection between ideas from “Weather” and *How Do You Know It’s Fall?* determine if the misconception can be attributed to “Weather” or *How Do You Know It’s Fall?*

- If the misconception is related to “Weather,” review the poem and its meaning.
- If the misconception is related to *How Do You Know It’s Fall?*, record the misconceptions and check in with students at the end of Lesson 5 to ascertain if the misconception was resolved after continued work with the text.

Use students’ attempts at including a topic sentence in their writing to guide craft instruction and grouping in Lesson 5. For instance, if there are students who used a topic sentence accurately, highlight their sentences at the beginning of craft instruction in Lesson 5. If students are still having difficulty with topic sentences after doing the full group modeling, meet with students in a small group. After students have learned more about topic statements in Lesson 5, direct them to revise their response to this Land using a topic statement. Note if students are able to apply new learning to the elements of a topic sentence to their own writing or if they need more targeted instruction to be successful.

⬇ Lesson 4 Deep Dive: Vocabulary

Examine Academic Vocabulary: *Table of contents, glossary*

- **Time:** 15 min.
- **Text:** *How Do You Know It's Fall*, Lisa M. Herrington
- **Vocabulary Learning Goal:** Analyze how the table of contents and glossary in *How Do You Know It's Fall?* organize information. (L.2.4.e, L.2.5.a)

Launch

Remind students about the purpose of a glossary and that glossaries are often used in science or social studies textbooks or other informational texts. Content-specific vocabulary is frequently printed in **boldface** font in a text, signaling to readers that the word's definition will be listed in a glossary.

Partners find and point to the glossary and the table of contents in *How Do You Know It's Fall?*

Share that the Deep Dive today will focus on the key words that form the titles of these important tools so we can recognize and use them when we see them in books.

Learn

Ask: "What do you notice about the table of contents and glossary in this book?"

Use Equity Sticks or other method for calling on students to share responses.

- *A table of contents comes at the beginning of the book.*
- *The table of contents is a quick way to see what each chapter of the book is about. It shows the page number where each chapter begins, so I know where to find information.*
- *The table of contents for this text also lists the page for the "Let's Experiment" and "Let's Explore" activities, the index, the glossary, "About the Author," and "Facts for Now."*
- *The glossary lists the words celebrate, flock, migrate, and ripe. The glossary shows how to pronounce each word and explains what it means, just like a dictionary.*
- *It's much easier to find the words in a glossary than a dictionary, because there are only a few words in the glossary.*

Instruct students to look closer at the words that make up the titles of these tools.

Post or display the words *Table of Contents*.

Point to a table in the room and ask: “Is that the table of contents?”

- No!
- *That’s a real table where you sit and work.*

Enjoy a laugh.

Explain to students that *table* is a multiple-meaning word that can also mean a chart or list.

Post key word definitions for *table* (an organized arrangement of information laid out in rows) and *contents* (what’s inside something).

Have students Echo Read the key word definitions.

Ask: “Why might *Table of Contents* be a helpful name for this chart?”

Instruct students to Think–Pair–Share.

- *Table means “organized information,” and contents means “what’s inside.” So a table of contents tells us what’s inside the book.*

Give each pair one or two additional texts from school or classroom libraries that have glossaries and/or tables of contents.

✓ Post definitions on the Word Wall while students create entries in their Vocabulary Journal.

Provide these or similar key word definitions:

Word	Meaning
glossary	List of difficult words.
table	Information organized in rows or columns.
contents	What’s inside something.

Land

Ask: “Why is it important to understand how to use a table of contents and a glossary?”

- *A table of contents can help us see what information will be in a book, and where to find it.*
- *A glossary tells us what some of the hard words in a book mean. A table of contents and a glossary help us use the book to find information.*

Ask: “How do the words in the titles of these tools help us understand what they are for?”

- *The word table tells us that there is information and contents tells us the information is about what is in the book.*
- *The word glossary tells us that there is a list of hard words we need to know.*

■ FOCUSING QUESTION: LESSONS 4–9

How do changes in fall weather
impact people and nature?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Lesson 5

TEXT

- *How Do You Know It's Fall?*, Lisa M. Herrington

Lesson 5: At a Glance

AGENDA

Welcome (5 min.)

Predict Locations of Key Terms

Launch (5 min.)

Learn (58 min.)

Reread to Find Key Terms (15 min.)

Determine Meaning of a Key Word (8 min.)

Identify Details and Main Topic (17 min.)

Reflect on Listening Goal (3 min.)

Experiment with Topic Statements (15 min.)

Land (5 min.)

Answer the Content Framing Question

Wrap (2 min.)

Assign Homework

Vocabulary Deep Dive: Examine Academic Vocabulary: *Migrate* (15 min.)

STANDARDS ADDRESSED

- The full text of ELA Standards can be found in the Module Overview.

Reading

- RI.2.1.a, RI.2.2, RI.2.4

Writing

- W.2.2

Speaking and Listening

- SL.2.1.a, SL.2.6

Language

- ↓ L.2.4.e, L.2.5.a

MATERIALS

- Handout 5A: Key Terms
- Handout 5B: Main Idea and Details Chart
- Handout 5C: Informative Writing Anchor Chart
- Handout 5D: Sample Informative Writing Paragraph 2
- Handout 4B: Fluency Homework
- Speaking and Listening Anchor Chart
- Buttons and bags, Share Buttons

Learning Goals

Identify key details and main topic of a section of text from *How Do You Know It's Fall?* with support. (RI.2.2)

- ✓ Answer the Content Framing Question.

Draft a topic statement with support. (W.2.2)

- ✓ Draft two topic statements.

↓ Vocabulary Deep Dive

Create a word web for academic and content vocabulary word *migrate*, including how migration is a change in animal behavior caused by the coming of fall. (L.2.4.e, L.2.5.a)

- ✓ Students create individual word webs in Vocabulary Journal.

Prepare

FOCUSING QUESTION: Lessons 4–9

How does the change in fall impact people and nature?

CONTENT FRAMING QUESTION: Lesson 5

Organize: What’s happening in How Do You Know It’s Fall?

CRAFT QUESTION: Lesson 5

Experiment: How do topic statements work?

Students investigate key terms and details to determine the meaning while also identifying the main topic of a chapter in the text. During the partner discussions, students are reminded of and encouraged to practice the Listening Goal introduced in Lesson 1. In craft instruction, students create topic statements using the criteria identified in Lesson 4.

Welcome 5 MIN.

PREDICT LOCATIONS OF KEY TERMS

Distribute Handout 5A: Key Terms to pairs. Direct students to use the table of contents to predict which chapter might contain information about each key term.

G2 > M1 > Handout 5A - WIT & WISDOM®

Name: _____

Handout 5A: Key Terms

Directions: First predict the chapter where you will find the key term by using the table of contents. Later, confirm your prediction by finding the word in the text as you read and write the chapter number in the column under "Find the chapter."

Key Terms	Predict the chapter.	Find the chapter.	
cooler			
migrate			
store			
ripe			
celebrate			

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TEACHER NOTE

Students will work with Handout 5A for the next few lessons. As the focus of this handout is on vocabulary, consider having students staple or glue it into their Vocabulary Journal.

Launch

5 MIN.

Combine pairs to make small groups. Direct groups to compare their predictions of where they will find the information about the key terms in the text. Circulate among students, listening for differences in opinion about where the terms will be located. Highlight some of these differences of opinion. Then post and have students Echo Read the Content Framing Question.

Explain to students that organizational features, like the table of contents and bold words, help readers understand a text. Emphasize that good readers use all the organizational features of a text to help them understand what is happening in a text. Emphasize the importance of today's investigation of organization and how using each of these features helps them become experts about the text.

Learn

58 MIN.

REREAD TO FIND KEY TERM

15 MIN.

Pairs

Ask pairs to reread the text, reminding them to pay attention to their rate as they read to themselves. Direct students to read key terms from Handout 5A. Then direct students to record the chapter name on the handout, checking their prediction.

Scaffold

Read aloud the text with a small group of students who are not yet able to read it independently.

TEACHER NOTE

Encourage students to gain confidence as readers. Emphasize that they are readers, even if they cannot read every word in a text. If students feel challenged by the words in the text, explain that all readers encounter difficult words and encourage them to use strategies like using pictures to gather meaning, phonetics, and context clues.

Call out each of the key terms and ask groups to show a thumbs-up if they had the correct chapter for the key term.

DETERMINE MEANING OF A KEY WORD 8 MIN.

Pairs

Refer students to the Speaking and Listening Anchor Chart from Lesson 1. Have students Choral Read the Listening Goal: I notice the whole message. Encourage students to practice this goal today when discussing the text with their partners.

Direct students to turn to the page with information about the key word *migrate*. Students Think–Pair–Share to the following TDQs:

- 1 What do you notice about this key word on page 17?
- The key word *migrate* is in darker letters than most of the other words on the page.
 - The words that are in darker letters are in the glossary at the back of the book.
- 2 What do you think the word *migrate* means? Read the other sentences on the page and look at the picture to help you.
- The word *migrate* means “to move somewhere.”
 - The word *migrate* means that the birds are flying somewhere else that is warmer.

Model how students used the meaning of the other sentences and the pictures to decide the meaning of *migrate*. Emphasize the importance of understanding the meaning of all words, instead of skipping over them. Direct students to do this with unfamiliar words any time they read.

Have students Choral Read the definition for *migrate* from the glossary. Instruct students to record the word and definition for *migrate* in their Vocabulary Journal. Add *migrate* to the Word Wall as students write.

Word	Meaning
migrate	To move somewhere for warmth or food.

IDENTIFY DETAILS AND MAIN TOPIC 17 MIN.

Pairs

Remind students that in addition to using features like key terms and table of contents to help readers understand a text, good readers also use routines like Buttons, Bags, and Boxes* to understand what’s happening in informational texts. Show a set of buttons and a bag. Explain that readers determine what’s happening in a text by paying attention to details (show buttons) and topics (show bag). The topic holds the different details like the bag holds the buttons. Define *details* as “small pieces of information in the text.”

* See Great Minds Instructional Routines for more information on Buttons, Bags, and Boxes.

**TEACHER
NOTE**

Using an actual bag and buttons for this introduction to the Buttons and Bags routine is an important addition to the lesson as it is a tangible and visual reminder for students. In addition, providing students with a manipulative to use as they read supports their engagement with the text. If it is not possible to have actual sets for students or groups, cut out the images on Handout 5B: Main Idea and Details Chart. Create an extra set of buttons to use as Share Buttons. Distribute these Share Buttons to students throughout the lesson as an indicator that you would like them to share their response with the class. Also, for the next three lessons a blank version of Handout 5B will be used. Consider making chart-size versions of these as students will refer to all three of them in Lesson 7.

Display Handout 5B. Use either real buttons or the buttons from Handout 5B. Write pages 14–19 at the top of the first column. Then, invite students who are doing Option B for fluency homework to read aloud page 14. Model how to recount with buttons by placing a button in the column of the chart. Then orally state each detail and record it in the second column on Handout 5B. Leave the first line on the chart blank for the main topic.

3 What are some details on page 14?

- *Animals get ready for cold weather.*
- *Animals store food.*
- *Squirrels hide food.*

Handout 5B: Main Idea and Details Chart

Cut on dotted lines.

Page 1 of 2

Pages 14–19	Main Topic and Details
	Animals get ready for winter.
	Animals store food.
	Squirrels hide food.

**TEACHER
NOTE**

Students may identify the first sentence on page 14 as a detail even though it is the main topic of pages 14–19. If so, record it on the displayed version of Handout 5B. This provides students the opportunity to consider the details and discover it is the main topic later in the lesson.

Distribute a set of buttons to each pair. As pairs are discussing and identifying details, circulate and distribute Share Buttons to pairs who identify details about birds and butterflies leaving for warmer weather. Remind students who receive Share Buttons that you'd like them to share their responses with the class. Instruct students to Think–Pair–Share, and ask the following TDQ.

4 What are some details about the key word *migrate* on pages 16–19?

- *In fall, birds leave for warmer places.*
- *Butterflies leave also.*
- *Monarch butterflies go to California and Mexico for the winter.*

Invite pairs that have Share Buttons to share the detail they identified. Post the button and record their detail on Handout 5B. Continue recording and posting the details alongside the buttons. Have students Choral Read each of the details recorded on Handout 5B, holding up a button for each detail. Show students the bag.

5 What do the details on these pages tell us about?

- *The details on these pages tell us that in fall some animals leave and others store food to get ready for winter.*

6 What is the main topic of these pages?

- *The main topic of these pages is that when it gets colder animals get ready for fall.*

Ask: “What do you notice about our chart of details?”

- *The first detail is actually the main topic!*
- *The first sentence is like a topic statement. It introduces the main topic of the pages.*
- *A lot of the details are about the key word migrate.*

Swap the button for the bag. Explain that sometimes the topic statement of a section of text is the main topic. Highlight that sometimes the key terms in a text help readers identify important details about that section of text and help readers determine what the word means.

✓ In pairs, students recount the details and main topic of these pages, saying each detail and dropping a button in the bag. Students end by closing the bag while stating the main topic.

REFLECT ON LISTENING GOAL 3 MIN.

Individuals

Refer to the Speaking and Listening Anchor Chart. Instruct students to Think–Pair–Share, and ask: “What did you notice when practicing the Listening Goal: I notice the whole message?”

- *I noticed that sometimes I got new ideas when listening to my partner.*
- *I noticed that sometimes my partner and I were going to say the same thing. After I listened to the whole message I needed to find a different detail to say.*
- *Sometime I was able to add information to what my partner said.*

Choose one or two students to share with the whole group.

EXPERIMENT WITH TOPIC STATEMENTS 15 MIN.

Whole Group

Display the Craft Question: *How do topic statements work?*

Tell students that their writing will have topic statements, just like the texts they read. Share a few exemplars from students’ responses in the Land from Lesson 4. Have students Choral Read Handout 5C: Informative Writing Anchor Chart to review the role of topic statements. Tell students they can add to their individual charts in future lessons as they learn more about informative writing.

Post and read aloud the sample paragraph.

Some animals fly away to warmer places. Monarch butterflies fly to Mexico! Squirrels collect food for winter. They hide nuts and acorns so they have enough food during the winter.

Ask: “What do you notice about this paragraph?”

- *There is no topic statement.*
- *It is about animals and what they do in the fall.*
- *There are four sentences but there is no topic statement.*

Confirm students’ assessment of the paragraph and explain that they are going to draft some topic statements for the paragraph. Ask: “What do you need to know before you draft a topic statement for this paragraph?”

- *We need to know what the paragraph is telling us about.*
- *To write a topic statement we need to know the essential idea of the paragraph.*

Distribute Handout 5D: Sample Informative Paragraph 2. Read aloud the paragraph. Instruct students to jot down their ideas about the essential meaning of the paragraph. Invite students to Mix and Mingle*, briefly sharing their ideas about the essential idea of the paragraph with their peers. Circulate as students discuss, reinforcing and redirecting their thinking as needed. Highlight some student responses.

- *The essential meaning of this paragraph is that animals are busy getting ready for winter during fall.*
- *This paragraph is about what animals like squirrels, butterflies, and birds do in fall.*

G2 > M1 > Handout 5D: WIT & WISDOM®

Name: _____

Handout 5D:
Sample Informative Paragraph 2

Directions: This paragraph is missing a topic statement. Read the paragraph, determine the essential meaning of the paragraph, and then draft two possible topic statements for the paragraph.

Some animals fly away to warmer places. Monarch butterflies fly to Mexico! Squirrels collect food for winter. They hide nuts and acorns so they have enough food during the winter.

I think the essential meaning of this paragraph is:

Topic Statement:

Topic Statement:

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Use students' responses about the essential meaning of the paragraph, to model how to use this information to draft a topic statement. Highlight how you use the essential meaning of the paragraph in your topic statement and how you choose to use the animals because the paragraph talks about more than one type of animal.

Fall is a busy time for some animals.
Animals get ready during fall for the colder weather of winter.

✓ Direct students to use these examples and the criteria for topic statements to draft another topic statement for the paragraph on Handout 5D.

- *In fall, some animals prepare for winter.*
- *Fall is a season for animals to get ready for cold weather.*
- *Birds, butterflies, and squirrels get ready for winter in the fall.*

Scaffold

For students who may need additional support, work collaboratively within pairs or small groups to draft the missing part. Provide a sentence frame for students.

* See the Implementation Guide for more information on Mix and Mingle.

Land

5 MIN.

ANSWER THE CONTENT FRAMING QUESTION

Review the Content Framing Question.

Ask: “In our lesson today, how did we tell what was happening in *How Do You Know It’s Fall?*”

- *We learned that informational books have organizational features like the table of contents and key terms. The table of contents helps us know where to find information. Finding the details and main topics also helps us understand what is happening.*

Ask: “How did we show the main topics? How did we show the details?”

- *We showed the main topics with bags. We showed the details with buttons.*

Wrap

2 MIN.

ASSIGN HOMEWORK

Students complete Day 2 of Fluency Homework on Handout 4B.

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Name: _____

Handout 4B:
Fluency Homework Option A

Directions: Practice reading the passage daily for homework. Have an adult initial the bottom after you have done the reading.

In some areas, the air gets cooler in fall. There is less sunlight at this time of year. The days become shorter as the sun goes down earlier each night. Fall can be windy and chilly. We wear pants, sweaters, and coats to stay warm.

45 words

Herrington, Lisa. *How Do You Know It's Fall?* Scholastic, 2014, 9–10.

Have an adult initial each day that you read the passage three to five times. Optional: Have a peer sign on the second row of boxes, checking your progress.

Day 1	Day 2	Day 3	Day 4

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Analyze

Context and Alignment

Students draft topic statements during the craft instruction (W.2.2). Use the Check for Understanding (CFU) to assess if students' topic statements demonstrate the following success criterion:

- Reflects understanding of the essential idea of the sample paragraph—in fall some animals prepare for winter.

Compare students' responses from Lesson 4 Land with the topic statements they drafted in this lesson. Note any improvement in crafting a topic statement.

Next Steps

Identify a few students' topic statements that incorporate the essential idea of the sample paragraph to share with the class during Lesson 6. Plan to meet with students who need more support as they either copy your version of the topic statement or do not demonstrate understanding of the essential idea in their topic statements. Reread the sample paragraph with them. Ask them direct content questions such as: "Who is the paragraph about? What are they doing? Why are they doing it?" Record key words in their responses (*birds, butterflies, squirrels, fly away, warmer places, collect and hide food*). Show students how to group these words to capture the essential idea of the paragraph.

- *Birds, butterflies, squirrels* → animals
- *Fly away, collect and hide food* → prepare or get ready for winter

Demonstrate how these phrases can capture the essential idea of the paragraph and craft a sample topic statement for the paragraph: animals prepare for winter.

↓ Lesson 5 Deep Dive: Vocabulary

Examine Academic Vocabulary: *Migrate*

- **Time:** 15 min.
- **Text:** *How Do You Know It's Fall?*, Lisa M. Herrington
- **Vocabulary Learning Goal:** Use context clues to determine the meaning of the academic and content vocabulary word *migrate*. (L.2.5.a, L.2.4.e)

Launch

Read aloud pages 16–19 of *How Do You Know It's Fall?* as pairs follow along in their copies of the text.

Explain that good readers become detectives when they aren't sure what a new or challenging word might mean, and that in this Deep Dive, students will look for clues in the text about the word *migrate*.

Learn

Ask: “What clues do you see in the words and pictures on these pages that might tell us what *migrate* means?”

Instruct students to Think–Pair–Share.

- The text on page 17 says that some birds leave for warmer homes.
- The picture shows geese flying somewhere.
- The text on page 18 says that butterflies journey to warmer places.
- The Fun Fact box says that monarchs fly to California and Mexico for the winter.
- The picture shows butterflies flying somewhere warm.

Ask: “If you put all of these clues together, what do you think *migrate* means?”

- I think migrate means going somewhere warm for the winter.
- I think it means that animals travel to another place to get what they need.

Ask: “What tool might we use if we want to be sure what we discovered from our clues is correct?”

- We could use a dictionary!
- We could use the glossary in the back of the book.

Assign half of the class to find the definition for the word *migrate* in their beginning dictionaries. Assign the other half of the class to locate and point to the definition for the word *migrate* in the glossary of *How Do You Know It's Fall?*

Display the definitions from each source, and have students Echo Read each one.

Glossary	migrate	To move from one place to another in search of warmth or food.
Dictionary	migrate	To change habitats or location.

Students Think–Pair–Share on what is similar and different about the two definitions, and how well they were able to guess the meaning of the word from the clues in the text.

Explain that, while birds, animals, and even fish migrate in search of warmth or food when cold weather comes, some humans migrate also for a variety of reasons.

Ask: “Which of the words in the dictionary definition do you already have in your Vocabulary Journal?”

- Change!
- *Change was the first word we learned in this module.*

Ask: “What changes when animals *migrate*?”

- *They change where they live.*
- *The temperature might change and be warmer in the new place.*
- *The food they can find might change when they go somewhere else.*

✓ Students choose either the glossary or dictionary definition, then they write and draw an entry for the word *migrate* in their Vocabulary Journal.

Land

Ask: “How did the clues we found help us understand more about the word *migrate*?”

- *The words around the word migrate explained what it meant.*
- *The pictures showed animals migrating.*
- *Using the clues helped me know what migrate meant even before I checked the glossary.*

■ FOCUSING QUESTION: LESSONS 4–9

How do changes in fall weather
impact people and nature?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Lesson 6

TEXTS

- *How Do You Know It's Fall?*, Lisa M. Herrington
- “ASL sign for: stop,” *American Sign Language Dictionary*s

Lesson 6: At a Glance

AGENDA

Welcome (5 min.)

Illustrate Key Term

Launch (5 min.)

Learn (58 min.)

Define Key Terms (20 min.)

Identify Details and Main Topic (25 min.)

Reflect on Listening Goal (3 min.)

Execute Topic Sentences (10 min.)

Land (5 min.)

Answer the Content Framing Question

Wrap (2 min.)

Assign Homework

Vocabulary Deep Dive: Examine Academic Vocabulary: *Directions*, *observe* (15 min.)

STANDARDS ADDRESSED

- The full text of ELA Standards can be found in the Module Overview.

Reading

- RI.2.1, RI.2.2

Writing

- W.2.2, W.10*

Speaking and Listening

- SL.2.1.a, SL.2.1.c, SL.2.6

Language

- L.2.4.a, L.2.4.e

MATERIALS

- Handout 5A: Key Terms
- Handout 5B: Main Idea and Details Chart
- Handout 5C: Informative Writing Anchor Chart
- Handout 5D: Sample Informative Paragraph 2
- Handout 6A: Sample Informative Paragraph 3
- Handout 4B: Fluency Homework
- Speaking and Listening Anchor Chart
- Notice and Wonder T-Chart
- Highlighters
- Buttons and Bags
- Buttons, Bags, and Boxes
- Assortment of texts with table of contents and glossaries
- Apple, pebble or small stone, bowl of water

Learning Goals

Identify details and main topics throughout text. (RI.2.1, RI.2.2)

- ✓ Answer the Content Framing Question.

Use details to draft topic sentence. (W.2.2)

- ✓ Independently draft a topic sentence.

↓ Vocabulary Deep Dive

Infer the meanings of academic vocabulary terms *directions* and *observe* from their context in *How Do You Know It's Fall?* and confirm using a dictionary. (L.2.4.a, L.2.4.e)

- ✓ Students make entries in Vocabulary Journal.

* This lesson prepares students for W.10, which first appears in the Grade 3 CCSS.

Prepare

FOCUSING QUESTION: Lessons 4–9

How does the change in fall impact people and nature?

CONTENT FRAMING QUESTION: Lesson 6

Organize: What’s happening in How Do You Know It’s Fall?

CRAFT QUESTION: Lesson 6

Execute: How do I use topic sentences to organize my informative paragraph?

Students apply their learning about details and topic sentences from Lesson 5 to determine the main topic of text chapters while continuing to practice the Listening Goal of noticing the whole message during small-group discussions. During craft instruction students apply learning about details and main topic to writing their own topic statements for informative paragraphs.

Welcome 5 MIN.

ILLUSTRATE KEY TERM

Display Handout 5A. Write the heading “Illustration” in column 4 of Handout 5A. Pairs find the definition of *migrate* in their Vocabulary Journal and read aloud the definition. They brainstorm ideas and sketch a drawing that illustrates the meaning of *migrate* in column 4 of Handout 5A.

G2 > M1 > Handout 5A: WIT & WISDOM®

Name: _____

Handout 5A: Key Terms

Directions: First predict the chapter where you will find the key term by using the table of contents. Later, confirm your prediction by finding the word in the text as you read and write the chapter number in the column under “Find the chapter.”

Key Terms	Predict the chapter.	Find the chapter.	
cooler			
migrate			
store			
ripe			
celebrate			

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Launch

5 MIN.

Invite students to compare and share their illustrations of *migrate*. Highlight illustrations that show the movement of both birds and butterflies. Refer students to the glossary of the text. Acknowledge students' excitement about how their illustrations compare to the photograph for *migrate*.

1 What do you notice about the words in the glossary?

- All the words in the glossary are in bold letters. They each have a photograph and a definition.
- Almost all of the key terms on Handout 5A are in the glossary.

Distribute highlighters to students. Instruct students to find and highlight the key terms on Handout 5A that are not in the glossary.

- The words that are not in the glossary are *cooler* and *store*.

Post and have students Echo Read the Content Framing Question. Tell students that today they are going to continue investigating what's happening in the text using what they learned yesterday: key words and the Buttons and Bags routine.

Learn

58 MIN.

DEFINE KEY TERMS

20 MIN.

Whole Group

Explain to students that in addition to the table of contents, an index helps readers locate information about topics in an informational text. Refer students to the index on page 32. Instruct students to Think-Pair-Share, and ask: "Neither of these words are listed in the index. Are there other words in the index that we can use to find the place in the book that might contain information about *cooler* and *store*?"

- There is probably information about *cooler* on pages 9–10 because the index says that weather can be found on those pages. Cooler is describing what happens to the weather.
- Information about *store* can be found on page 14 because there is information about animals on that page, and they store food for winter.

TEACHER
NOTE

Some students may identify pages 22 and 25 for *store* because those pages are about holidays and students might think of a store that sells things. Record this response, and as students determine the meaning of *store* during the Read Aloud, briefly explain that words can have more than one meaning.

Read the text aloud to students. Point out that you will model effective expression by reading the words with emotion and feeling. Introduce a Nonverbal Signal for stop, such as a students' hand with palm facing forward (<http://witeng.link/0639>). Explain to students that they will signal you to stop when they hear a key term from Handout 5A during the Read Aloud. When students signal, pause for them to Think–Pair–Share about the meaning of the word. Confirm or correct their understanding.

Scaffold

Write simple definitions for each of the key terms on sentence strips. As students use context and the glossary to identify definitions, refer them to the definitions as necessary.

Provide students with definitions. Choose one or two of these words for students to record in their Vocabulary Journal. As they write, add all of the words to the Word Wall.

Word	Meaning
cooler	To get colder.
store	To collect; to keep safely for future use.
ripe	Fully grown; ready to be eaten.
celebrate	To do something fun on a special occasion.

IDENTIFY DETAILS AND MAIN TOPIC 25 MIN.

Small Groups

Refer students to the Speaking and Listening Anchor Chart from Lesson 1. Celebrate students' efforts with the Listening Goal from Lesson 5 of noticing the whole message. Encourage students to continue practicing this goal again today when discussing the text with their partners or groups as they learn more about details and main topics.

Ask: “What did we learn yesterday about main topics?” Cue students with buttons and bags if necessary.

- We learned that details are small pieces of information in the text.
- The main topic is the big idea in a part of the text.
- Details help us identify the main topic.
- We learned that we can use details to figure out the main topics of a text.
- Buttons and bags help us keep track of the details and main topic in parts of a text.
- Sometimes the main topic is the first sentence in a chapter.

Explain to students that they will help one another practice this new skill of identifying details and main topics. Distribute buttons and bags to small groups and assign either pages 8–11 or pages 21–25. If there are students in the group doing Option A or C for fluency homework, invite them to read aloud the pages for their group. Groups collaboratively identify details using buttons. Circulate among groups to observe and assess students' ability to transfer their learning about details from Lesson 5. Distribute Share Buttons to students who identify details about change in temperature and clothing for pages 8–11 and picking fruit and celebrating for pages 21–25.

TEACHER NOTE

Model how a small group collaboratively identifies details with buttons in a Fishbowl for one set of pages prior to the whole class doing this. Distribute a button to each student. Instruct pairs to identify one detail, without repeating details, from the section of text they are investigating.

Display Handout 5B: Main Idea and Details Chart. Invite students with a Share Button to share a detail they identified about pages 8–11. Then post their button and record their detail on the handout. Continue recording and posting the details alongside the buttons.

Have students Choral Read each of the details recorded on Handout 5B, holding up a button for each detail. Show the bag. Students discuss the following TDQs to find the main topic for pages 8–11.

W-3-M1-3-Handout-5B-WIT&WISDOM®

Name: _____

Handout 5B:
Main Idea and Details Chart

Cut on dotted lines.

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Extension

Groups use a copy of Handout 5B to record details and main topic with their buttons and bag for the section of text they are reading.

2 What do the details on pages 8–11 tell us about?

- *The details on these pages tell us that in fall the weather gets colder. People wear warmer clothing.*

3 What is the main topic of these pages?

- *The main topic of these pages is that the weather in fall gets chilly.*

Place the bag on the first row of Handout 5B and record the main topic.

Repeat this process with pages 21–25.

4 What do the details on pages 21–25 tell us about?

- *The details on these pages tell us that in fall some foods are ready for picking.*
- *People celebrate holidays like Halloween and Thanksgiving.*

5 What is the main topic of these pages?

- *The main topic of these pages is that kids do fun things in fall.*

Place the bag on the first row of Handout 5B and record the main topic.

In pairs, students recount the details and main topic of these pages while saying each detail and dropping a button in the bag. Students end by closing the bag while restating the main topic.

REFLECT ON LISTENING GOAL 3 MIN.

✓SS Refer to the Speaking and Listening Anchor Chart. Instruct students to Think–Pair–Share, and ask: “What did you notice when practicing the Listening Goal: I notice the whole message?”

- *I noticed that sometimes I got new ideas when listening to my partner.*
- *I noticed that sometimes my partner and I were going to say the same thing. After I listened to the whole message I needed to find a different detail to say.*
- *Sometimes I was able to add information to what my partner said.*

Choose one or two students to share with the whole group.

EXECUTE TOPIC STATEMENTS 10 MIN.

Whole Group

Acknowledge all the great learning students have done about topic statements. Share some student topic statements from Lesson 5 (see Handout 5D).

Display Handout 5C and the Craft Question: *How do I use topic statements to organize my informative paragraph?* Have students Echo Read the Craft Question. Explain to students that today they will write their own topic statement for a paragraph.

Instruct students to Think–Pair–Share, and ask: “What do you need to know before you write a topic statement for an informative paragraph?”

- *We need to know what the paragraph is about or the essential idea of the paragraph.*

Distribute Handout 6A: Sample Informative Paragraph 3. Read aloud the paragraph.

In October, Halloween is a fun holiday. Kids carve pumpkins and dress up in costumes for trick-or-treating. Then comes Thanksgiving. This holiday is a time for lots of food and family!

Students jot down their ideas about the essential meaning of the paragraph, then Mix and Mingle to compare responses. Circulate as students discuss, reinforcing and redirecting their thinking as needed. Highlight some student responses.

- *In fall, there are holidays and celebrations.*
- *There are two fun holidays in fall.*

✓ Students draft two topic statements on Handout 6A: Sample Informative Paragraph 3. If time permits, students Mix and Mingle and share their topic statements.

- *There are fun celebrations in fall.*
- *Fall is full of fun holidays.*
- *Fall is a time for celebration.*

G2 > M1 > Handout 5C: WIT & WISDOM®

Name: _____

Handout 5C:
Informative Writing Anchor Chart

Directions: Use this chart to organize your thoughts about informative writing.

Part of Paragraph	What It Does	How You Use
T = Topic Statement	tells the essential idea	• answers the question • comes near the beginning • states the essential idea

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G2 > M1 > Handout 6A: WIT & WISDOM®

Name: _____

Handout 6A:
Sample Informative Paragraph 3

Directions: Read the paragraph. Determine the essential meaning of the paragraph. Then draft two possible topic statements for the paragraph.

In October, Halloween is a fun holiday. Kids carve pumpkins and dress up in costumes for trick-or-treating. Then comes Thanksgiving. This holiday is a time for lots of food and family!

I think the essential meaning of this paragraph is:

Topic Statement:

Topic Statement:

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Scaffold

Work with a small group of students that need additional support with topic statements after Lesson 5. Collaboratively write one topic statement.

Land

5 MIN.

ANSWER THE CONTENT FRAMING QUESTION

Organize: *What's happening in How Do You Know It's Fall?*

Instruct students to Think–Pair–Share responses orally, then individually write a response in Response Journal.

- *There are a lot of main topics in How Do You Know It's Fall? One chapter is about the weather in fall. Another is about the activities kids do in fall. There is also information on what animals do in fall to get ready for winter.*

Wrap

2 MIN.

ASSIGN HOMEWORK

Students complete Day 3 of Fluency Homework on Handout 4B.

Analyze

Context and Alignment

Students use details to draft topic statements (W.2.2). Use the Check for Understanding (CFU) to assess if students can independently draft a topic statement that reflects understanding of the essential idea of the sample paragraph about holidays in fall. Guide students to decide which of their topic statements better represent the essential idea.

Next Steps

Identify a few students' topic statements that incorporate the essential idea of the sample paragraph to share with the class during Lesson 7. Plan to meet with students who need more support as they either copy your version of the topic statement or do not demonstrate understanding of the essential idea in their topic statements. Make note of students whose topic statements need more work and check in with them in subsequent lessons to make sure they understand how to determine essential idea and write topic statements.

↓ Lesson 6 Deep Dive: Vocabulary

Examine Academic Vocabulary: *Directions, observe*

- **Time:** 15 min.
- **Text:** *How Do You Know It's Fall?*, Lisa M. Herrington
- **Vocabulary Learning Goal:** Infer the meanings of academic vocabulary terms *directions* and *observe* from their context in *How Do You Know It's Fall?* and confirm using a dictionary. (L.2.4.a, L.2.4.e)

Launch

Post academic vocabulary words for the Deep Dive: *directions, observe*.

Learn

Students Think–Pair–Share to review the text and make predictions about the meanings of the words.

Call students together to share predictions.

- *Directions means the steps in a recipe or a job. The directions tell us what to do with the apple and the stone.*
- *“Observe what happens” means to watch what happens.*

Ask students, “Why might these words be important when reading about a science activity?”

- *Some science experiments are not simple. If we want to make sure we do it right, we need to follow directions carefully.*
- *These words tell us how to do science activities the correct way.*
- *If we don't observe carefully, we won't know what our experiment shows.*

Assign the word *directions* to half the class and the word *observe* to the other half. In pairs, students use their beginner dictionaries to find and point to the definitions of these words.

Post and have students Echo Read the following definitions to guide your discussion.

Word	Meaning
directions	An explanation of how to do something.
observe	To watch carefully.

Ask: “How closely does your prediction match the definition?”

- *We thought that when you do an experiment, you have to watch carefully to see what happens. Our prediction was correct.*

✓ Next, model or conduct the experiment! Use Equity Sticks or other strategies to ask students to use the vocabulary words in describing the process.

Land

Ask: “How does using precise vocabulary help us learn from science experiments?”

- *Whenever we have complicated instructions to follow, like for recipes, science experiments, or games, we have to make sure to follow the directions.*
- *If we’re doing a science experiment, we have to observe carefully to see what happens. We can’t just guess what will happen.*

■ FOCUSING QUESTION: LESSONS 4–9

How do changes in fall weather
impact people and nature?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Lesson 7

TEXTS

- *How Do You Know It's Fall?*, Lisa M. Herrington
- “ASL sign for: come together,” *American Sign Language Dictionary*

Lesson 7: At a Glance

AGENDA

Welcome (5 min.)

Illustrate Key Terms

Launch (5 min.)

Learn (58 min.)

*Examine Linked Comments
(13 min.)*

*Experiment with Linking
Comments (20 min.)*

Determine Main Topic (25 min.)

Land (5 min.)

*Answer the Content Framing
Question*

Wrap (2 min.)

Assign Homework

Style and Conventions Deep Dive: Explore Subjects and Verbs in Simple Sentences (15 min.)

STANDARDS ADDRESSED

- The full text of ELA Standards can be found in the Module Overview.

Reading

- RI.2.2

Writing

- W.10*

Speaking and Listening

- SL.2.1.a, SL.2.1.b, SL.2.1.c, SL.2.6

Language

-  L.2.1.f

MATERIALS

- Handout 5A: Key Terms
- Handout 5B: Main Idea and Details Chart
- Handout 7A: Main Topic of Text
- Handout 4B: Fluency Homework
- Handout 7B: Verbs
- Speaking and Listening Anchor Chart
- Buttons, Bags, and Boxes

Learning Goals

Determine main topic of *How Do You Know It's Fall?* with support. (RI.2.2, W.10*)

✓ Answer the Content Framing Question.

Build on others' talk by linking comments to the remarks of others in a discussion of changes in fall. (SL.2.1)

✓ Use linking sentence frames during small-group discussion.

Style and Conventions Deep Dive

Apply the term *subject* to sentences with single subjects from *How Do You Know It's Fall?* noting that subjects do not always come first in a sentence and do not always refer to people. (L.2.1.f)

✓ Students independently identify subjects in sentences from the text on Handout 7B.

* This lesson prepares students for W.10, which first appears in the Grade 3 CCSS.

Prepare

FOCUSING QUESTION: Lessons 4–9

How do the changes in fall weather impact people and nature?

CONTENT FRAMING QUESTION: Lesson 7

Reveal: What does a deeper exploration of details and main topics reveal in this text?

CRAFT QUESTION: Lesson 7

Examine: Why is linking comments important?

Students begin the lesson with craft instruction to apply their learning about the Speaking Goal during the content instruction. They examine the importance of building responses that are linked to others' responses in preparation for a Socratic Seminar. During the craft instruction they closely examine the main topics they investigated in *How Do You Know It's Fall?* Display Handout 5B for each of the sections of text they investigated in Lessons 5 and 6 before the lesson, as they will refer to those for experimenting with the Speaking Goal in class.

Welcome 5 MIN.

ILLUSTRATE KEY TERM

Display Handout 5A. Pairs find the definition of *ripe* in their Vocabulary Journal and read aloud the definition. They brainstorm ideas and sketch a drawing that illustrates the meaning of *ripe* in column 4 of Handout 5A.

Launch 5 MIN.

Invite students to compare and share their illustrations of *ripe*. Highlight illustrations that show either fruit or vegetables ready to be eaten or changing colors.

Explain to students that just as they have been closely reading and examining the text to uncover the meaning of key terms, all their close reading for details and main topics will uncover, or reveal, the main topic of the text. Today they will use all the information they have gathered in Lessons 4–6 to reveal the main topic of the whole text.

Post and have students Choral Read the Content Framing Question.

Learn 58 MIN.

EXAMINE LINKED COMMENTS 13 MIN.

Whole Group

Display and refer to the Speaking and Listening Anchor Chart.

Remind students of their reflections on the Listening Goal: I notice the whole message from Lessons 5 and 6. Highlight how noticing the whole message helps them think of new ideas or learn something they didn't understand. Explain that today they will learn about a Speaking Goal that will help them learn more and understand texts better.

Have students Echo Read the Craft Question: *Why is linking comments important?*

Explain that when great readers talk about books, they practice their best speaking. Share that today, students will examine one way to speak well when discussing a text.

Start a new row on the Speaking and Listening Anchor Chart, and write the Speaking Process Goal in the Speaking Goal column: Link what I say to what others say.

Invite student volunteers to point to any words in the goal that are new or interesting. Define *link* as to “join or connect.” Add the word *link* to the Word Wall. Model a Nonverbal Signal for *link* such as the American Sign Language sign of intertwining thumb and index fingers from both hands (<http://witeng.link/0640>) as you ask: “If I am going to link, or connect, my response to what someone else says, what must I do first?”

- *You have to listen to what the other person says so you know how to connect your response.*
- *You have to use our Listening Goal: I notice the whole message!*

Instruct students to Think–Pair–Share, and ask: “Why might it be important to link what I say to what others say when we speak?”

- *Responding to what others say means that we are listening to them.*
- *We find ways our thinking is alike and different from one another.*

Choose one or two students to share with the whole group. Emphasize the importance of people linking their responses to one another's responses in conversations.

Ask: “How might we link what we say to what others say when we speak? What phrases might we use to link our responses to others' responses?”

Use student responses to introduce sentence frames like the ones shown, refining students' language as necessary. Record the sentence frames on the Speaking and Listening Anchor Chart.

- I agree with _____ because _____.
- I disagree with _____ because _____.
- I also thought _____ because _____.
- An example of what _____ said is _____.
- In addition _____.
- What you said makes me wonder _____.

Tell students they are going to practice this Speaking Goal in a discussion about *How Do You Know It's Fall?*

EXPERIMENT WITH LINKING COMMENTS 20 MIN.

Small Groups

Instruct students to Think–Pair–Share, and ask: “What did we learn yesterday about main topics?” Briefly review the concepts as necessary. Remind students that closely reading the text and determining the main topics of sections will help them reveal the main topic of the whole text. Explain that to practice their Speaking Goal, they will discuss one of the main topics in the text. Display and read aloud the question: “How does the change in fall weather impact animals?” Refer students to Handout 5A from Lessons 5–6. Ask: “Which of these Main Idea and Details Charts can we use to help us answer this question?”

- *The Main Idea and Details Chart for pages 14–19 is about what happens to animals in fall.*

Direct students to reread this section of text and use the chart to Stop and Jot an answer to the question in their Response Journal.

Scaffold

Split apart the question: What changes in fall? How does that change impact animals? What do animals do because of that change?

Students in small groups of three or four discuss their responses to the question. Review the sentence frames for the Speaking Goal: Link what I say to what others say. Encourage students to notice when peers link responses in the discussion and use the Nonverbal Signal to acknowledge the link.

✓ Circulate among the groups, noting when students are using the sentence frames and redirecting the brief discussions as necessary.

Scaffold

Do the discussion in a Fishbowl* with volunteers. Then invite small groups to try it out.

Extension

Give each student approximately three to five long strands of yarn. Each student holds one end of each strand of yarn. The other end of each strand hangs loose to the floor. When speaking, students should pay attention to the connections between their thoughts and others' thoughts. When students link what they say to what someone else says, they give that person the loose end of their strand of yarn. By the end of the discussion, students should have created a complex web of connections. Students assess how they did with the Speaking Goal by noticing how extensive their yarn links are.

Congratulate students on their efforts with the Speaking Goal. Throughout the remainder of the lesson, remind students to continue practicing the Speaking Goal: Link what I say to what others say. Tell them you will use the Nonverbal Signal at times when you hear them link their responses and invite them to use the Nonverbal Signal when they are attempting to link their responses to what someone else says.

Determine Main Topic 25 MIN.**Pairs**

Display Handout 5B for each section of text (pages 8–11, 11–14, and 21–25). Explain to students that just as they used the details to capture the main topic for a section of text (model with buttons and bag), the main topics from each section of text build the main topic for the whole text.

**TEACHER
NOTE**

When preparing Handout 7A for display, cover the bottom half of the chart so students are not able to see the arrow and box icon. This allows them to concentrate on the main topics from each section of text rather than being distracted by the image of the box.

* Fishbowl: Students both participate in and observe a discussion in action; then reflect on and share their observations. For more information about this instructional routine, see the Wit & Wisdom Implementation Guide.

Post Handout 7A. Have students Choral Read each main topic. Instruct students to Think–Pair–Share, and ask: “What do you notice about these main topics?”

- *The first two are about colder weather in fall.*
- *These last two topics are about what people and animals do in fall.*
- *The main topics are about the impact of changes in fall weather on people and animals.*

Uncover the bottom of Handout 7A. Ask, “What do the arrow and box on this part of the Main Topics column represent?”

- *The box is the main topic for the whole text.*
- *The arrow means we use the information from the main topics to figure out the main topic of the text for the box.*
- *Just like we put the buttons in the bags to figure out the main topic of a part of the text, we use the main topics from each part to get the main topic of the text.*

Instruct students to Think–Pair–Share, and ask: “Reread the main topics. What is the main topic of the whole text?” Direct students to review the details on Handout 7A for each section of text as necessary.

- *The cooler fall weather causes changes for people and animals.*

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Name: _____

Handout 7A: Main Topic of Text

Directions: Use this chart to help you understand main topics of text.

Pages	Main Topics
8–11	 Weather in fall gets chilly.
14–19	 Animals get ready for winter in fall.
21–25	 Kids do fun things in fall.

↓

All	
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Scaffold

Ask students and/or Think Aloud:

- “How are these main topics similar?”
- Use a highlighter to call attention to key phrases in each main topic, “chilly fall weather, get ready for winter, kids and animals.”
- “Why is the weather cooler in fall? Where in the text can I reread to find the answer to this question?”
- Point students to details about changes in weather on Handout 5B for pages 8–11.
- “What does the cool weather cause animals to do? What does the cool weather cause people to do?”
- Point students to details about changes in animal and human behavior on Handout 5B.
- Provide students with the words *cooler* and *change* to use in their main topic for the text.

Land

5 MIN.

ANSWER THE CONTENT FRAMING QUESTION

Have students Echo Read the Content Framing Question. Reveal: *What does a deeper exploration of details and main topics reveal in this text?*

Instruct students to Think–Pair–Share, and ask: “What is the whole text about? How do you know?”

✓ After students Think–Pair–Share responses orally, individuals write a response in their Response Journal.

- *This text is about what happens in fall. The weather gets cooler and that makes people and animals do different things. People dress in warmer clothes and animals leave for warmer weather or start storing food.*

Wrap

5 MIN.

ASSIGN HOMEWORK

Students complete Day 4 of Fluency Homework on Handout 4B: Fluency Homework.

Analyze

Context and Alignment

Students identify the main topic of the whole text in response to the Check for Understanding in Land (RI.2.2). Check for the following success criteria:

- Understands the central message of the entire text. Responses should include reference to behaviors of animals and people as well as reference changes in weather.
- (Only for speaking discussion.) Demonstrates an understanding of the connection between change in temperature or weather in fall and its effect on animals' behavior.

Next Steps

If students struggle to identify the essential message of the entire text, begin by reviewing one chapter at a time, identifying one or two key words that capture the topic of the chapter. For instance, for pages 8–9, ask students, “What are one or two words that tell us what this page is about?” (the temperature or the air in fall). Record the word(s) on a sticky note. Turn to the next page spread and ask, “What are one or two words that tells us what this page is about?” (weather). Then guide students to combine the words to identify the main topic for that chapter (weather and temperature). Continue this process with additional chapters. Use the sticky notes from each chapter to guide students in the same way to the main topic of the text.

Alternatively, give students the main topics for chapters, instructing them to assign the topics to chapters and explaining how and why they assigned a main topic to a chapter. Then discuss how the main topics are connected using the scaffold questions identified in the lesson.

↓ Lesson 7 Deep Dive: Style and Conventions

Explore Subjects and Verbs in Simple Sentences

- **Time:** 15 min.
- **Text:** *How Do You Know It's Fall?*, Lisa Herrington
- **Style and Conventions Learning Goal:** Apply the term *subject* to sentences with single subjects from *How Do You Know It's Fall?*, noting that subjects do not always refer to people. (L.2.1.f)

Craft Question: *What rules do authors use to make sure they write complete sentences?*

Simple and Compound Sentences Refresher

- Writers use both simple and compound sentences to add variety to their writing.
- Simple sentences have one subject and one verb. Compound sentences have more than one subject or more than one verb.
- Form compound sentences by joining simple sentences together with a semicolon, or a comma and conjunction.

Launch

TEACHER NOTE

Module 1, students will begin using conjunctions to form compound sentences by combining simple sentences. Ensure that students are prepared for this complex work by grounding them in the basic parts of a sentence. In Deep Dive 7, students look at sentences with one subject. In Deep Dive 8, students look at sentences with one verb.

Display and distribute Handout 7B. Students will work with a partner to read the sentences aloud and in each sentence underline the word or words showing who or what is doing the action. Students will use this handout again in Deep Dive 8.

1. Leaves change colors.
2. Birds fly south.
3. Children like to run through fallen leaves.
4. Each season lasts about four months.
5. We wear pants, sweaters, and coats to stay warm.
6. Fall bursts with color.
7. Some leaves turn red, orange, yellow, and brown. Then they drop off the trees.
8. Squirrels hide nuts and acorns.
9. Some birds migrate.

Model the process using the first sentence.

In the sentence, “Leaves change colors,” the leaves are doing the action of changing colors. I will circle *leaves*.

Instruct students to Think–Pair–Share, and have them discuss who or what is doing the action (birds) in the second sentence.

Then have students work with partners to identify the subjects in the remaining sentences.

Learn

Introduce the term *subject*, and explain that the subject of a sentence is the word or words for the person or thing in the sentence that is doing the main action of the sentence, like *leaves* in the first sentence. Also explain that every sentence must have at least one subject.

Use Equity Sticks or similar strategy to call on students to review the subjects of the sentences from the Launch. Encourage students to use the term *subject* and explain how they identified the subject, providing support as needed.

- 3. *Children like to run through fallen leaves. Children is the subject because the children are doing the action of dashing.*
- 4. *Each season lasts about four months. Season is the subject because the season is lasting.*
- 5. *We wear pants, sweaters, and coats to stay warm. We is the subject because we are wearing the clothes.*
- 6. *Fall bursts with color. Fall is the subject because it is bursting with color.*
- 7. *Some leaves turn red, orange, yellow, and brown. Then they drop off the trees. Leaves is the subject because they are turning the colors.*
- 8. *Squirrels hide nuts and acorns. Squirrels is the subject because they are the ones hiding the nuts.*
- 9. *Some birds migrate. Birds is the subject because they are doing the migrating.*

Explain that in some sentences it can be tricky to identify the subject. For example, tell students that it can sometimes be hard to figure out what the action in the sentence is. Display this sentence:

Fall is the season that comes after summer.

Tell students that *fall* is the subject of this sentence because it is the one that “is.” Explain that some action words like *is*, *are*, *seem*, or *was* just involve “being” but they are still considered action words.

Explain that it can also be tricky to identify the subject when the writer of a sentence has put a group of words before the subject. Display the following sentence:

In some areas, the air gets cooler in fall.

Explain that even though the group of words *in some areas* begins the sentence, *air* is the subject because it is doing the action of getting cooler.

✓ Students independently annotate additional sentences on the handout:

- 10. *They leave for warmer winter homes.*
- 11. *Monarch butterflies also migrate.*
- 12. *They journey to warmer places during the cold winter months.*
- 13. *We can pick ripe apples from the tree.*
- 14. *Apples are crunchy and sweet.*
- 15. *We rake leaves into piles.*

Tell students that writers have to make sure all their sentences have subjects so that readers can follow the actions or ideas in a text.

Land

Call students together to share responses for sentences 10–15. Ask students how they can identify the subject of a sentence.

- *I look to see who or what is doing something in the sentence. That person or thing is probably the subject.*
- *If I'm not sure, I look for the action word. For instance, in the sentence, "I cook applesauce," cook is the action word, and I am the person doing the cooking.*
- *I try to figure out what the sentence is about, and that helps me know what the subject is.*

■ FOCUSING QUESTION: LESSONS 4–9

How do changes in fall weather impact people and nature?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Lesson 8

TEXT

- *How Do You Know It's Fall?*, Lisa M. Herrington

Lesson 8: At a Glance

AGENDA

Welcome (5 min.)

Illustrate Key Terms

Launch (5 min.)

Learn (58 min.)

Record Evidence (25 min.)

Respond to the Focusing Question Task (20 min.)

Prepare for a Socratic Seminar

Land (5 min.)

Answer the Content Framing Question (13 min.)

Wrap (2 min.)

Assign Homework

Style and Conventions Deep Dive: Examine Verbs in Simple Sentences (15 min.)

STANDARDS ADDRESSED

- The full text of ELA Standards can be found in the Module Overview.

Reading

- RI.2.2

Writing

- W.2.2, W.2.8

Speaking and Listening

- SL.2.1.a, SL.2.1.b, SL.2.1.c, SL.2.6

Language

-  L.2.1.f

MATERIALS

- Handout 5A: Key Terms
- Handout 5B: Main Idea and Details Chart
- Handout 7A: Main Topic of Text
- Handout 5C: Informative Writing Anchor Chart
- Handout 7B: Verbs
- Speaking and Listening Anchor Chart
- Evidence Organizer Chart
- Sticky notes
- Chart paper

Learning Goals

Record evidence and respond to the Focusing Question Task with support. (RI.2.2)

✓ Answer the Content Framing Question. (W.8, W.10)

Identify and agree upon rules for a successful Socratic Seminar. (SL.2.1.a, SL.2.1.b, SL.2.1.c)

✓ Establish expectations for a Socratic Seminar.

Style and Conventions Deep Dive

Continue to build understanding of sentence elements by identifying the verbs that correspond with the subjects of sentences in Deep Dive 7, from *How Do You Know It's Fall?* (L.2.1.f)

✓ Students independently identify the verbs corresponding with the subjects in sentences from the text, Handout 7B.

Prepare

FOCUSING QUESTION: Lessons 4–9

How do the changes in fall weather impact people and nature?

CONTENT FRAMING QUESTION: Lesson 8

Distill: What is the essential meaning of How Do You Know It's Fall?

Ask students to investigate and record evidence in response to the Focusing Question Task. Display all versions of Handout 5A as well as Handout 7A for students to reference throughout the content instruction. During craft instruction students examine Socratic Seminar.

Welcome5 MIN.

ILLUSTRATE KEY TERMS

Display Handout 5A. Direct pairs to find the definition of cooler in their Vocabulary Journal and read aloud the definition. They brainstorm ideas and sketch a drawing that illustrates the meaning of cooler in column 4 of Handout 5A.

Launch5 MIN.

Invite students to compare and share their illustrations of cooler. Highlight illustrations that show a change in air temperature.

Post the Content Framing and Focusing Questions. Have students Choral Read the Content Framing Question. Briefly review that the meaning of the phrase *essential meaning* is the heart of the text. It is more than what the text is all about; it is the big message learned from the whole text. Tell students that today they are going to investigate the essential meaning of the text as they investigate the Focusing Question.

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Name: _____

Handout 5A: Key Terms

Directions: First predict the chapter where you will find the key term by using the table of contents. Later, confirm your prediction by finding the word in the text as you read and write the chapter number in the column under "Find the chapter."

Key Terms	Predict the chapter.	Find the chapter.	
cooler			
migrate			
store			
ripe			
celebrate			

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Learn

58 MIN.

RECORD EVIDENCE

25 MIN.

Whole Group

Have students Echo Read the Focusing Question.

Refer students to the Main Idea and Details Charts around the room. Celebrate all the close reading and all they have learned about fall in the previous lessons. Explain that today their job is to focus on the heart of the text—to identify the essential, or necessary, meaning of the text. To do this, they will investigate how weather changes in fall and how it has an impact, or effect, on people, plants, or animals.

Display the Evidence Organizer Chart. Show students how the parts of the Focusing Question are captured in the organizer.

1 Where should I begin looking to find information in the text on changes in weather?

- *Look in the table of contents. There is a chapter “What’s the Weather?” I think you can find information there on what the weather is like in fall.*
- *Page 9 is where the chapter on weather begins.*

✓SS Remind students of their Listening Goal: I notice the whole message, while listening to this chapter on weather. Briefly review the meaning of *change*. Remind students you are reading to determine how the weather changes, or becomes different, in fall. Instruct students to show the Nonverbal Signal for stop when they hear information about the change in weather. Read aloud page 9, pausing as indicated by students’ stop signals.

TEACHER NOTE

Most likely students will stop you after having read the first sentence on page 9, acknowledge their keen listening skills and then continue reading the page, encouraging them to listen for additional information about the change in weather.

2 How does the weather change in fall?

- *“The air gets cooler in fall.”*
- *“There is less sunlight at this time of year,” so that means it will be colder because there isn’t as much sun to make the air warm.*

Mark this page with a sticky note, indicating to students that you are flagging the page where you find the change in weather with one color sticky note and the page where you find evidence of the impact of that change in a different-color sticky note.

Remind students to listen for the change in weather or its impact. Read aloud page 10.

3 What do we learn about change in weather or its impact from this page?

- *We learn that since it is colder, people “wear pants, sweaters, and coats to stay warm.”*
- *We also learn that it can be “windy and chilly” in fall.*

Explain to students that you are going to use sticky notes of both colors on this page since you find out more information about the change in weather and its impact on people from these pages. Record the evidence of weather change and its impact on people on the Evidence Organizer Chart. Model how to use the sticky notes to determine which page to include for the Where’s the Evidence column.

Assign pairs to one of the remaining categories: plants or animals. Distribute two different color sticky notes to pairs. Remind students to use the table of contents and what they know about the text to determine where to begin looking for evidence of the change in weather and its impact.

TEACHER NOTE

The evidence of weather change for plants is in the Fun Fact box at the bottom of page 13. Consider doing this page as the model, or supporting students investigating weather changes and its impact for plants.

Scaffold

Use plants as the model, and assign people and animals to pairs.

Extension

After finding evidence, pairs use the Jigsaw* instructional routine with other pairs that have searched for the same category and compare answers.

* See Great Minds Instructional Routines for more information on Jigsaw.

Evidence Organizer Chart

Focusing Question: How do changes in fall weather impact people, plants, and animals?			
	How does weather change?	What's the impact?	Where's the evidence?
People	- cooler air - windy, chilly	warmer clothing	pages 9–10
Plants	less sunlight	leaves change color, drop	page 13
Animals	cold winter coming	- store food - migrate	- page 14 - pages 17–18

Record and post students' responses to the following question to use when drafting a topic statement for the Focusing Question Task. Instruct students to Think–Pair–Share, then ask: “What do you notice about the information in the ‘How does weather change’ column?”

- *All the details are about the weather getting colder.*
- *The change to cold weather impacts people, plants, and animals in lots of different ways.*
- *When we were identifying details we listed “cooler air” as a detail. But it is not a little piece of information! It is a big piece of information because it impacts each group.*

Applaud students' close reading skills and knowledge of fall. Highlight these observations as an essential message of the text—one change in fall weather, cooler air, has a big impact.

RESPOND TO THE FOCUSING QUESTION TASK 20 MIN.

Pairs

Write and have students Choral Read the Focusing Question as you write it on chart paper. Explain that now that students are knowledgeable about the impact of changes in weather on people and nature, they are ready to write an informative paragraph to respond to this question as their first Focusing Question Task.

Post and refer to Handout 5C: Informative Writing Anchor Chart. Review the function of topic statements—to capture the essential meaning of a paragraph. Compliment students on having already identified the essential meaning and point them to their observations about the “How does weather change?” column in the Evidence Organizer Chart.

Direct students to draft two or three topic statements for the paragraph responding to the Focusing Question Task in their Response Journal. Remind students to answer the question using key terms and module vocabulary in their topic statements.

- *One change in fall weather makes a difference for people, animals, and plants.*
- *In the fall, the cooler air impacts people and nature.*
- *One change can have a big impact.*

Use Equity Sticks to invite students to share their topic statements. Think Aloud as you use student input to draft a topic statement that includes key terms from the Focusing Question Task and module vocabulary words. See underlined words in exemplar. Record on the Focusing Question Task Chart.

One change in fall weather has a big impact on the lives of people, plants, and animals.

Tell students that now they have to inform, or tell, their readers about this message. Explain that the next sentence needs to inform the reader of what the change is. Point to the Evidence Organizer Chart, highlighting phrases you are going to use in your sentence, while doing a Think Aloud for the next sentence of the paragraph. Record this sentence on the Focusing Question Task Chart.

Less sunlight each day makes the weather colder.

Direct pairs to use words and phrases from the Evidence Organizer Chart to rehearse and jot a sentence telling about the impact on people. Use Equity Sticks to invite students to share their sentence. Use student input to record a sentence about the impact on people. Repeat the process for plants and animals.

People wear pants and coats to stay warm. Geese and monarch butterflies leave to find warmer weather. The cold weather makes the leaves drop off the trees.

Have students Choral Read the paragraph.

Handout 5C: Informative Writing Anchor Chart

Directions: Use this chart to organize your thoughts about informative writing.

Part of Paragraph	What It Does	How You Use
T = Topic Statement	tells the essential idea	• answers the question • comes near the beginning • states the essential idea

Differentiation

Use whiteboards for drafting of the body of the paragraph.

Scaffold

Assign pairs to draft a sentence for one of the categories. Highlight words and phrases for students to use in their sentences.

Extension

Pairs collaboratively write sentences about impact on people, plants, and animals.

PREPARE FOR A SOCRATIC SEMINAR 13 MIN.**Whole Group**

Tell students that in addition to writing, they can also build and express their understanding of a text in a Socratic Seminar.

Briefly discuss students' experience with their Listening and Speaking Goals and how listening well and linking ideas has helped them learn more. Introduce Socratic Seminar* as a formal discussion in which people talk about books and ideas to build a deeper understanding about a text or idea.

Refer to the Speaking and Listening Anchor Chart. On the bottom half of the chart add the heading "Socratic Seminar Rules for Success." Explain that when a group is discussing something it is helpful to have some rules everyone has agreed upon to make the discussion successful. Ask: "In addition to noticing the whole message and linking what we say to what others say, what other guidelines would help make our Socratic Seminars successful?" As a class, discuss and decide on two or three rules for success to add to the Speaking and Listening Anchor Chart.

**TEACHER
NOTE**

These sample student responses are culled from the Speaking and Listening Process Rubric*. Modify students' suggestions as necessary to echo the criteria outlined in the Speaking and Listening Process Rubric and reflect the readiness of your students and their familiarity in whole-group discussions when deciding how many and which expectations to incorporate in this first seminar.

* See the Implementation Guide for more information on Socratic Seminars. See Appendix C to locate the Speaking and Listening Process Rubric.

- *One person speaks at a time.*
- *Use kind words.*
- *Look and listen to the speaker.*

Differentiation

Invite volunteers to meet and practice a Socratic Seminar in advance of this lesson. Use this group of students to Fishbowl a Socratic Seminar.

Land

5 MIN.

ANSWER THE CONTENT FRAMING QUESTION

Distill: What is the essential meaning of *How Do You Know It's Fall?*

Students complete their written response in Response Journal.

- *One change, like less sunlight, can have a big impact! In fall, this change impacts what people and animals do and what happens to some plants.*

Wrap

2 MIN.

ASSIGN HOMEWORK

Encourage students to perform their fluency passage for someone new: a teacher, a sibling, a friend, or a neighbor.

Analyze

Context and Alignment

Students identify the essential message of the text in their response to the Content Framing Question in Land (RI.2.2).

Check student responses for the following success criteria:

- Identifies the change in weather, sunlight, or air temperature as central to the meaning of the text.
- Uses one or two key module terms, *impact*, *change*, *weather*, in their response.

Next Steps

If students do not identify the changes in weather, temperature, or sunlight as central to the text, use the first column of the Evidence Organizer Chart to highlight and discuss the recurrence of the descriptions “cooler, chilly, cold” for each of the categories being investigated.

↓ Lesson 8 Deep Dive: Style and Conventions

Examine Verbs in Simple Sentences

- **Time:** 15 min.
- **Text:** *How Do You Know It's Fall?*, Lisa Herrington
- **Style and Conventions Learning Goal:** Continue to build understanding of sentence elements by identifying the verbs that correspond with the subjects of sentences in Deep Dive 7, from *How Do You Know It's Fall?* (L.2.1.f)

Craft Question: *What rules do authors use to determine if their sentences are complete?*

Launch

Remind students that in the last lesson, they worked to identify the subject of the sentence. Ask a student volunteer to restate what a subject is, guiding students as needed to clarify understanding.

Explain that in this lesson students will explore the action part of the sentence. Students will work with a partner to identify the action words in the sentences from Handout 7B.

1. Leaves change colors.
2. Birds fly south.
3. Children like to run through fallen leaves.
4. Each season lasts about four months.
5. We wear pants, sweaters, and coats to stay warm.
6. Fall bursts with color.
7. Some leaves turn red, orange, yellow, and brown. Then they drop off the trees.
8. Squirrels hide nuts and acorns.
9. Some birds migrate.

Model the process using the first sentence.

***Change* is the action in the first sentence because the action is the leaves changing colors.**

Learn

Introduce the term *verb*. *Verb* is the formal name for the word that tells the action or what the subject is or does. Once the subject has been identified, readers and writers can determine the verb that shows the action in the sentence.

Have students share their responses to the task in the Launch, clarifying as needed.

As students share their responses, point out how it is sometimes easy to tell the verb because it shows so much action—for example, the verbs *fly*, *bursts*, and *hide* are very active.

Remind students that during the last lesson they learned how some verbs are not so active. Display this sentence:

Fall is the season that comes after summer.

Tell students that in this sentence, the verb is *is*. Explain that the action is just being fall—it is not much action, but it is still a verb. Verbs like these are sometimes called *being* verbs. Although we might not be able to see the action, these verbs show how someone or something is.

✓ Students independently identify the verbs in additional sentences on the handout:

Answer key:

10. They leave for warmer winter homes.
11. Monarch butterflies also migrate.
12. They journey to warmer places during the cold winter months.
13. We can pick ripe apples from the tree.
14. Apples are crunchy and sweet.
15. We rake leaves into piles.

Land

Call students together to share responses in sentences 10–15.

Explain that to be a complete sentence, a sentence has to express a complete thought, which means it has to have at least one subject and a verb.

Ask: “Why do we need to be able to identify the subjects and verbs in sentences?”

- *Identifying the subject and verb in a sentence helps us make sure the sentence is complete.*
- *We need to make sure the sentences we write are clear so someone can tell who or what is doing the action and what the action is.*

■ FOCUSING QUESTION: LESSONS 4–9

How do changes in fall weather
impact people and nature?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Lesson 9

TEXT

- *How Do You Know It's Fall?*, Lisa M. Herrington

Lesson 9: At a Glance

AGENDA

Welcome (5 min.)

Illustrate Key Term

Launch (5 min.)

Learn (58 min.)

Record Knowledge (20 min.)

Prepare for Socratic Seminar (10 min.)

Participate in a Socratic Seminar (28 min.)

Land (5 min.)

Answer the Content Framing Question

Wrap (2 min.)

Assign Homework

Style and Conventions Deep Dive: Explore Conjunctions in Compound Sentences (15 min.)

STANDARDS ADDRESSED

- The full text of ELA Standards can be found in the Module Overview.

Reading

- RI.2.1, RI.2.2

Speaking and Listening

- SL.2.1.a, SL.2.1.b, SL.2.1.c, SL.2.6

Writing

- W.8, W.10*

Language

-  L.2.1.f

MATERIALS

- Handout 5A: Key Terms
- Handout 9A: Knowledge Journal Questions
- Handout 5B: Main Idea and Details Chart
- Handout 7A: Main Topic of Text
- Handout 9B: Socratic Seminar Self-Reflection
- Speaking and Listening Anchor Chart
- Evidence Organizer Chart from Lesson 8
- Knowledge Journal Chart

Learning Goals

Synthesize learning about change in fall and informational texts. (RI.2.1, RI.2.3, W.10*)

- ✓ Answer the Content Framing Question.

Participate in a Socratic Seminar. (SL.2.1.a, SL.2.1.b, SL.2.1.c)

- ✓ Prepare for and contribute to the Socratic Seminar.

Vocabulary Deep Dive

Combine simple sentences into compound sentences about fall using conjunctions. (L.2.1.f)

- ✓ Students write one or more compound sentences about fall and post on a Graffiti Wall.

* This lesson prepares students for W.10, which first appears in the Grade 3 CCSS.

Prepare

FOCUSING QUESTION: Lessons 4–9

How do the changes in fall weather impact people and nature?

CONTENT FRAMING QUESTION: Lesson 9

Know: How does How Do You Know It's Fall? build my knowledge of the impact of changes in fall weather?

CRAFT QUESTION: Lesson 9

Execute: How do I link responses in a Socratic Seminar?

In this final lesson on *How Do You Know It's Fall?*, students synthesize all the learning they have done thus far in this module, identifying all they have learned about changes in fall and informational texts, while connecting this new learning to their previous learning. Then they demonstrate all this new learning in the first Socratic Seminar of the module. Post all charts from the lesson sequence before the lesson for students to reference throughout the lesson.

Welcome 5 MIN.

ILLUSTRATE KEY TERM

Display Handout 5A: Key Terms. Pairs find the definition of *celebrate* in their Vocabulary Journal and read aloud the definition. They brainstorm ideas and sketch a drawing that illustrates the meaning of *celebrate* in column 4 of Handout 5A: Key Terms

Launch 5 MIN.

Invite students to compare and share their illustrations of *celebrate*. Highlight illustrations that indicate a special occasion and something that is fun.

Tell students that today is a module celebration day. The occasion is the end of another text investigation because they have built even more knowledge about the world and what they can do as readers and writers!

Post and have students Choral Read the Content Framing Question.

Learn 58 MIN.

RECORD KNOWLEDGE 20 MIN.

Whole Group

Display the Knowledge Journal Chart. Have students Choral Read the section headings of the Knowledge Journal Chart. Invite students to read aloud learning and skills from the first sequence of lessons.

Add the title *How Do You Know It's Fall?* to a new section of the Knowledge Journal Chart. Refer to all the charts hanging around the room. Applaud all the learning students have done this past week! Tell students they are going to do a Gallery Walk of all the charts for the lesson sequence, noticing all the learning they have accrued this week. Explain to students that when one has learned as much as they have, it is helpful to know what one is looking for while doing a Gallery Walk. Post, distribute, and read aloud the questions on Handout 9A: Knowledge Journal Questions. Direct students to refer to these while they are doing their Gallery Walk.

- What did you learn about change?
- What did you learn about fall?
- What did you learn about plants and animals?
- What did you learn about the impact of changes in fall?

- What did you learn about informational text?
- What did you learn about reading informational text?
- What did you learn about main ideas and details?
- What did you learn about words and how they work?

- What did you learn about informative paragraphs?
- What did you learn about topic sentences?

- What did you learn about Evidence Organizer Charts?
- What did you learn about Socratic Seminars?
- What new words did you learn?
- What did you learn about reading fluently?

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Name: _____

Handout 9A:
Knowledge Journal Questions

Directions: Refer to these questions as you do a Gallery Walk.

Knowledge Journal Questions

Text: *How Do You Know It's Fall?*

Focusing Question: How does the change in fall weather impact people and nature?

- What did you learn about change?
- What did you learn about fall?
- What did you learn about plants and animals?
- What did you learn about the impact of changes in fall?

- What did you learn about informational text?
- What did you learn about reading informational text?
- What did you learn about main ideas and details?
- What did you learn about words and how they work?

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After the Gallery Walk, have students Stop and Jot answers in their Response Journal to as many questions as they can in the allotted time. Use Equity Sticks to invite students to share, challenging students to not repeat learning already stated by a peer. Use the questions to guide and/or organize their responses.

Scaffold

Distribute one question to pairs of students to investigate during the Gallery Walk.

PREPARE FOR SOCRATIC SEMINAR 10 MIN.

Individuals

Display the Craft Question: *How do I link responses in a Socratic Seminar?*

Introduce the concept of “sticky learning” to students. Prompt them to think of taffy and explain that just like taffy is sticky if you touch it, you want all this new learning to be sticky: you want it to stick in their brains for as long as they live! Explain that new learning is made sticky by thinking, talking, and writing about it. The more the new learning connects to other learning, the more it sticks, and using what we learned about linking responses helps us do that when we speak.

Today in their Socratic Seminar they are going to discuss their new learning about change and fall to make it super sticky. Before they discuss, they are going to have some time to gather and prepare their thoughts.

Post and read aloud the Opening Question: *How do things change in fall?*

Direct students to review the charts and notes and to jot some ideas in response to the question.

PARTICIPATE IN SOCRATIC SEMINAR 28 MIN.

Whole Group

TEACHER NOTE

See the Socratic Seminar Guidance document for more information on conducting, facilitating, and assessing a Socratic Seminar. Use the Socratic Seminar Tracking Chart to record observations of students’ participation in the Socratic Seminar.

Refer and review the Speaking and Listening Goals and the rules for success on the Speaking and Listening Anchor Chart.

Form the seminar circle. Read aloud the question again. Invite students to begin discussing the question.

- *Things change in fall because of changes in weather. The things that animals do change because of this. For example, birds and butterflies migrate during the fall so they can find somewhere warmer to live.*
- *Plants change also. Apples and pumpkins have finished growing and are ready to be picked. The pumpkins are used in Thanksgiving and Halloween celebrations.*
- *The weather changes from warm in the summer to cooler and windy and chilly. How people dress changes because of the colder weather.*

As students contribute, assess the richness of the conversation and consider asking some of these follow-up questions as needed:

How does the text show change?

Why do these changes matter?

Scaffold

Do a Fishbowl seminar first, then do a whole group seminar. Do small-group seminars.

Extension

Use the yarn linking activity from Lesson 7 during the seminar.

Ask: “How did you use your Speaking and Listening Goals to make your learning sticky?”

Instruct students to Think–Pair–Share.

- *Listening to the whole message of what other people said helped me remember how things change in fall.*
- *Linking my responses helped me see how what I said and what my friend said connected.*

Celebrate students’ success with their first Socratic Seminar!

Distribute and review Handout 9B: Socratic Seminar Self-Reflection. Direct students to reflect and score their participation.

Circulate to support and encourage students to reflect thoughtfully.

Handout 9B: Socratic Seminar Self-Reflection

Directions: Reflect on the Socratic Seminar and mark A for always, S for sometimes, or N for next time.

A = I always did that. S = I sometimes did that.
N = I'll do that next time.

Expectation	Evaluation (A, S, N)
I noticed the whole message.	
I linked what I said to what others said.	
I looked at the speaker.	
I spoke only when no one else was speaking.	
I used kind words.	

Land 5 MIN.

ANSWER THE CONTENT FRAMING QUESTION

Review the Content Framing Question.

Students select a new content knowledge and a new skill they have learned in this lesson sequence. In Response Journal they write each of these items and add a sentence to each one, explaining why that new learning is important to them.

Wrap

2 MIN.

ASSIGN HOMEWORK

Instruct students to share one new learning about their knowledge of the world and one new skill they can do with an adult at school or at home.

Analyze

Context and Alignment

Students participate in their first Socratic Seminar and discuss the changes that occur in fall (RI.2.1, SL.2.1.a, SL.2.1.b, SL.2.1.c).

Check for student demonstration of the following success criteria:

- Content knowledge of change and changes in fall.
- Preparation for the seminar.
- Use of evidence in the seminar.
- Use of module vocabulary.
- Links responses to those of their peers.
- Ability to follow the agreed upon discussion rules established in Lesson 8.

Record observations of students' participation during the Socratic Seminar on the Socratic Seminar Tracking Chart located in Appendix C.

Next Steps

Use data recorded during the seminar to identify which criteria for success that students demonstrated and which criteria aspects needed improvement. During preparation for the next Socratic Seminar in Lesson 19, celebrate the areas of strength demonstrated by the class. If there are still criteria that have not been mastered, conduct a targeted mini-lesson.

↓ Lesson 9 Deep Dive: Style and Conventions

Explore Conjunctions in Compound Sentences

- **Time:** 15 min.
- **Text:** *How Do You Know It's Fall?*, Lisa M. Herrington
- **Style and Conventions Learning Goal:** Combine simple sentences into compound sentences about fall using conjunctions. (L.2.1.f)

Craft Question: *How do writers form compound sentences using conjunctions?*

Launch

Instruct students to Think–Pair–Share, and ask: “What have we learned so far about what makes a complete sentence?”

- *It has to have a subject, which is the “who” or “what” doing the action.*
- *A sentence also has to have a verb, or the action word.*

Display and have pairs identify the subject and verb in each of the following two sentences:

In autumn leaves fall off trees.

The days get shorter.

Ask: “If I wanted to join these two sentences into one longer sentence, how could I do that?”

Students should reply that the word *and* could be used to join the sentences to make the sentence, “In autumn leaves fall off trees, and the days get shorter.”

Learn

Explain that just as the students suggested, writers sometimes combine simple sentences into longer sentences by using a connecting word. The new sentence is called a *compound sentence*. *Compound* means “something made of two or more parts,” so a compound sentence is made from two or more sentences.

Display the compound sentence from the Launch:

In autumn leaves fall off trees, and the days get shorter.

Ask students to identify the word connecting the two sentences. Explain that words that connect two sentences are called conjunctions. Ask students what they notice about how the sentence is punctuated.

Display two sentences such as the following:

Many animals prepare to hibernate.

Some animals store up food.

Ask students to Think–Pair–Share about how to combine these two sentences into a compound sentence. Students should form the sentence, “Many animals prepare to hibernate, and some animals store up food.”

Record the sentence. Ask students to notice what punctuation you used and what happened to the capital S from the beginning of the second sentence.

Explain that there are other connecting words or conjunctions in addition to *and*, such as *but* or *so*. Post the following example of a compound sentence, or one suggested by students:

Trees can look dead without leaves, but they might be waiting for spring.

Have students identify the two sentences forming the compound sentence and the conjunction connecting them.

Post examples of sentence frames using conjunctions:

I like _____, and my friend likes _____.

I like _____, but my friend likes _____.

I like _____, so I always _____.

Ask student volunteers to suggest sentences using each sentence frame.

Then display the following more open sentence frames, and have pairs create compound sentences using them.

_____, **and** _____.

_____, **but** _____.

_____, **so** _____.

- *I like summer, but fall can be fun too.*
- *We pick apples in fall, and my mother bakes pies.*
- *We grow during the summer, so we need new shoes for school.*
- *The weather will get colder, so we'll wear sweaters or jackets.*
- *Birds will fly south, and leaves will fall from the trees.*

✓ Direct students to write one or more compound sentences about fall on a sticky note or index card, and post on a Graffiti Wall.

Scaffold

To continue the celebration of learning begun during Socratic Seminar preparation, invite students to use the previous sentence frames to reflect on their learning during this module:

- *I want to read better, so I practice fluency every day.*
- *I write all my definitions in my Vocabulary Journal, and I also write in my Knowledge Journal.*
- *I want to practice fluency every day, but yesterday I forgot.*

Land

Invite students to add their sentences to the Graffiti Wall. Encourage students to be looking for compound sentences as they read and noticing how conjunctions serve as connectors.

■ FOCUSING QUESTION: LESSONS 10-14

How does the
Little Yellow Leaf change?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Lesson 10

TEXTS

- *The Little Yellow Leaf*, Carin Berger
- *How Do You Know It's Fall?*, Lisa M. Herrington

Lesson 10: At a Glance

AGENDA

Welcome (5 min.)

Introduce Texts

Launch (5 min.)

Learn (57 min.)

*Notice the Whole Message
(10 min.)*

*Read Aloud with Notice and
Wonder (25 min.)*

*Notice Connections between Texts
(22 min.)*

Land (5 min.)

*Answer the Content Framing
Question*

Wrap (3 min.)

Assign Homework

Style and Conventions Deep Dive: Form Complete Sentences (15 min.)

STANDARDS ADDRESSED

- The full text of ELA Standards can be found in the Module Overview.

Reading

- RL.2.1, RL.2.7

Writing

- W.10*

Speaking and Listening

- SL.2.2, SL.2.1.a

Language

-  L.2.4a, L.2.1.f

MATERIALS

- Handout 10A: Notice and Wonder T-Chart
- Handout 10B: Fluency Homework
- Speaking and Listening Anchor Chart
- Knowledge Journal Chart
- Sticky notes

Learning Goals

Compare the whole message and partial messages in conversations. (SL.2.1, SL.2.2)

Use information from illustrations and text to ask and answer questions about *The Little Yellow Leaf*. (RL.2.7, RL.2.1)

 Generate questions on Notice and Wonder T-Charts.

Vocabulary Deep Dive

Revise sentence fragments from classroom anchor charts into complete sentences. (L.2.1.f)

 With a partner, students decide whether entries from the main lesson anchor chart are complete sentences or fragments, and they enter two revised complete sentences in their Knowledge Journals.

* This lesson prepares students for W.10, which first appears in the Grade 3 CCSS.

Prepare

FOCUSING QUESTION: Lessons 10–14

How does the Little Yellow Leaf change?

CONTENT FRAMING QUESTION: Lesson 10

Wonder: *What do I notice and wonder about The Little Yellow Leaf?*

CRAFT QUESTION: Lesson 10

Execute: *How do I link responses in a Socratic Seminar?*

Students read *The Little Yellow Leaf* for the first time, ask and answer questions, and draw connections to *How Do You Know It's Fall?* In preparation for the Read Aloud and discussion, students revisit and practice the Listening Goal for this module, notice the whole message.

Welcome 5 MIN.

INTRODUCE TEXTS

Post the covers of both *How Do You Know It's Fall?* and *The Little Yellow Leaf*.

Instruct students to Think–Pair–Share, and ask: “How are the covers of these books alike? How are the covers of these books different?”

- Same:
 - They both have leaves on the cover.
 - It looks like it's fall on both covers because the leaves are red, brown, yellow, and orange.
- Different:
 - The Little Yellow Leaf shows one leaf hanging from a branch, while *How Do You Know It's Fall?* has lots of leaves falling.
 - There are people on the cover of *How Do You Know It's Fall?* and no people, only a rabbit, on *The Little Yellow Leaf*.
 - The cover of *How Do You Know It's Fall?* is a photograph, and the cover of *The Little Yellow Leaf* is an illustration.

Launch

5 MIN.

Post and have students Echo Read the Focusing Question. Explain that for the next lessons, students will explore this Focusing Question by closely reading *The Little Yellow Leaf*.

Ask: “What clues do the covers of each book give us?”

- *The photograph on How Do You Know It’s Fall? shows us that it is a book about something real, or informative text.*
- *The illustration on The Little Yellow Leaf gives us a clue that this is a story, or narrative.*

Instruct students to Think–Pair–Share, and ask: “What do you think *The Little Yellow Leaf* will be about? How might a little yellow leaf change?”

Post and have students Echo Read the Content Framing Question.

Learn

55 MIN.

NOTICE THE WHOLE MESSAGE

10 MIN.

Remind students that as they listen to the new text and notice and wonder about it, they will use the Speaking and Listening Goals they have been practicing. Display the Speaking and Listening Anchor Chart. Have students Echo Read the Listening Goal. Remind students that noticing the whole message means listening to every part of what a person says. Explain that this will help them notice more about the *The Little Yellow Leaf* as well as understand their peers’ comments about the text.

Instruct students to Think–Pair–Share, and ask: “Why is it important to notice the whole message someone is saying?”

- *You can learn about everything the person says.*
- *Noticing the whole message is respectful to the person who is talking.*
- *If you just hear part of the message, you miss out.*

Explain that in this activity, students practice noticing the whole message by using their listening skills.

TEACHER NOTE

The Little Yellow Leaf does not have numbered pages. Page 2 begins “It was autumn.” To understand text references, write small numbers in your text.

Read aloud only the following words from page 2 of *The Little Yellow Leaf* without showing the illustration:

It was autumn. In the hush of the forest a lone yellow

Encourage students to stop and think. Say: “Stop and think about what I just read. Ask yourself, ‘Do I understand?’ Now, stand up if you understood what I read. Stay seated if you’re a little confused.”

Ask: “Why are you confused?” Invite any of the standing students to share.

- *We didn’t get to hear the whole sentence.*
- *It sounds like you stopped in the middle of an idea.*

Now read aloud *all* the text on page 2 of *The Little Yellow Leaf*.

Say: “Now stop and think again. Ask yourself ‘Do I understand?’ Now, stand up if you understand the message better this time. If yes, what happened on this page?”

- *It is autumn and a little leaf is on a branch of a tree.*

Repeat this process with the first few words on page 3, “I’m not ready yet, thought the,” and then read the entire sentence on pages 3–4.

Ask: “How did your understanding change when you heard part of the message and when you noticed the whole message?”

- *When I heard part of the message I couldn’t get a picture in my mind of what was happening.*
- *When I heard part of the message I thought the sentence was going to be about something different from what it turned out to be when I heard the whole message.*
- *When I noticed the whole message I was able to understand the idea completely.*

Explain that noticing the whole message is just as important when participating in a conversation as when listening to a Read Aloud. It allows the listener to understand everything the speaker is trying to communicate. Remind students to ask themselves “Do I understand?” This will help them to pay attention to the whole message. Remind students that whenever they talk with their friends, family, and teachers, they can practice noticing the whole message.

READ ALOUD WITH NOTICE AND WONDER 25 MIN.

Before the Read Aloud, post and review the Knowledge Journal Chart from Lesson 9. Ask volunteers to name something new they learned about the world from their previous text investigation. Then invite others to name something new they can do when they read a text.

Display Handout 10A: Notice and Wonder T-Chart. Have students Choral Read the words and definitions for *notice* and *wonder*. Refer to the notice and wonder icons to review the notice and wonder routine, introduced earlier in the module. Explain to students that as you read aloud the *The Little Yellow Leaf*, students should use all their learning from the Knowledge Journal and pay attention to parts of the text such as words they know, repeated words, and details in the illustrations. Ask students to practice their Listening Goal of noticing the whole message. Tell students to jot down what they notice on Handout 10A as they listen. Ask students to write and share what they wonder during the second Read Aloud.

As needed, you may prompt student thinking by asking the following questions before you begin reading.

- What do you notice or want to know about the illustrations?**
- What do you love about this book so far?**
- How is this story different from what you predicted? How is it the same?**
- What connections can you make to *How Do You Know It's Fall?***

Read the text aloud, modeling fluent phrasing and pausing for students to jot what they notice on Handout 10A.

Use Equity Sticks to invite students to share something they noticed during the Read Aloud. Record responses in the Notice column on Handout 10A. Connect students' observations to information from the Knowledge Journal.

As needed, remind students of the question words: *who*, *what*, *where*, *when*, and *how*. Remind students to continue using the information from the Knowledge Journal to frame their questions about the text, and to jot their questions on Handout 10A.

As needed you may prompt student thinking by asking the following questions:

- What would you like to know more about in the text?**
- What questions can you ask about changes in the text?**
- What confuses you in the story?**
- What words are unfamiliar?**

Read aloud the text a second time, pausing to allow students to jot questions.

✓ Students jot questions in the Wonder column on Handout 10A.

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Handout 10A:
Notice and Wonder T-Chart

Directions: Jot down observations and questions about how the Little Yellow Leaf changes in the Notice and Wonder columns.

 Notice To see or observe	 Wonder To ask questions

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Differentiation

Pairs of students read the text together, alternating pages while stopping occasionally to record questions. If necessary, Read aloud the text to a small group of students who need extra support.

Scaffold

As needed, provide the sentence frame: **I wonder** _____. **Alternatively, simply provide** sticky notes with single question words. Instead of writing their answers students may post the notes on pages where they have a question.

After this second read of the text, record students' questions on the Wonder column of Handout 10A. Select four or five student questions for Think–Pair–Share. Augment students' questions as necessary with the following questions.

1. What do you notice about the Little Yellow Leaf?

- *He didn't want to let go of the branch.*
- *He was lonely and scared.*
- *He didn't want to be alone in the wind or on the ground.*

2. Using our observations from the illustration and the text, what might the word *clung* mean?

- *Clung might mean "to hang onto something" or "not let go of something."*

NOTICE CONNECTIONS BETWEEN TEXTS 22 MIN.

Refer back to the Welcome activity in which students compared the covers of *The Little Yellow Leaf* and *How Do You Know It's Fall?* Review new connections made during the Read Aloud and notice and wonder discussion. Explain that now that they have read both texts they can make connections between what they know about both texts so far.

Post and review the Knowledge Journal Chart, completed in Lesson 8. Distribute sticky notes to partners.

Divide the class in half, partner students, and assign the two questions that follow to partners in each group. Read the questions and instruct students to flag pages of *How Do You Know It's Fall?* and *The Little Yellow Leaf* that contain signs of fall. Once all the groups have answered the questions, record responses on a T-chart (see sample).

3. Reread pages 9–21 in *How Do You Know It's Fall?* What are some signs of fall in nature on these pages?

- *Sun goes down earlier and there is less sunlight. (page 9)*
- *Windy, chilly (page 10)*

- Leaves change color to brown, red, orange, and yellow and fall off trees. (page 13)
- Animals get ready for winter. They migrate and store food. (pages 14–18)
- Crops are ripe. (page 21)

4. Reread pages 9–14 in *The Little Yellow Leaf*. What are some signs of fall in nature on these pages?

- Apples grew musky, pumpkins heavy (page 9) → Crops are ripe.
- Flocks of geese took wing (page 9) → Animals get ready for winter.
- Leaves brown, yellow, orange (illustrations throughout) → Leaves change colors.
- Leaves gathered into great heaps (page 12) → Leaves fall off trees.
- A chill filled the air (page 13) → Windy, chilly.
- Through the long night (page 18) → Sun goes down earlier and there is less sunlight.

5. This chart shows us that *The Little Yellow Leaf* begins in the fall. Reread pages 17–22. What shows the changing of season later in the text?

- We can tell it becomes winter because the text says “the snow flurried.” (page 18)
- The branches became “bare, bare” and “covered with a shimmer of snow.” (page 20)
- The illustrations show snow on the branches and around the bottom of the tree. (pages 17–20)
- He sees the Little Scarlet Leaf on an “icy branch.” (page 22)

As needed throughout this discussion, clarify new vocabulary words. As students add new words to their Vocabulary Journal, add the words to the Word Wall. Examine the chart with the class and what they notice about the words. Point out that sometimes complete sentences are used but sometimes only one word, a few words, or an incomplete sentence is used.

6. Look at the complete and the incomplete sentences on the chart. Do you get the same amount of information from both types?

- Leaves change color to brown, red, orange, and yellow and fall off trees. That is definitely a sentence because I see a period. I know all about the leaves after I read it.
- I wonder who is “windy, chilly.” I do not think it is a complete sentence so I am unsure.

Signs of Fall in Nature	
<i>How Do You Know It's Fall?</i>	<i>The Little Yellow Leaf</i>
▪ sun goes down earlier and there is less sunlight (page 9)	▪ “Through the long night” (page 18)
▪ windy, chilly (page 10)	▪ “A chill filled the air.” (page 13)
▪ Leaves change color to brown, red, orange, and yellow and fall off trees. (page 13)	▪ Leaves brown, yellow, orange (illustrations throughout) ▪ “Leaves gathered into great heaps” (page 12)
▪ Animals get ready for winter. They migrate and store food. (pages 14–18)	▪ “Flocks of geese took wing” (page 9)
▪ Crops are ripe. (page 21)	▪ “Apples grew musky, pumpkins heavy” (page 9)

7. What does this information tell us about the setting in narrative text?

- *The setting can change from beginning to end of a text.*
- *In The Little Yellow Leaf, the setting is fall at the beginning and winter at the end.*

Land 5 MIN.

ANSWER THE CONTENT FRAMING QUESTION

Ask: “What did you learn from noticing and wondering about *The Little Yellow Leaf* and *How Do You Know It's Fall?*”

- *We learned that fall can be described in both narrative and informational text.*
- *We learned that a text can begin in one season and end in another.*
- *We learned that noticing details in the illustrations and text can give us a lot of information about the setting.*

Individually students record one response in the Response Journal.

Wrap

3 MIN.

ASSIGN HOMEWORK

Distribute and read aloud Handout 10B: Fluency Homework. For homework, assign a fluency passage. Assign one at their reading level according to the word count, or invite students to choose which passage they would like to practice. Tell students that they will continue to practice all they have learned about fluency with these passages. Review tricky words from the text with students.

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Handout 10B:
Fluency Homework Option A

Directions: Practice reading the passage daily for homework. Have an adult initial the bottom after you have done the reading.

It was autumn. In the hush of the forest a lone yellow leaf clung to the branch of a great oak tree. I'm not ready yet, thought the Little Yellow Leaf as a riot of fiery leaves chased and swirled round the tree.

43 words

Berger, Carin. *The Little Yellow Leaf*. Greenwillow Books, 2008, 23–24.

Have an adult initial each day that you read the passage three to five times. Optional: Have a peer sign on the second row of boxes, checking your progress.

Day 1	Day 2	Day 3	Day 4

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Analyze

Context and Alignment

Students gather information from illustrations and text to generate questions about *The Little Yellow Leaf* (RL.2.7, RL.2.1). As you review students' Handout 10A: Notice and Wonder T-Chart, check for the following demonstrated success criteria:

- Writes questions that are relevant to the text and uses vocabulary from the text.
- Applies learning from “Weather” and *How Do You Know It's Fall?* (concepts drawn from Knowledge Journal) to generate questions about change, fall, and weather.
- Uses a range of question words (*who, what, where, why, when, if, how*) instead of repeating the same types of questions.

Next Steps

If students have difficulty generating questions, help them to identify one of the new or unfamiliar words in the text. Then model how to write a question about an unfamiliar word or provide a sentence frame (**I wonder what _____ means?**). For those students who repeatedly use the same question words, provide them with individual copies of the Wonder Wheel created in Lesson 1. Highlight specific words and challenge students to generate new types of questions using these words.

↓ Lesson 10 Deep Dive: Style and Conventions

Form Complete Sentences

- **Time:** 15 min.
- **Text:** *The Little Yellow Leaf*, Carin Berger
- **Style and Conventions Learning Goal:** Revise sentence fragments from classroom anchor charts into complete sentences. (L.2.1.f, L.2.3.a)

Craft Question: *How do writers recognize and revise sentence fragments?*

Launch

Instruct students to Think–Pair–Share, and ask: “What does a sentence need to be a complete sentence?”

- *It should express a complete idea.*
- *It needs both a subject and a verb.*

Ask students to read the anchor chart from the main lesson and determine which of the bulleted phrases on the charts are complete sentences and which are not.

- windy, chilly (page 10)
- Leaves change color to brown, red, orange, and yellow and fall off trees. (page 13)
- Animals get ready for winter. They migrate and store food. (pages 14–18)
Crops are ripe. (page 21)
- “Through the long night” (page 18)
- “A chill filled the air.” (page 13)
- Leaves brown, yellow, orange
- “Flocks of geese took wing” (page 9)
- “Apples grew musky, pumpkins heavy” (page 9)

Learn

Call students together to share responses, guiding their understanding of complete and incomplete sentences as necessary.

Explain that an incomplete sentence is called a fragment. Place or have a student volunteer write an F next to each fragment on the chart.

Explain that writers have different purposes for their writing. When they want to list information quickly, as on classroom charts, they might not take the time to write complete sentences. At other times, such as when a writer is writing a summary or report for someone else to read, they use complete sentences so their readers can understand exactly what is happening.

Instruct students to Think–Pair–Share and ask students to identify other times when writers might list information quickly, without complete sentences:

- *We use key word definitions in our Vocabulary Journals. We don't need to write a whole sentence to explain what the word means.*
- *When my dad makes a grocery list, he does not write out sentences.*
- *When we are brainstorming, we often do not write complete sentences.*

Explain that it is also possible for writers to revise their writing and change fragments into complete sentences. Model how to do that with an example from the main lesson class anchor chart.

I can take the fragment “windy, chilly” and change it into a sentence by writing, “During fall, the weather can be windy and chilly.”

✓ Students work with a partner to turn the sentence fragments from the main lesson class anchor chart into complete sentences. Students enter two revised complete sentences in their Knowledge Journal. They underline the words they added to form a complete sentence.

- windy, chilly (page 10) [Fragment. During fall, weather can be “windy, chilly.”]
- Leaves change color to brown, red, orange, and yellow and fall off trees. (page 13) [Complete sentence.]
- Animals get ready for winter. They migrate and store food. (pages 14–18)
Crops are ripe. (page 21) [Complete sentences.]
- “Through the long night” (page 18) [Fragment. “Through the long night,” the leaf clung to the branch.]
- “A chill filled the air.” (page 13) [Complete.]
- Leaves brown, yellow, orange [Fragment. Leaves turn brown, yellow, orange.]
- “Flocks of geese took wing” (page 9) [Complete.]
- “Apples grew musky, pumpkins heavy” (page 9) [Complete.]

LAND

Invite students to share their new complete sentences. Ask: “When might you want to revise your writing to be sure you have used complete sentences?”

- *If you are writing a letter to someone, you might want to make sure you used complete sentences.*
- *When we write reports, like we did in science, we should use complete sentences.*
- *When you write for something like a newspaper or magazine, you should use complete sentences.*

■ FOCUSING QUESTION: LESSONS 10-14

How does the
Little Yellow Leaf change?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Lesson 11

TEXT

- *The Little Yellow Leaf*, Carin Berger

Lesson 11: At a Glance

AGENDA

Welcome (5 min.)

Practice Fluency

Launch (5 min.)

Learn (55 min.)

Introduce Story Stones (10 min.)

Identify the Resolution (15 min.)

*Recount with Story Stones
(10 min.)*

Examine Evidence (20 min.)

Land (8 min.)

*Answer the Content Framing
Question*

Wrap (2 min.)

Assign Homework

Vocabulary Deep Dive: Execute a Moving Tableau for Verbs (15 min.)

STANDARDS ADDRESSED

- The full text of ELA Standards can be found in the Module Overview.

Reading

- RL.2.1, RI.2.2, RL.2.3, RL.2.7

Writing

- W.2.2

Speaking and Listening

- SL.2.1, SL.2.2, SL.2.4, SL.2.6

Language

- ↓ L.2.5.b

MATERIALS

- Handout 10B: Fluency Homework
- Handout 11A: Readers' Theater Script
- Handout 11B: Exemplar Paragraph
- Handout 11C: Change Chart for *The Little Yellow Leaf*
- Informative Writing Anchor Chart
- Story Stones Chart
- Signs of Fall in Nature Chart from Lesson 10
- Story Stones
- Large sticky notes or index cards
- Yellow, green, and blue pencils

Learning Goals

Recount what happens in *The Little Yellow Leaf*. (RL.2.2, RL.2.3, SL.2.2, SL.2.4)

- ✓ Orally recount the story using Story Stones and sentence frames.

Explain why evidence is important in informative writing. (W.2.2)

- ✓ Stop and Jot about why evidence is important in informative writing.

↓ Vocabulary Deep Dive

Create a word line for *soared* that demonstrates understanding of shades of meaning and how word choice affects the text. (L.2.5.b)

- ✓ Each student composes a word line using three to five verbs from the text to describe the movement of leaves.

Prepare

FOCUSING QUESTION: Lessons 10–14

How does the Little Yellow Leaf change?

CONTENT FRAMING QUESTION: Lesson 11

Organize: *What happens in The Little Yellow Leaf?*

CRAFT QUESTION: Lesson 11

Examine: *Why is evidence important in informative writing?*

Students identify story elements with Story Stones, analyze the problem and resolution through Readers' Theater performances, and practice recounting *The Little Yellow Leaf* orally with partners. Finally, students examine how evidence is essential to informative writing.

Welcome 5 MIN.

FLUENCY PRACTICE

Students take turns reading the beginning and ending passages from Handout 10B: Fluency Homework and notice similarities and differences between them.

Launch 5 MIN.

Have students Echo Read and Think–Pair–Share the Content Framing Question.

Use Equity Sticks to choose some students to share one similarity or difference about the beginning and ending of the passages.

Tell students that we know how to tell the beginning, middle, and end of a story and today we are going to learn about two more important elements of a story: the problem and the resolution.

Ask: “What is a problem? What is a resolution?” If necessary, define *resolution* as “a solution or end to a conflict.”

Ask: “How can we learn more about the problem and resolution in *The Little Yellow Leaf*?”

Learn 55 MIN.

INTRODUCE STORY STONES 10 MIN.

Distribute Story Stones for character, setting, problem, and solution to individuals or partnerships. Ask: “What do you notice about these stones?”

As students notice that there are symbols on each of the stones, display the Story Stones Chart and indicate what each symbol stands for. Clarify any confusion about the words *character*, *setting*, *problem*, and *resolution*. Leave room at the bottom of the chart to add Central Message in a later lesson.

TEACHER NOTE

Prepare this chart ahead of time to maximize instructional time.

	= SETTING When and where does it take place?
	= CHARACTER(S) Who is in the story?
	= PROBLEM What challenge does the main character face?
	= RESOLUTION How does the problem end?

**TEACHER
NOTE**

Post this chart in a central location, as students will refer to it throughout the year.

Provide time for students to review the text before answering the following TDQs. As you pose the TDQs, students hold up the corresponding Story Stone*. Record answers on large sticky notes or index cards next to the corresponding story element on the Story Stones Chart.

1. Think back to our discussion in Lesson 10 about the setting and the signs of fall in *The Little Yellow Leaf*. What season is it when the story begins? Where does it begin?

- *It is fall.*
- *In a quiet forest*

2. What is the setting when the story ends? What is the season? Where does it take place?

- *It is winter.*
- *In the windy sky*
- *Above the forest*

3. Who are the characters in this story?

- *The Little Yellow Leaf and the Little Scarlet Leaf.*

4. What are some of the verbs that tell the action of the story?

- *clung, chased, swirled, beckoned, teased, gathered, played, sank, bloomed, flurried, held, searched, danced*

5. What is the Little Yellow Leaf's problem?

- *He is afraid to let go of the branch.*
- *He is lonely.*

IDENTIFY THE RESOLUTION 15 MIN.

Tell students that they will take a closer look at the resolution, when the Little Yellow Leaf solves his problem. Display and review Handout 11A: Readers' Theater Script. Divide the class into groups of four and assign roles. Instruct students to underline their parts on the page.

Students work in groups to rehearse the scene. Circulate to check for understanding and remind students to practice fluent reading and emphasize important words. If groups have only three students, one student may read both narrator parts. Identify one or two groups to perform for the class.

One or two groups perform their Readers' Theater*.

Instruct students to Think–Pair–Share, and ask the following TDQs.

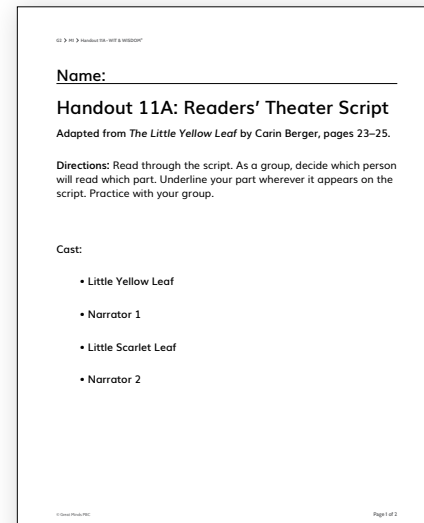
6. What is happening when the narrator says “Neither spoke”? Why is this an important moment in the story?

- *Each leaf is deciding that they can let go if there is a friend to go along with them.*
- *It makes me wonder what will happen.*
- *This is an important moment because this is when the Little Yellow Leaf finally changes his mind and decides to let go.*

Students hold up their resolution Story Stone.

7. Remember that the resolution of the story is the way the problem is solved or ended. How is the Little Yellow Leaf's problem solved?

- *The Little Yellow Leaf lets go with the Little Scarlet Leaf.*
- *He is not scared to let go now that he has a friend.*
- *He makes a change.*



* See the Implementation Guide for more information on Story Stones and Readers' Theater.

RECOUNT WITH STORY STONES 10 MIN.

Explain that when readers talk about books it is important to be able to recount the story clearly and in the correct order. Tell students that Story Stones can help them to keep track of all the important information when recounting a story.

Post the following sentence frame:

It started in (setting) **when** (main character + problem) **. Then** (something changes) **. Finally,** (resolution) **.**

TEACHER NOTE

Students encountered a similar sentence frame in Grade 1 when retelling narratives. If necessary, affirm that they used it last year and that they will continue to strengthen their ability to recount stories this year.

Demonstrate how to use the sentence frame and the Story Stones Chart to recount the story of *The Little Yellow Leaf*, holding up the correct Story Stone as you say the story element. For example, hold up the setting, character, and problem Story Stones, respectively, as you say:

It all started in a quiet forest in the fall, when the Little Yellow Leaf didn't want to let go of his branch because he was scared and alone.

Then point to the middle “What changes?” sentence of the frame. Explain that there is no Story Stone for this part, but that they discussed it when they examined how the Little Yellow Leaf finally changed his mind. Hold up the resolution Story Stone and say:

Then the Little Yellow Leaf met the Little Scarlet Leaf and they agreed to let go together. Finally, the Little Yellow Leaf wasn't lonely anymore.

Explain that students will now recount the story with a partner and that they should hold up the correct Story Stone as they refer to that story element using the sentence frame.

TEACHER NOTE

Briefly define *riot* in the context of the text to support students' recounting using the sentence frame.

Scaffold

Provide the sentence frame from the prompt above on index cards for students who need visual cues.

✓ Students practice recounting *The Little Yellow Leaf*, holding up each Story Stone as they talk about that story element.

Circulate to listen to students recounting the story and correct misunderstandings.

EXAMINE EVIDENCE 20 MIN.

Display and have students Choral Read the Craft Question: *Why is evidence important in informative writing?*

Display and distribute Handout 11B: Exemplar Paragraph and green, yellow, and blue pencils.

Explain that students will read and examine an example paragraph you wrote about the text. Read aloud, then have students Choral Read the exemplar paragraph:

Handout 11B: Exemplar Paragraph

Directions: Identify the topic statement and evidence statements in the exemplar paragraph. Use green, yellow, and blue colored pencils to underline the sentences.

The tree changes from late fall to winter. At first it's fall and most of the leaves are brown and orange and are on the ground. Then the apples grow musky and ripe and the leaves on the ground get dry and crackly. Finally, the branches are completely bare and covered with a shimmer of snow.

The tree changes from late fall to winter. At first it's fall and most of the leaves are brown and orange and are on the ground. Then the apples grow musky and ripe and the leaves on the ground get dry and crackly. Finally, the branches are completely bare and covered with a shimmer of snow.

Instruct students to Think–Pair–Share, and ask: “What is this paragraph about?”

- *The paragraph is about how the tree in The Little Yellow Leaf changes from fall to winter.*

Remind students that each sentence in a paragraph is important because it helps the reader understand the main topic. Ask: “Which sentence in this paragraph tells readers the main topic of the paragraph? What do we call that sentence?”

- *This sentence tells the topic of the paragraph: “The tree changes from late fall to winter.”*
- *That’s the topic statement.*

Underline the topic statement in green. Instruct students to underline the topic statement in green on their copies.

Display the Informative Writing Anchor Chart. Ask: “What is a topic statement?”

- *A topic statement states your essential idea about a topic.*

Tell students that writers support their ideas with evidence just like legs support a tabletop. Define *evidence* as “proof; information that gives reason to believe something.” Writers use evidence to prove their topic sentences.

Students write the word *evidence* and the definition in their Vocabulary Journal while you add it to the Word Wall.

Write “Evidence 1, 2, and 3” in the first column of the Informative Writing Anchor Chart, alternating yellow and blue colors. Display the Signs of Fall in Nature Chart from Lesson 10. Explain that the information they recorded for each text is evidence.

Read aloud the sentence “At first it’s fall and most of the leaves are brown and orange and are on the ground.” Underline in yellow the words leaves are brown and orange and are on the ground. Students underline on Handout 11B: Exemplar Paragraph in yellow. Ask students to find where in the book you found that information.

As students notice that the illustrations on pages 1–2 and 5–6 show brown and orange leaves on the ground, explain that the words leaves are brown and orange and are on the ground are the evidence that prove the topic statement. The evidence must come directly from the words or pictures in the book. Remind students that this information was on the Signs of Fall in Nature Chart as well.

Read aloud the sentence “Then the apples grow musky and ripe and the leaves on the ground get dry and crackly.” Students Think–Pair–Share to identify evidence in this sentence. Use Equity Sticks to call on students to share where they find evidence in the sentence. Underline in blue the words apples grow musky and ripe, and leaves on the ground get dry and crackly. Students underline their copies in blue, then find the location in the text where this evidence appears (pages 9 and 12).

Repeat this process for the final sentence of the exemplar paragraph. Students work with partners to underline the evidence in yellow.

Extension

To increase student independence, instruct students to work alone to underline the words that show evidence in the third sentence of the exemplar paragraph.

✓ Instruct students to Stop and Jot, and ask: “Why is evidence important in informative writing? How do we find evidence that supports the topic statement of a paragraph?”

Use Equity Sticks to select students to share responses and record two essential criteria for evidence on the Informative Writing Anchor Chart in the second column.

Tell students that they will use evidence in their informative writing all year and that they will have a chance to practice tomorrow.

Sample Informative Writing Anchor Chart

Part of Paragraph	What It Does	How You Use
T = Topic Statement	tells the essential idea	- answers the question - comes near the beginning - states the essential idea
E = Evidence 1	develops your topic	
Evidence 2	comes from the text	
Evidence 3		

Land

8 MIN.

ANSWER THE CONTENT FRAMING QUESTION

Review the Content Framing Question.

Provide Handout 11C: Change Chart for *The Little Yellow Leaf*. Students sketch what happens at the beginning, middle, and end of *The Little Yellow Leaf*.

Ask students: “How can recording evidence as we read help us when we write informative paragraphs?”

- When we record evidence we notice more details that we can use in our writing.
- When we write we can look at the chart to find evidence to support our topic statements.

Students record one way that recording evidence helps them to write informative paragraphs in their Response Journal.

11C > M1 > Handout 11C: 11C1 & 11C202007

Name: _____

Handout 11C: Change Chart for *The Little Yellow Leaf*

Directions: Fill in the chart with sketches of what changes happen at the beginning, middle, and end of *The Little Yellow Leaf*.

What happens in <i>The Little Yellow Leaf</i> ?		
Beginning	Middle	End

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Wrap

2 MIN.

ASSIGN HOMEWORK

Students complete Day 2 of Fluency Homework on Handout 10B.

Analyze

Context and Alignment

In this lesson students recount the events in *The Little Yellow Leaf* using Story Stones and sentence frames (RL.2.2, RL.2.3, SL.2.2, SL.2.4). As indicated by RL.2.2, in Grade 2 students are expected to move from *retelling* to *recounting* stories. Retelling is a concrete overview of a story in which students identify and restate what they read. Recounting calls for students to leave out less relevant details, synthesize information, and provide a more succinct rendition of what occurred.

As you listen to partners recount the narrative with Story Stones, attend to the following criteria of success:

- Focuses on the key events in the beginning, middle, and end rather than extraneous details.
- Identifies the important moment when the Little Yellow Leaf decides to let go of the branch.
- Recounts the events of the story in the correct sequence.

Next Steps

If students do not identify key events and the important moments in the story, reread the text with a small group, pausing to label the problem and solution pages with brief corresponding sentences on sticky notes. As students practice recounting the story, prompt them to use the sticky notes as a guide. If students have difficulty sequencing the events, provide picture cards representing each of the story elements from *The Little Yellow Leaf*. Direct students to put the cards in order and recount the story using the cards.

↓ Lesson 11 Deep Dive: Vocabulary

Execute a Moving Tableau for Verbs

- **Time:** 15 min.
- **Text:** *The Little Yellow Leaf*, Carin Berger
- **Vocabulary Learning Goal:** Create Moving Tableaux for verbs that demonstrate real-life connections and how word choice affects the text. (L.2.4.e, L.2.5.a)

Launch

Post this sentence from the text:

- And one, two, three, they let go and *soared*.

Post and have students Echo Read the following definition aloud.

Word	Meaning
soar	To fly or sail up in the air.

Explain that the author uses many interesting verbs to describe the actions of the wind, the leaves, and other things in nature, and that in today's Deep Dive, students will use both their bodies and their dictionaries to get a better understanding of what the verbs mean.

Learn

In pairs, students browse the text looking for the verbs that describe how things move, and post them using sticky notes on a Graffiti Wall. Remind students that some verbs can end in the suffix *-ed*, and that the suffix shows an action has happened in the past.

Call students together to read the wall. Confirm that all the words on the wall are verbs, and explain changes to students. Possible entries include *clung*, *chased*, *swirled*, *beckoned*, *teased*, *gathered*, *played*, *sank*, *bloomed*, *flurried*, *held*, *searched*, *danced*.

Assign one word to each pair. Pairs use their dictionaries to look up the definition of the word, and work together to create a Moving Tableau that shows clearly the action of the verb. For example, the pair assigned the word *beckoned* might have one student reaching out and gesturing with her arms to call the other student over to her.

Once pairs have their Moving Tableaux for their words, they form groups of four. The two pairs take turns performing their Moving Tableau for each other and guessing which word the Tableau represents.

Invite one or two pairs to perform their Tableaux for the whole group.

✓ Students work with a partner to create entries in their Vocabulary Journal for the two verbs from their group.

Land

Ask: “How did using our bodies and dictionaries help us better understand the verbs from *The Little Yellow Leaf*?”

- *By acting out the action, I could picture what was happening in the story more clearly.*
- *Knowing the definitions of these exciting verbs helps me understand the story. The verbs gave me a sense of how the leaf moved.*
- *The Tableaux helped me imagine the leaf first clinging and then dancing and soaring. That helps me know how the character, the leaf, felt.*

■ FOCUSING QUESTION: LESSONS 10-14

How does the
Little Yellow Leaf change?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Lesson 12

TEXT

- *The Little Yellow Leaf*, Carin Berger

Lesson 12: At a Glance

AGENDA

Welcome (2 min.)

Practice Fluency

Launch (3 min.)

Learn (65 min.)

Interpret Action in the Beginning and Ending (20 min.)

Compare the Beginning and Ending (20 min.)

Relate Beginning, Middle, and Ending to Problem and Resolution (25 min.)

Land (4 min.)

Answer the Content Framing Question

Wrap (1 min.)

Assign Homework

Style and Conventions Deep Dive: Using Adjectives (15 min.)

STANDARDS ADDRESSED

- The full text of ELA Standards can be found in the Module Overview.

Reading

- RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7, RF.2.4

Writing

- W.10*

Speaking and Listening

- SL.2.1.a, SL.2.6

Language

-  L.2.4.c, L.2.4.d, L.2.1.e, L.2.5.b

MATERIALS

- Handout 10B: Fluency Homework
- Knowledge Journal Chart
- Change Chart
- Story Structure Chart
- Problem Status Cards

Learning Goals

Explain what happens in the beginning, middle, and end of *The Little Yellow Leaf*. (RL.2.2, RL.2.5, SL.2.1.a)

- ✓ Students orally complete sentence frames about the story's beginning, middle, and ending.

Identify what information is provided in the beginning and end of a story and the purpose of each text. (RL.2.5, SL.2.1.a)

- ✓ Students write about how problem and resolution correspond to the beginning and end of narrative text.

Style and Conventions Deep Dive

Analyze how adjectives help describe setting and action in *The Little Yellow Leaf*. (L.2.1.e, L.2.5.b)

- ✓ Students choose two of the adjectives from the lesson and make an entry in their Vocabulary Journal explaining how the adjective helps readers visualize action and meaning in the text.

* This lesson prepares students for W.10, which first appears in the Grade 3 CCSS.

Prepare

FOCUSING QUESTION: Lessons 10–14

How does the Little Yellow Leaf change?

CONTENT FRAMING QUESTION: Lesson 12

Reveal: *What does a deeper exploration of the beginning and ending reveal in The Little Yellow Leaf?*

CRAFT QUESTION: Lesson 12

Experiment: *How does evidence work in informative writing?*

Students connect their knowledge of *The Little Yellow Leaf*'s events to their understanding of the story's problem and resolution, beginning their work with Focus Standard RL.2.5. Throughout the lesson, students collaboratively organize evidence about the events in the story's beginning, middle, and end. In later lessons, they will use this evidence to write their Focusing Question Task.

Welcome 2 MIN.

PRACTICE FLUENCY

Students work with partners to read beginning and ending fluency passages from Handout 10B: Fluency Homework. If time allows, encourage students to exchange passages or to Choral Read their passages in order.

Launch 3 MIN.

Post and have students Echo Read the Content Framing Question. Refer to the Knowledge Journal and ask, "What did we learn about the poem 'Weather' when we examined the beginning and ending?"

Explain that in all literature whether it is a poem, a narrative, or another genre, the beginning and ending reveal important information about the story being told.

Learn

65 MIN.

INTERPRET ACTION IN THE BEGINNING AND ENDING

20 MIN.

Explain that examining the main character's actions can help readers understand a story's beginning and ending. If needed, define *action* as "something that is done." Display the blank Change Chart (see sample that follows). Using two copies of *The Little Yellow Leaf*, display pages 1–2 next to the Beginning column and pages 25–26 next to the End column. Explain that students will listen for words that describe the Little Yellow Leaf's actions in the story's beginning and ending.

Invite a student to read aloud the beginning (pages 2–4), then the ending (pages 26–30). When students hear an action word, they stand and act out the word. As students identify words, record them on the Change Chart.

Differentiation

Tell students to listen for *action verbs* instead of *action words*. If students struggle with identifying specific action words, tell them to imagine the Little Yellow Leaf like a person with a body. Action words can describe things people do with their bodies.

Tell students they will look at the illustrations in the beginning and ending for more details about the Little Yellow Leaf's actions. Students point at the illustration on pages 1–2 and move their arms to show the Little Yellow Leaf's movement, then do the same for pages 25–26, 27–28, and 29–30. Sketch the leaf's movement on the Story Structure Chart.

Instruct students to Think–Pair–Share, and ask the following TDQs.

1. Describe the Little Yellow Leaf's actions in the beginning.

- *In the beginning, the Little Yellow Leaf holds onto the tree.*
- *He's not moving at all.*

2. Describe the Little Yellow Leaf's actions in the ending.

- *In the ending, the Little Yellow Leaf flies in the air.*
- *He soars and dances.*

3. How were the Little Yellow Leaf's actions different in the beginning and ending?

- *In the beginning, the leaf doesn't move. In the end, he moves a lot.*
- *First, the leaf holds onto the tree. In the ending, he lets go of the tree.*

Change Chart for <i>The Little Yellow Leaf</i>		
Beginning	Middle	Ending
Leaf “clung” to the branch (page 2). (drawing of leaf attached to branch)		- Leaves “let go” (page 26). - They “soared” (page 26). - They “danced” (page 27). (drawing of leaf looping in air)

Use student responses to emphasize that the Little Yellow Leaf’s actions changed between the beginning and end.

COMPARE THE BEGINNING AND ENDING 20 MIN.

Instruct students to Stop and Jot, and ask TDQ 4.

4. What caused the change in the Little Yellow Leaf’s actions?

- The Little Yellow Leaf found a friend.*
- It met the Little Scarlet Leaf. They let go together.*

Explain that students will explore details about the Little Yellow Leaf’s friend to understand more about the beginning, middle, and ending. Add a new row to the Change Chart.

Students draw a T-chart in their Response Journal with headings “B” and “E” for *beginning* and *ending*. Students reread pages 2–4. In the B column, students Stop and Jot words or phrases that show whether the Little Yellow Leaf has any friends with him.

Ask a student who wrote “lone” or “alone” to share their response. Record “alone” on the Story Structure Chart.

Explain that students can use the Outside-In vocabulary strategy* to learn more about the important word *lone*. In this strategy students examine the parts of the word (inside) and then the context clues around the word (outside). Use Equity Sticks or call on volunteers to respond to the following TDQs.

5. Think about the sounds inside the word *lone*. What other words sound like *lone*?

- Lone sounds like alone and lonely.*

* See the Implementation Guide for more information on the Outside-In vocabulary strategy.

6. Look at the illustrations, outside the word *lone*. What do the illustrations show about the “lone yellow leaf”?

- In the picture, the leaf is by itself on the tree.
- There is a circle around the leaf, and a magnified picture. It makes you pay attention to the small leaf on the tree.
- There are lots of leaves on the ground. The Little Yellow Leaf is the only one on the tree.

7. Using the clues outside and inside the word, what do you think the word *lone* means in the text?

- I think lone means “all by itself.”

Read aloud pages 26–30. In the E column, students Stop and Jot words or phrases that show whether the Little Yellow Leaf is alone. Ask a student who wrote “together” to share their response. Record “together” on the Story Structure Chart.

Change Chart for <i>The Little Yellow Leaf</i>		
Beginning	Middle	Ending
▪ Leaf “clung” to the branch (page 2). (drawing of leaf attached to branch)		▪ Leaves “let go” (page 26). ▪ They “soared” (page 26). ▪ They “danced” (page 27). (drawing of leaf looping in air)
▪ The leaf is “alone” (page 2).		▪ “Together” with Little Scarlet Leaf (page 30).

RELATE BEGINNING, MIDDLE, AND ENDING TO PROBLEM AND RESOLUTION 25 MIN.

Tell students they will investigate how all the parts of the story, including the middle, relate to the problem and resolution. Using Equity Sticks, call on a student to respond to the question: “When we discuss stories, what do *problem* and *resolution* mean?”

Give each pair of students three Problem Status Cards or sticky notes: Red to represent “problem not solved,” yellow to represent “problem being solved,” and green to represent “problem already solved.” Pairs reread the text, placing the relevant card on each page and discussing textual evidence to support their choice for each page.

Call on students to explain their choices for pages 4, 12, 20, 22, 24, and 26, including some students who noticed details about relevant action words and being “alone” in the middle of the story. On the Change Chart, record relevant evidence about the middle, such as the action word *held* and the phrase *one more leaf*.

Extension

Students discuss the following questions. Record students’ text evidence in a new row on the Change Chart.

The author uses italics to show what the leaf is thinking. How do the Little Yellow Leaf’s thoughts relate to his problem?

- *The leaf keeps thinking things like “not ready yet.”*
- *His thoughts show he has the problem in the beginning and part of the middle of the story.*

The author uses quotation marks to show what the leaves are saying. How do the Little Yellow Leaf’s words on pages 23–24 relate to his problem?

- *The Little Yellow Leaf says “You’re here?” He knows he’s not alone anymore.*
- *The Little Yellow Leaf says “I will!” He means he will let go and solve his problem.*

Students Think–Pair–Share to respond to TDQs 8 and 9, using evidence from the Change Chart.

8. How does the beginning of *The Little Yellow Leaf* relate to the story’s problem or resolution?

- *The beginning tells the problem. The Little Yellow Leaf is not ready to let go.*
- *In the beginning, the Little Yellow Leaf is alone. It’s hard to solve his problem alone.*

9. How does this story’s ending relate to its problem or resolution?

- *The ending tells the resolution. The Little Yellow Leaf soars in the air.*
- *In the end, the problem is solved. The Little Yellow Leaf lets go with its friend.*

Use student responses to explain that a story’s beginning often introduces its problem, and the ending often shows its resolution. Add subheadings to the chart to highlight the relationship between the problem and the story’s beginning, middle, and ending.

Change Chart for <i>The Little Yellow Leaf</i>		
Beginning: Problem	Middle: Problem Changes	Ending: Resolution
▪ Leaf “clung” to the branch (page 2). (drawing of leaf attached to branch)	▪ Leaf “held” onto the tree (pages 18, 20).	▪ Leaves “let go” (page 26). ▪ They “soared” (page 26). ▪ They “danced” (page 27). (drawing of leaf looping in air)
▪ The leaf is “alone” (page 2).	▪ Saw “One more leaf” (page 22).	▪ “Together” with Little Scarlet Leaf (page 30).

✓ With a partner, students summarize the story's problem and resolution by orally completing the following sentence frames:

- **At first** _____.
- **Then things changed when** _____.
- **Finally, at the end** _____.

TEACHER NOTE

Throughout the year students will use several strategies to sequence their recounting and writing about narrative text. When reading and analyzing narratives it is important for students to distinguish the beginning, middle, and end as discrete sections of the text. Furthermore, when recounting a story, students should identify the problem and resolution as key elements of the story structure. When writing, students are instructed to use the temporal words, *first*, *then*, and *finally*, to signal the correct sequence of events. In preparation for their writing, there are multiple opportunities to practice using temporal words in oral rehearsals, often supported by sentence frames, as in the activity above.

Land 4 MIN.

ANSWER THE CONTENT FRAMING QUESTION

Review the Content Framing Question.

✓ Students answer in their Response Journal: “How do problem and resolution relate to beginning and ending of text?”

Wrap

1 MIN.

ASSIGN HOMEWORK

Students complete Day 3 of Fluency Homework on Handout 10B.

Analyze

Context and Alignment

In this lesson, students identify information provided in the beginning and at the end of a story and the purpose of these structures (RL.2.2, RL.2.5, SL.2.1.a). This identification solidifies students' understanding of story structure and sets the stage for the use of temporal words (*first, then, finally*) when writing. Students will be expected to use temporal words in their informational paragraph response to the upcoming Focusing Question Task. Review student responses to the story in their Response Journal and confirm that each student:

- Identifies that the problem is typically introduced at the beginning of a narrative.
- Identifies that the resolution typically takes place near the end of a narrative.

Next Steps

For students who do not grasp the connection between beginning and ending and problem and resolution, work with a small group to reread brief, familiar narratives, such as trade books. Work together to identify the problems and solutions that take place, using two different-color sticky notes on the pages where the problem and resolution take place in the story. Then ask students to apply this information and identify where in the text they notice the problem and the resolution.

↓ Lesson 12 Deep Dive: Style and Conventions

Using Adjectives

- **Time:** 15 min.
- **Text:** *The Little Yellow Leaf*, Carin Berger
- **Style and Conventions Learning Goal:** Analyzing how adjectives help describe setting and action in *The Little Yellow Leaf*. (L.2.1.e, L.2.5.b)

Craft Question: How do authors use adjectives to help readers visualize the text?

Launch

Post the text from the first page with the words *lone*, *yellow*, and *great* highlighted or underlined:

It was autumn. In the hush of the forest a lone yellow leaf clung to the branch of a great oak tree.

Ask students to Think–Pair–Share about how the words *lone*, *yellow*, and *great* help readers visualize or picture what is happening.

- Lone sounds like lonely, or alone. The leaf might be missing the other leaves that used to hang on the oak tree.
- Yellow tells us that the season is fall, because the leaf isn't green.
- Great tells us that the oak tree is big and high. It probably had lots of leaves on it, so the Little Yellow Leaf would have had lots of company.
- Since the tree is great, maybe it's high or tall. Then the leaf might be extra afraid of falling all that way to the ground.

Scaffold

If students struggle with the task, consider Choral Reading the sentence without the adjectives: *In the hush of the forest a leaf clung to the branch of an oak tree.* Then read it again with adjectives. Ask students what they notice about the difference.

Learn

Explain that in the opening sentence, the words *lone*, *yellow*, and *great* are adjectives or words that describe nouns, which are the names of people, places, or things.

Instruct students to Think–Pair–Share, and ask: “What nouns or people, places, or things are the words *lone*, *yellow*, and *great* describing in the opening sentence?”

Instruct students to conduct a Grammar Safari*, browsing the text for other adjectives. Explain that students may record the adjectives they find on sticky notes or index cards to post on a Graffiti Wall. Possible posts include: *lone*, *yellow*, *great*, *fiery*, *afternoon* [noun that describes sun], *great*, *crackly*, *dry*, *heavy*, *amber*, *starry*, *long*, *alone*, *bare*, *icy*, *scarlet*.

Then explain that students are going to consider how these adjectives help readers picture or visualize what is happening in the text.

Post the next spread:

- *I’m not ready yet, thought the Little Yellow Leaf as a riot of fiery leaves chased and swirled round the tree.*

Ask students how the adjective *fiery* helps readers visualize the leaves.

- *Fires are yellow, orange, and red. So are the autumn leaves.*
- *Flames move and change shape quickly. I visualize the piles of leaves moving and changing shape quickly, like a fire.*
- *I imagine the Little Yellow Leaf watching all the other leaves and not being ready to join them, like the last little kid at the park who’s afraid to go join a game.*

Post the following spread:

- *Still not, he thought as the other leaves gathered into great heaps, crackly dry, where children played.*

Instruct students to Think–Pair–Share, and ask: “How do the adjectives *great*, *crackly*, and *dry* help readers continue to visualize the story?”

- *Crackly dry describes the sound the leaves make when they’re old and dried up.*
- *Using words that show us how the leaves sound shows us how the leaves change during autumn and what will happen to the Little Yellow Leaf after it drops from the tree.*

✓ Students choose two of the adjectives from the lesson and write a sentence using them in their Vocabulary Journal and then explain how the adjectives they chose would help readers visualize what is happening in their sentence.

* See the Implementation Guide for more information on Grammar Safari.

Land

Invite students to share their sentences.

Ask: “Why might it be important for authors to use interesting and descriptive adjectives?”

- *Adjectives help you picture what is happening better.*
- *They can make the story more interesting.*
- *Adjectives can tell the reader more about the people, places, and things in a story or poem.*

■ FOCUSING QUESTION: LESSONS 10-14

How does the Little Yellow
Leaf change?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Lesson 13

TEXT

- *The Little Yellow Leaf*, Carin Berger

Lesson 13: At a Glance

AGENDA

Welcome (5 min.)

Puzzle Paragraph

Launch (2 min.)

Learn (60 min.)

*Reveal the Central Message
(25 min.)*

*Prepare and Answer the Focusing
Question Task (35 min.)*

Land (7 min.)

*Answer the Content Framing
Question*

Wrap (1 min.)

Assign Homework

Style and Conventions Deep Dive: Form Word Pairs Using Adjectives (15 min.)

STANDARDS ADDRESSED

- The full text of ELA Standards can be found in the Module Overview.

Reading

- RL.2.2

Writing

- W.2.2, W.10*

Speaking and Listening

- SL.2.1, SL.2.6

Language

- ↓ L.2.1.e, L.2.1.f

MATERIALS

- Assessment 13A: Focusing Question Task 1
- Handout 13A: Informative Writing Checklist
- Handout 10B: Fluency Homework
- Informative Writing Anchor Chart
- Change Chart for *The Little Yellow Leaf*
- Colored sentence strips
- Color-coded index cards
- Colored pencils
- Sticky notes or index cards

Learning Goals

Identify the central message of *The Little Yellow Leaf*. (RL.2.2)

- ✓ Explain what lesson the Little Yellow Leaf learns in *The Little Yellow Leaf*.

Select and use evidence in an informative paragraph. (RL.2.2, W.2.2, L.2.1.e, L.2.1.f)

- ✓ Rehearse and write an informative paragraph about how the Little Yellow Leaf changes, including temporal words, evidence, and topic statement.

↓ Vocabulary Deep Dive

Describe nature during fall using adjectives from the text. (L.2.1.e)

- ✓ Students post at least two word pairs using adjectives on the Graffiti Wall and enter in their Vocabulary Journal.

* This lesson prepares students for W.10, which first appears in the Grade 3 CCSS.

Prepare

FOCUSING QUESTION: Lessons 10–14

How does the Little Yellow Leaf change?

CONTENT FRAMING QUESTION: Lesson 13

Distill: What is the central message of The Little Yellow Leaf?

CRAFT QUESTION: Lesson 13

Execute: How do I use evidence to organize my informative paragraph?

After recording and examining repeated words and phrases, students identify and discuss the central message of *The Little Yellow Leaf*. They then work with partners to rehearse and draft a paragraph about how the Little Yellow Leaf changes, including temporal words, evidence, and a topic statement. To prepare for this lesson, type and print the completed Change Chart from Lesson 12, inserting an extra row at the bottom for students to add their own evidence today. Make one copy per student. Write each sentence of the exemplar paragraph from Lesson 11 on a color-coded sentence strip: green for the topic statement, two yellow and one blue for the evidence. Create six sets of the sentence strips.

Welcome 5 MIN.

PUZZLE PARAGRAPH

Distribute a set of color-coded sentence strips to small groups. Students read and put the sentences in the order they think they should be in for an informative paragraph.

Launch 2 MIN.

Post and have students Echo Read the Content Framing Question.

Tell students that as we learn more complex ideas we connect what we already know to the new idea to help it make sense. Today we are going to talk about the central message of a book.

Tell students to Mix and Mingle to answer: When we talk about reading, what do you think the words *central message* mean? Tell students that if they don't know the word *central* think about other words that sound similar to think about what it might mean, like *center*.

Learn 60 MIN.

REVEAL THE CENTRAL MESSAGE 25 MIN.

Compliment students on their thoughtful work analyzing the beginning, middle, ending, setting, character, problem, and resolution of *The Little Yellow Leaf*. Tell them that today they are ready to discuss the big ideas from the text, or the central message.

Ask students to share their discussions from the Mix and Mingle during the Launch section of the lesson. Ask: “What is a central message?”

- *It is the lesson the story or poem teaches us.*
- *A central message is the big idea the author wants readers to know.*
- *It is the moral of the story.*

Acknowledge correct student answers and clarify misunderstandings. Explain that authors can provide clues about the central message through distinctive or standout choices. Ask students to think back to the poem “Weather,” when they noticed some words repeating. What are some standout choices that Carin Berger made in *The Little Yellow Leaf*?

- *There are lots of repeating words throughout the book.*
- *The Little Yellow Leaf’s thoughts are written in italics.*
- *The text is placed in unusual ways on the page (curved around the tree on page 22, extra large text on pages 23–24).*
- *Some sentences stretch across many pages (pages 5–8, 13–14).*

1. Look at the words *bare*, *bare* on page 20. Read the rest of the words in the sentence and examine the illustration. What do you think the word *bare* means in this sentence?

- *It means clear or empty because the only other thing on the tree is a shimmer of snow.*

Explain that *bare* means “without clothes; naked.”

2. Why do you think Carin Berger repeated the word *bare* in this sentence?

- *To show that the tree is very, very empty.*
- *To express how alone the leaf feels.*

While students write *bare* and the definition in their Vocabulary Journal, add it to the Word Wall. Explain that repeating the word *bare* was an important standout choice the author made. Tell students they will focus more closely on the repeated and italicized words throughout the book to reveal the central message. If necessary, explain what italics are, how they are used, and point them out on a few pages in the text.

Post the Change Chart for *The Little Yellow Leaf* from Lesson 12 and add a blank row at the bottom. Explain that students will gather evidence on their own Change Charts today. Distribute the Change Charts, typed and copied from Lesson 12 (see Prepare section). Post and have students Echo Read the following prompt:

Reread *The Little Yellow Leaf* with your partner.

- 1. Find all the words in italics and add them to your Change Chart.**
- 2. Find repeated words and add them to your Change Chart.**
- 3. Put a star next to words that show the moment when the *Little Yellow Leaf* changed his mind.**

Remind students that little words such as *the*, *and*, or *a* are not necessary to record as repeating words. Instead they should look for repeated words that are special, or important to the story.

Pairs find and record repeated and italicized text on their Change Charts.

Use Equity Sticks to call on partnerships to share words they recorded on their Change Charts. Record them on the class chart.

Change Chart for <i>The Little Yellow Leaf</i>		
Beginning: Problem	Middle: Problem Changes	Ending: Resolution
Leaf “clung” to the branch. (page 2) (drawing of leaf attached to branch)	Leaf “held” onto the tree. (pages 18, 20)	- Leaves “let go.” (page 26) - They “soared.” (page 26) - They “danced.” (page 27) (drawing of leaf looping in air)
The leaf is “alone.” (page 2)	Leaf saw “One more leaf.” (page 22)	Leaf is “Together” with Little Scarlet Leaf. (page 30)
<i>I’m not ready yet.</i> (page 3) <i>Not yet.</i> (page 6) <i>Not ready.</i> (page 8) <i>Still not.</i> (page 12) <i>Not ready.</i> (page 15)	<i>Not yet, not yet, not yet.</i> “Alone.” “Alone.” (page 20) “bare, bare” (page 20) “And then ...” (page 22) “Will you?” “I will!” (page 24)	“Away and away and away.” (page 28)

Depending on the needs of your students, instruct them to Think–Pair–Share or Stop and Jot, and ask the following TDQs:

3. What do you notice about the words we recorded for the beginning? What do they tell us about how the leaf was feeling?

- The Little Yellow Leaf* is not ready to let go!
- Many of the same words repeat, but in different arrangements.
- The leaf is very afraid because it is alone.

4. What do you notice about the words we recorded for the end? What do they tell us about how the leaf was feeling?

- *The Little Yellow Leaf was flying away with the Little Scarlet Leaf.*
- *They felt free dancing and soaring in the wind together.*

5. Which words did you star for the moment when the leaf changed? Why?

- *“And then ...” because it tells the reader something important is about to happen.*
- *“Will you?” and “I will!” because this is the moment when the Little Yellow Leaf and the Little Scarlet Leaf agree to let go together.*

6. What helped the Little Yellow Leaf to change?

- *He found a friend.*
- *He wasn’t lonely anymore so he was able to let go.*

Explain that now that they have examined important and standout words in the text they are ready to think about the central message. Instruct students to Mix and Mingle, and ask:

7. ✓ What did the Little Yellow Leaf learn? Use evidence from the Change Chart to support your answer.

- *Change can be scary but if you have a friend it can be easier. At the beginning the Little Yellow Leaf was scared to let go and said “Not yet.” When he met the Little Scarlet Leaf, he finally let go.*
- *It’s hard to do new things alone, but having a friend can make you feel braver. The Little Yellow Leaf wasn’t ready to leave the tree. But when he made a friend, he was brave and let go.*

PREPARE AND ANSWER THE FOCUSING QUESTION TASK 35 MIN.

Display the Craft Question: *How do I use evidence to organize my informative paragraph?*

Post and review the exemplar paragraph on colored sentence strips from the Welcome activity. Ask students to identify the topic statement and evidence once again. Post and ask for volunteers to read the Informative Writing Anchor Chart. Explain that today students will use the Change Chart to plan and write a paragraph about how the Little Yellow Leaf changes. Tell them that this type of writing is called an informative paragraph with change. Add “in a paragraph with change” to the third column heading on the chart, explaining that students will use this column to record criteria for this writing task that does not apply to all informative writing.

Explain that when they write about change in a story, they must include the beginning, middle, and end as well as evidence from each part of the story. Point to the three evidence sentence strips and tell students that each sentence supplies evidence to support the topic statement. Ask students to notice what words are at the beginning of each sentence. As they identify the words *first*, *then*, and *finally*, circle them on the sentence strips. Remind students that these words help to indicate the beginning, middle, and end of the text in their writing.

Add the following sentences to the chart in the third column, adapted to align with each piece of evidence: “Supply evidence that explains the beginning/middle/end. Use the words first/then/finally.”

Ask students what color they get when they combine yellow and blue. When they answer “green!” tell them that just like yellow and blue make green, the yellow and blue evidence combine to support the essential idea in the topic statement.

Sample Informative Writing Anchor Chart

Part of Paragraph	What It Does	How You Use
T = Topic Statement	tells the essential idea	- answers the question - comes near the beginning - states the essential idea
E = Evidence 1	develops your topic	Supply evidence that explains the <u>beginning</u> . Use the word <u>first</u> .
Evidence 2	comes from the text	Supply more evidence that describes the <u>middle</u> . Use the word <u>then</u> .
Evidence 3		Supply more evidence that describes the <u>end</u> . Use the word <u>finally</u> .

Display the following prompt and explain that now students will plan their answers to the Focusing Question Task.

Write an informative paragraph with change:

Question: How does the Little Yellow Leaf change?

Include the following items in your response:

- **topic statement**
- **at least three sentences with evidence**
- **the words first, then, and finally**

Hold up the green, blue, and yellow index cards with the words *topic statement*, *first*, *then*, and *finally* on them. Explain that students will use the cards to practice saying their topic statement and the words *first*, *then*, and *finally* as they answer the question with a partner.

Demonstrate how to use the Change Chart and the cards to compose a verbal paragraph. Think Aloud as you select key pieces of evidence from the Change Chart (e.g., “not yet,” “one more leaf,” and “together”) and reject others (“bare, bare”) because they do not support your topic. You may want to further emphasize the connection between the evidence on the Change Chart and each sentence by taping the *first*, *then*, and *finally* cards next to each piece of evidence you choose.

Then hold up the *topic statement*, *first*, *then*, and *finally* cards as you verbalize your paragraph in full sentences.

Finally, display Handout 13A: Informative Writing Checklist. Cover the reflection columns on the right side with a large paper. Read the criteria aloud. Remind students that this is a list of everything they have learned to do over the course of the module so far, and that now is their opportunity to show what they know! They will be expected to include all criteria from the list in their writing.

Handout 13A: Informative Writing Checklist

Directions: Complete this checklist after completing your informative paragraph. Mark + for "yes" and Δ for "not yet." Be sure to include a writing goal.

Grade 2 Informative Writing Checklist		
	Self +/ Δ	Teacher +/ Δ
Reading Comprehension		
I understand how the Little Yellow Leaf changes.		
Structure		
I introduce the topic with a topic statement.		
I include at least three sentences with evidence.		
I use sequencing words: <i>first</i> , <i>then</i> , and <i>finally</i> in the correct order.		
Development		
My evidence relates to the topic and helps develop my points.		
Style		
I use words that are about the topic.		
I use adjectives in my writing.		

Page 1 of 2

Distribute Assessment 13A: Focusing Question Task 1.

Partners review individual copies of the Change Chart, select evidence for their paragraphs, and circle it on their copies.

They then take turns using the selected evidence to compose a verbal paragraph, holding up the corresponding card as they say their sentence. As you circulate through the room, listen to students' oral rehearsals and provide constructive feedback on their evidence selection. As students recite satisfactory paragraphs to you, encourage them to begin the writing process independently.

✓ On Assessment 13A: Focusing Question Task 1 students independently answer the Focusing Question Task in an informative paragraph with change.

If time allows, match students who complete the task with a partner to read each other's paragraphs and provide verbal feedback.

Assessment 13A: Focusing Question Task 1

Directions: Write an informative paragraph with change to answer the question:

How does the Little Yellow Leaf change?

Include the following items in your response:

- Topic statement.
- At least three sentences with evidence.
- The words *first*, *then*, and *finally*.
- First, select the evidence you will use in your paragraph.
- Then, write your informational paragraph with change.

Page 1 of 1

Land

7 MIN.

DISCUSS THE CONTENT FRAMING QUESTION

Instruct students to Think–Pair–Share orally, then individually write a response in their Response Journal to the Content Framing Question.

Wrap

1 MIN.

ASSIGN HOMEWORK

Students complete Day 4 of Fluency Homework on Handout 10B: Fluency Homework.

Analyze

Context and Alignment

For the Focusing Question Task students select relevant evidence to include in an informative paragraph about how the Little Yellow Leaf changes (RL.2.2, W.2.2, L.2.1.e, L.2.1.f). Look for the following success criteria on Assessment 13A:

- Student includes a topic statement.
- Student writes at least three sentences with relevant evidence from the text.

Next Steps

As this is the first time students are instructed to write a full paragraph independently this year, some may have difficulty with both selecting evidence from the text as well as writing a topic statement. Provide opportunities to examine samples of exemplar paragraph in informational texts such as *How Do You Know It's Fall?* and help students to identify the topic statements and evidence in these models. Alternately, you may ask students to rewrite the Focusing Question Task using a selection of evidence from the Change Chart. Students will have another opportunity to write a paragraph about change after reading the next text, *A Color of His Own*.

↓ Lesson 13 Deep Dive: Style and Conventions

Form Word Pairs Using Adjectives

- **Time:** 15 min.
- **Text:** *The Little Yellow Leaf*, Carin Berger
- **Style and Conventions Learning Goal:** Describe nature during fall using adjectives from the text. (L.2.1.e)

Craft Question: *How can writers use adjectives to help readers visualize text?*

Launch

Refer students to the Graffiti Wall made during Deep Dive 12. Instruct them to Think–Pair–Share, and ask: “What kinds of words did we add, and what do those words do?”

- *These words are called adjectives.*
- *Adjectives describe nouns.*
- *Adjectives help readers picture what is happening better.*

Invite students to see whether they can find additional adjectives in the text. Possible entries include *lone, yellow, great, scarlet, little, fiery, musky, heavy, great, crackly, dry, heavy, amber, starry, long, alone, bare, icy.*

Learn

Explain that students can use adjectives to make their own writing interesting and to help readers visualize. Instruct students to create a T-chart like the following in their Vocabulary Journal.

Adjectives	Nouns

Students work with a partner to discuss what they know about fall and then brainstorm adjectives and nouns that have to do with fall. Invite a few students to suggest examples and add those to the class chart, clarifying what is a noun and adjective, as needed.

Adjectives	Nouns
golden	apples
chilly	leaves
crisp	air

If needed, encourage students to look for ideas by browsing through module texts, looking at Word Walls or their Knowledge Journal, or even looking out the window.

Invite students to share some of their nouns and adjectives, adding those to the class T-chart.

✓ Students work in pairs to write sentences about fall that incorporate some of the adjectives and nouns from their chart or the class chart.

- *I love to eat crispy apples during the fall.*
- *The bare bushes and bare trees stood silent in the forest.*
- *Amber leaves fall gently to the ground.*

Land

Invite students to share their sentences.

Instruct students to Think–Pair–Share, and ask: “How would the adjectives you use help make your writing more interesting and clear for readers?”

- *When we said “bare bushes” and “bare trees,” it would help the reader picture a kind of sad, lonely looking forest.*
- *We wrote about “crispy apples.” It helps the readers think about what it might sound like if you bit into that apple.*

■ FOCUSING QUESTION: LESSONS 10-14

How does the
Little Yellow Leaf change?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Lesson 14

TEXT

- *The Little Yellow Leaf*, Carin Berger

Lesson 14: At a Glance

AGENDA

Welcome (5 min.)

Answer Questions

Launch (10 min.)

Learn (53 min.)

Excel with Evidence (27 min.)

Record Knowledge (26 min.)

Land (5 min.)

Answer the Content Framing Question

Wrap (2 min.)

Assign Homework

Style and Conventions Deep Dive: Execute: Using Adjectives to Add Detail (15 min.)

STANDARDS ADDRESSED

- The full text of ELA Standards can be found in the Module Overview.

Reading

- RL.2.1, RL.2.2

Writing

- W.2.2, W.2.5, W.4*, W.10**

Speaking and Listening

- SL.2.1, SL.2.6

Language

-  L.2.1.e

MATERIALS

- Handout 13A: Informative Writing Checklist
- Assessment 13A: Focusing Question Task 1
- Handout 10B: Fluency Homework
- Notice and Wonder T-Chart
- Knowledge Journal Chart
- Exemplar paragraph

Learning Goals

Revise and reflect on informative writing about change. (W.2.2, W.2.5, W.4*)

- ✓ Revise Focusing Question Task according to Informative Writing Checklist.

Articulate new knowledge gained from reading *The Little Yellow Leaf*. (RL.2.1, W.10**)

- ✓ Respond to the Content Framing Question in Response Journal.

Vocabulary Deep Dive

Revise written work composed during the main lesson, using adjectives to add detail. (L.2.1.e)

- ✓ Students use adjectives to add detail to their writing from the main lesson.

* In alignment with the CCSS, formal instruction and assessment of W.4 begins in Grade 3. However, attention to task, purpose, and audience are essential to student writing as early as Grade K. As a result, this lesson contains instruction and/or references to those components in an effort to familiarize students and afford them opportunities for practice.

** This lesson prepares students for W.10, which first appears in the Grade 3 CCSS.

Prepare

FOCUSING QUESTION: Lessons 10–14

How does the Little Yellow Leaf change?

CONTENT FRAMING QUESTION: Lesson 14

Know: How does this text build my knowledge of change?

CRAFT QUESTION: Lesson 14

Excel: How do I improve my use of evidence to organize my informative paragraph?

This is the final day focusing on *The Little Yellow Leaf*. Students use the Informative Writing Checklist to review and revise their Focusing Question Tasks from Lesson 13, and the class adds information to the Knowledge Journal Chart.

Welcome 5 MIN.

ANSWER QUESTIONS

Instruct students to choose a student-generated question about a vocabulary word from the Notice and Wonder T-Chart from Lesson 10. Remind them to choose a word that was unfamiliar when they first read the book, but which they figured out as they read. Students jot definitions for the words and share with a partner. If no words came up during the notice and wonder discussion in Lesson 10, post the following words for students to consider: *beckon, flocks, heaps, flurried, scarlet*.

Launch 10 MIN.

Students share definitions for the words they chose in the Welcome activity. Acknowledge that in just a few days they have gained enough knowledge to answer many of their own questions about unfamiliar words! Clarify definitions for any of the words discussed. Use any of the following definitions as needed.

Word	Meaning
beckon	To signal to someone to come closer or follow.
flocks	Groups of animals that travel together.

heaps	Large piles of things lying on top of each other.
flurried	A brief, light snow.
scarlet	Bright red in color.

Choose one word for students to add to their Vocabulary Journal and post it on the Word Wall.

Post and have students Echo Read the Content Framing Question. If necessary, review the meaning of the word *knowledge*.

Students briefly Think–Pair–Share responses to the Content Framing Question. As necessary, ask probing questions such as: “What is something new we have learned about change this week?” and “What did we learn about how a character might change?”

Learn 58 MIN.

EXCEL WITH EVIDENCE 25 MIN.

Pairs exchange and read the Focusing Question Tasks they answered in Lesson 13. If necessary, provide time for students to complete any unfinished sections of the paragraphs.

Display the Craft Question: *How do I improve my use of evidence to organize my informative paragraph?*

Remind students that they have been working on writing informative paragraphs about how the Little Yellow Leaf changes during the story. Tell them that writers always review their writing to make it clearer. Today they will use the Informative Writing Checklist to review their paragraphs and make them better.

Post Handout 13A: Informative Writing Checklist and a fresh (black-and-white) copy of the exemplar paragraph from Lesson 11. Have students Choral Read the criteria on the list. Model how to review the exemplar paragraph and identify the areas where the paragraph fits each criterion. Invite individual students to underline the topic statement (in green) and evidence (in yellow, blue, then yellow) on the exemplar. Use the same color to write a plus sign on the checklist for each item that meets the criterion.

Grade 2 Informative Writing Checklist

Name: _____

Handout 13A:
Informative Writing Checklist

Directions: Complete this checklist after completing your informative paragraph. Mark + for “yes” and Δ for “not yet.” Be sure to include a writing goal.

Grade 2 Informative Writing Checklist	Self +/ Δ	Teacher +/ Δ
Reading Comprehension		
I understand how the Little Yellow Leaf changes.		
Structure		
I introduce the topic with a topic statement.		
I include at least three sentences with evidence.		
I use sequencing words: <i>first</i> , <i>then</i> , and <i>finally</i> in the correct order.		
Development		
My evidence relates to the topic and helps develop my points.		
Style		
I use words that are about the topic.		
I use adjectives in my writing.		

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**TEACHER
NOTE**

The checklists in this curriculum have three columns for the writer, a peer, and a teacher to provide feedback using a +/Δ system: + indicates the targeted element has been included, while Δ indicates the need for a change. The plus signs can be added up as points to provide scores and track progress.

Distribute Handout 13A. Instruct students to review their change paragraphs and mark with a + or Δ under the column titled “Self.” Explain that if they find a section where they have marked Δ they can go back and change their paragraph.

✓ Students review and revise their change paragraphs.

Extension

For students who have successfully integrated all criteria on the checklist, provide the extra challenge of adding a final sentence about the central message of the text.

Instruct students to Think–Pair–Share about one item from the checklist that each student needs to improve. Model how to craft a writing goal.

I noticed on my checklist that I only included one adjective. Next time I want to make sure I include more adjectives. I will write that as my goal.

Write the goal on the posted version of Handout 13A: “My writing goal is to use more adjectives in my writing.”

Students craft writing goals at the bottom of Handout 13A.

Instruct students to staple Assessment 13A and Handout 13A together before turning them in to you.

RECORD KNOWLEDGE 25 MIN.

Display the Knowledge Journal Chart and remind students that they have been keeping track of everything they have learned so far in this chart. Read the headings of each column, then have students Echo Read the contents of the chart and acknowledge how much they have already learned, including information and skills.

Ask: “How does *The Little Yellow Leaf* build our knowledge of what we know?”

✓ Instruct students to Jot–Pair–Share, and ask: “What did you learn about the world from our lessons on *The Little Yellow Leaf*?” If students have difficulty jotting their ideas quickly, encourage them to write a single word, quickly sketch a picture, or take dictation from them in their Response Journal as necessary.

Use Equity Sticks to call on students to share. Ask follow-up questions to push students' thinking and encourage their application of key vocabulary. For example:

- What did we learn about change?
- What did we learn about the seasons?
- What did we learn about friendship?

Choose three to five strong responses to consider for recording. Explain that, while all students' thinking and contributions are valuable, the Knowledge Journal Chart is where the class records learning they might need to remember later.

Read each response aloud. Students stand up if they believe the response is big or important enough that they will probably think about it later, and remain seated if they disagree or are unsure. If a majority of students agree, record the response on the Knowledge Journal Chart.

TEACHER NOTE

Students will gradually take more ownership over determining the responses detailed on the Knowledge Journal Chart. To support this process, briefly explain the rationale behind the responses you chose before students vote.

Ask: "How does *The Little Yellow Leaf* build our knowledge of what we can do?"

Instruct students to Jot-Pair-Share, and ask: "What did we learn to do this week?"

Use Equity Sticks to call on students to share. Ask follow-up questions to push students' thinking and encourage their application of key vocabulary. For example:

- How does adding evidence help our informative writing?
- How can we use the words *first*, *then*, and *finally* to structure a paragraph?

Repeat the above process to record refined responses and engage students in a class vote.

Remind students that they will continue to add to this chart throughout this module so they can track everything they learned and are now able to do.

Land

5 MIN.

ANSWER THE CONTENT FRAMING QUESTION

Review the Content Framing Question and have students write answers in their Response Journal.

Wrap

2 MIN.

ASSIGN HOMEWORK

Students complete Day 5 of Fluency Homework on Handout 10B.

Analyze

Context and Alignment

As the final component of the Focusing Question Task students revise and reflect on their informative writing about change, using the Informative Writing Checklist (W.2.2, W.2.5). Read students' revised responses to the Focusing Question on Assessment 13A. Review students' self-evaluation and provide feedback on Handout 13A.

Success criteria for self-reflection include:

- Accurately identifies areas of need in writing, according to the Informative Writing Checklist.
- Revises Focusing Question writing according to self-reflection.
- Crafts a relevant writing goal.

Next Steps

Review student work on Assessment 13A and Handout 13A and complete the Teacher column on the Informative Writing Checklist. Add comments to the Teacher Feedback box at the bottom of the page. For more detailed analysis of student writing, consult the End-of-Module Writing Rubric in Appendix C. Bear in mind that this rubric applies to long-term expectations for Grade 2 students, and students will still be working toward mastery.

For students who have difficulty self-identifying areas of improvement and writing a personal goal, work with a small group to model the process of checking and revising a sample paragraph. Review the criteria on the Informative Writing Checklist. As you read the paragraph aloud, suggest that students give a Nonverbal Signal when they hear specific criteria and then check off the corresponding items on the list. Then model the revision process for the areas of need. Select a goal from the checklist and think aloud as you craft a model writing goal.

↓ Lesson 14 Deep Dive: Style and Conventions

Execute: Using Adjectives to Add Detail

- **Time:** 15 min.
- **Text:** *The Little Yellow Leaf*, Carin Berger
- **Style and Conventions Learning Goal:** Revise written work composed during the main lesson, using adjectives to add detail. (L.2.1.e)

Craft Question: *How do authors use adjectives to add detail to their writing?*

Launch

Display the following change paragraph:

Trees change in the fall. In the summer they are full of leaves and look fresh. Then the leaves begin to change color. They get dry and fall to the ground. They start to form piles and blow around in the wind. By the end of fall, the trees have branches with no leaves.

Instruct students to Think–Pair–Share, and ask: “What adjectives might this writer add to make this paragraph more interesting and more descriptive of what change looks like in fall?” If necessary, encourage students to refer to the classroom Word Wall for adjectives students brainstormed during Deep Dives 12 and 13.

Learn

Add some of students’ ideas to the paragraph, showing them how to insert the adjectives using the caret symbol.

- *You could add green before the word trees in the paragraph about summer.*
- *You could say “giant” or “crackly” before “piles.”*
- *We could say the “howling wind.”*

Then instruct students to read their own change paragraphs and look for opportunities to add description using adjectives. Remind students that rather than recopy the paragraph, they can use a caret to indicate where the adjective should go and write it in the line directly above their sentences.

- ✓ Students use adjectives to add detail to their writing from the main lesson.

Land

Student volunteers share their sentences before and after they added adjectives.

Ask students how adding adjectives helped improve their writing.

- *The sentences with adjectives were more interesting.*
- *Using adjectives will help my readers visualize the scenes I'm describing.*
- *My writing is clearer now and shows more about what fall is like.*

■ FOCUSING QUESTION: LESSONS 15-19

How does the chameleon change?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Lesson 15

TEXT

- *A Color of His Own*, Leo Lionni

Lesson 15: At a Glance

AGENDA

Welcome (5 min.)

Preview Text

Launch (5 min.)

Learn (55 min.)

Read Aloud with Notice and Wonder (10 min.)

Complete a New-Read Assessment (30 min.)

Answer Questions with Prior Knowledge (15 min.)

Land (7 min.)

Answer the Content Framing Question

Wrap (3 min.)

Assign Homework

Vocabulary Deep Dive: Examine Content Vocabulary: *Camouflage* (15 min.)

STANDARDS ADDRESSED

- The full text of ELA Standards can be found in the Module Overview.

Reading

- RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RI.2.7

Writing

- W.2.2, W.2.8, W.10*

Speaking and Listening

- SL.2.1, SL.2.2, SL.2.6

Language

-  L.2.4.e, L.2.5.a

MATERIALS

- Handout 15A: Notice and Wonder T-Chart
- Assessment 15A: New-Read Assessment
- Handout 15B: Fluency Homework
- Charts from previous lessons
- Notice and Wonder T-Chart
- Sticky notes

Learning Goals

Identify story elements and evidence of change in *A Color of His Own*. (RL.2.1, RL.2.2, RL.2.3, W.2.2, W.2.8)

- ✓ Complete the New-Read Assessment.

Classify questions about *A Color of His Own* that relate to prior knowledge. (RL.2.1, W.10*)

- ✓ Select a question that relates to the Knowledge Journal Chart and explain the relationship.

Vocabulary Deep Dive

 Make real-life connections to the word *camouflage* and use a dictionary to confirm its meaning. (L.2.4.e, L.2.5.a)

- ✓ Students enter key word definitions in their Vocabulary Journal.

* This lesson prepares students for W.10, which first appears in the Grade 3 CCSS.

Prepare

FOCUSING QUESTION: Lessons 15–19

How does the chameleon change?

CONTENT FRAMING QUESTION: Lesson 15

Wonder: *What do I notice and wonder about A Color of His Own?*

Students hear *A Color of His Own* read aloud for the first time and jot what they notice and wonder. They then read the text independently and complete the New-Read Assessment, independently identifying evidence of change in preparation for the Focusing Question Task. After completing the assessment, students share what they noticed and wondered about the text and identify and answer questions that relate to their prior knowledge.

Welcome 5 MIN.

PREVIEW TEXT

Pairs leaf through *A Color of His Own* and discuss the following questions: “What do you know about chameleons? What do you think this book is about?”

Launch 5 MIN.

Post the Content Framing Question and Focusing Question.

Have students Echo Read the Focusing Question. Remind students that just as they have read about the ways that the Little Yellow Leaf changes, they will read about another character that also changes in *A Color of His Own*.

Use Equity Sticks to call on students to answer the Welcome question: “What do we know about chameleons?”

- *Chameleons change colors wherever they are.*
- *They do this to hide from predators, or animals that might eat them.*
- *This is called camouflaging.*

If no student mentions the word *camouflage*, explain that in the text, the chameleons change color to hide or disguise themselves. Define *camouflage* as “hiding something by covering or coloring it so that it looks like its surroundings” and add it to the Word Wall.

Post and have students Echo Read the Content Framing Question. Remind students that whenever they begin reading a new text, they take time to wonder and notice.

Learn 55 MIN.

READ ALOUD WITH NOTICE AND WONDER 10 MIN.

Whole Group

TEACHER NOTE

A Color of His Own does not have numbered pages. Page 1 begins “Parrots are green.” To understand text references, write small numbers in your text.

Before the Read Aloud, post and review the Knowledge Journal Chart. Ask a few volunteers to name something new they learned about the world from their previous text investigation.

- *We learned that many things in nature change during fall.*
- *We learned that it can be easier to make a change when you have a friend.*
- *We learned that characters can change.*
- *We learned that finding characters, setting, problem, and resolution can help us to recount the story.*
- *We learned that reading the beginning and ending closely can help us understand the problem and resolution.*

Display Handout 15A: Notice and Wonder T-Chart. Have students Choral Read the words and definitions for *notice* and *wonder*. Tell students to challenge themselves to ask a question that relates to the Knowledge Journal Chart today. Highlight key terms on the Knowledge Journal Chart, such as *change*, *season*, *character*, *problem*, or *resolution*, which students might use in their questions.

Tell students you are going to read aloud the text the first time so they can concentrate on noticing and wondering. Explain that today they will be recording questions and observations during the first Read Aloud, instead of separately as they’ve done before.

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Name: _____

Handout 15A:
Notice and Wonder T-Chart

Directions: Jot down observations and questions about how the chameleon changes in the Notice and Wonder columns.

 Notice To see or observe	 Wonder To ask questions

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Read the text aloud, modeling fluent phrasing and pausing for students to jot responses on Handout 15A. As you read challenging words in the text, briefly define them. Students record what they notice and wonder on Handout 15A.

💬 Remind students that this is a good time to practice their Listening Goal of noticing the whole message, while you read aloud *A Color of His Own* without interruption.

Scaffold

As needed, provide sticky notes to selected students with the sentence frames: **I notice** _____. **I wonder** _____. Alternatively, simply provide sticky notes with single question words. Instead of writing their answers students may post the notes on pages where they have a question or notice. These students may dictate the question to you when posting it on the chart.

Students keep Handout 15A for reference at the end of the lesson.

COMPLETE A NEW-READ ASSESSMENT 30 MIN.

Individuals

Students will complete their first New-Read Assessment of the year. Tell students that the purpose of this assessment is to show their ability to apply the skills they have been practicing in a new text, without support from their teachers or peers.

Post and distribute Assessment 15A: New-Read Assessment. Have students Choral Read the questions and charts on the handout. Point out that the charts on the handout are the same as the Story Stones Chart and Change Chart used in Lessons 10–14. Ask students to point to the Informative Writing Anchor Chart from previous lessons and Choral Read the criteria for success.

Distribute copies of *A Color of His Own* and instruct students to read the book and complete the assessment independently.

✅ Students complete the New-Read Assessment, rereading sections in their copies of the text as needed.

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Name: _____

**Assessment 15A:
New-Read Assessment 1**

Directions: Read *A Color of His Own* and complete the Story Stones Chart below.

Story Stones Chart	
	= SETTING: When and where does it take place?
	= CHARACTER(S): Who is in the story?
	= PROBLEM: What challenge does the main character face?
	= RESOLUTION: How does the problem end?

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Differentiation

Depending on the needs of your class, you may choose to read the text to the whole class a second time, read with a small group of selected students, or have students read in partnerships. You may want to provide an audio recording of the text as a scaffold for selected students.

Scaffold

Consider scribing answers (taking dictation) for students with limited writing skills. You may also suggest that they sketch their answers where appropriate.

See Appendix C for sample student responses.

ANSWER QUESTIONS USING PRIOR KNOWLEDGE 15 MIN.

Whole Group

Congratulate students on their hard work on the New-Read Assessment. Explain that now they have an opportunity to share their observations and questions from the beginning of the lesson.

Post a blank Notice and Wonder T-Chart. Distribute two colors of sticky notes to each student. Identify one color for the observations and a different color for the questions. Ask students to select one question and one observation from Handout 15A that they think best connects to the Knowledge Journal Chart, write them on the sticky notes, and post them on the chart.

Students write their notice and wonder items on sticky notes and post them on the chart.

As students add their notes to the chart, sort any similar or redundant questions or observations together on the chart. Look for responses that indicate complexity of thought and relate directly to the concepts on the class Knowledge Journal Chart.

 Notice To see or observe	 Wonder To ask questions
▪ I notice that the chameleon is sad at the beginning but happy at the end. ▪ I notice that there are lots of animals at the beginning of the book, but the main character of the book is the chameleon. ▪ I notice that the chameleon changes his mind about having a color of his own. ▪ I notice that there are fall leaves in this book, just like in <i>How Do You Know It's Fall?</i> and <i>The Little Yellow Leaf</i>. ▪ I notice that there are seasons in this book.	▪ Why does the chameleon want a color of his own? ▪ What changes happen in the story? ▪ Where does this story take place? What is the setting? ▪ Does the setting change from the beginning to the end of the text? ▪ Who are the main characters in this story? ▪ What are the problem and resolution in this book?

Think aloud about how questions can relate to the Knowledge Journal Chart. For example, select

a question such as “What changes happen in this story?” Explain that students can draw on their knowledge about how characters change to answer it.

✔ Instruct students to Think–Pair–Share, and ask: “Find another question on this chart that is related to the knowledge we have gained so far this year. Explain how it relates.”

If students have difficulty with this task, remind them to look for key words such as *character*, *problem*, *resolution*, or *change* in the questions.

Invite some pairs to share the questions they selected. Move the questions that relate to the top of the Knowledge Journal Chart and circle them. Select several of these questions for pairs to answer together through Think–Pair–Share.

Use Equity Sticks to call on pairs to share their questions and answers. Encourage students to share alternate answers to the same question. Acknowledge that good questions often have many answers.

Remind students that they may add to or answer questions on this chart throughout their study of *A Color of His Own*.

Land

7 MIN.

ANSWER THE CONTENT FRAMING QUESTION

Remind students that today they chose questions that related to their Knowledge Journal, or what they already know. Instruct them to select one more strong question from the Notice and Wonder T-Chart and answer it in their Response Journal.

Wrap

3 MIN.

ASSIGN HOMEWORK

Distribute and read aloud Handout 15B: Fluency Homework to students. Either assign students one of the fluency passages according to their reading level using the word count as a guide, or invite students to choose which passage they would like to practice. Tell students that they will continue to practice all they have learned about fluency with these passages. Review tricky words from the text with students.

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Name: _____

Handout 15B:
Fluency Homework Option A

Directions: Practice reading the passages daily for homework. Have an adult initial the bottom after you have done the reading.

Parrots are green, goldfish are red, elephants are gray, pigs are pink. All animals have a color of their own except for chameleons. They change color wherever they go. On lemons they are yellow. In the heather they are purple. And on the tiger they are striped like tigers.

One day a chameleon who was sitting on a tiger's tail said to himself, "If I remain on a leaf I shall be green forever, and so I too will have a color of my own."

84 words

Lionni, Leo. *A Color of His Own*. Dragonfly Books, 1975, 1–12.

Have an adult initial each day that you read the passage three to five times. Optional: Have a peer sign on the second row of boxes, checking your progress.

Day 1	Day 2	Day 3	Day 4

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Analyze

Context and Alignment

This New-Read Assessment comes during the middle of the module and offers a formal opportunity to assess students' ability to identify the story elements and the change that occurs in a character as they read a text for the first time (RL.2.1, RL.2.2, RL.2.3, W.2.2, W.2.8). This activity serves as preparation for the Lesson 17 Focusing Question Task in which students write an informative paragraph explaining the ways a chameleon changes. *A Color of His Own* has been chosen for this assessment because of its simple vocabulary, thematic similarity to *The Little Yellow Leaf*, and accessibility for Grade 2 students.

Student success criteria for this assessment include:

- Correctly identifies character, setting, problem, and solution.
- Accurately records relevant evidence in the correct section of the chart (beginning, middle, end).
- Identifies the moment of change in the text.

Next Steps

See Appendix C for exemplary responses to the New-Read Assessment. If students have trouble correctly identifying story elements, provide additional opportunities to read and identify story elements using familiar Grade 1 or 2 texts. Offer picture cues for students to match with the character, setting, problem, and solution in the story. For those who struggle to identify and sequence relevant evidence, print specific pieces of evidence from *A Color of His Own* for students to sort using the Change Chart either by beginning, middle, and end, or problem versus resolution.

↓ Lesson 15 Deep Dive: Vocabulary

Examine Content Vocabulary: *Camouflage*

- **Time:** 15 min.
- **Text:** *A Color of His Own*, Leo Lionni
- **Vocabulary Learning Goal:** Make real-life connections to the word *camouflage* and use a dictionary to confirm its meaning. (L.2.4.e, L.2.5.a)

Launch

TEACHER NOTE

Many readers naturally link the words *chameleon* and *camouflage*. Camouflage is what chameleons are known for. Their ability makes them unique, and *camouflage* also has figurative meaning—when someone wishes to deflect attention by blending into the surroundings. The central struggle of the chameleon in the book, to find a color of his own, results from this quality. Yet Lionni never uses the word in his story.

Explain that while the word *camouflage* doesn't appear in the book, real chameleons are known for their unique ability to change color. *Camouflage* is a name for this ability.

Share that in this Deep Dive, students will make real-life connections to the word *camouflage* and use a dictionary to confirm its meaning.

Learn

Ask: "When you hear the word *camouflage*, what do you think about?"

Instruct students to Think–Pair–Share.

- *I think about our text and the chameleons!*
- *I think about my uncle's army pants.*
- *I think about how cheetahs hide in the grass.*
- *Some moths use camouflage to look like bark on a tree.*
- *Chameleons use camouflage to blend with their environment. That's why they change colors.*

Have students chorally spell the word *camouflage* aloud, then invite pairs to locate the word in their beginner dictionaries.

Display and have students Echo Read the definition of the word together.

Word	Meaning
camouflage	Hide by changing colors.

Ask students to brainstorm some synonyms for *camouflage*, possibly including *hide*, *match*, *disguise*, or *cover*.

In pairs, students use sticky notes to annotate their text for evidence of the meaning of *camouflage* in the story. Invite a few pairs to share their favorite examples with the whole group.

✓ Enter the definition for *camouflage* on the Word Wall while students enter it in their Vocabulary Journal.

TEACHER NOTE

Explain to students that new scientific information about chameleons has been discovered since Lionni wrote the book in 1975. The biology in the story, of two chameleons becoming friends and changing their colors in response to their surroundings, is somewhat inaccurate. The articles referenced below explain that rather than changing color in response to the environment, chameleons change color in response to mood and temperature, or to signal readiness to mate. Some chameleons do have the same camouflage as many animals and birds—coloration that matches surroundings—greens for chameleons that live among leaves; browns for chameleons that live on the ground. Discuss with students how our knowledge of the natural world evolves. Scientists build knowledge stories just as students do. See the links below for more information. Share the articles as time permits, or allow students to research independently (<http://witeng.link/0642>), (<http://witeng.link/0641>).

Land

Ask: “How did annotating the text for examples that show the meaning of the word *camouflage* help you understand the text and the word better?”

- *The pictures in the text showed how the chameleon used camouflage.*
- *The word camouflage describes what is happening to the chameleon, so making that connection helps me understand the story.*

■ FOCUSING QUESTION: LESSONS 15-19

How does the chameleon change?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Lesson 16

TEXT

- *A Color of His Own*, Leo Lionni

Lesson 16: At a Glance

AGENDA

Welcome (5 min.)

Answer Multiple-Choice Questions

Launch (6 min.)

Learn (60 min.)

Identify Story Elements (25 min.)

Recount with Story Stones (15 min.)

Process Evidence (20 min.)

Land (3 min.)

Answer the Content Framing Question

Wrap (1 min.)

Assign Homework

Style and Conventions Deep Dive: Explore Sentences with Multiple Subjects (15 min.)

STANDARDS ADDRESSED

- The full text of ELA Standards can be found in the Module Overview.

Reading

- RL.2.1, RL.2.2

Writing

- W.2.2

Speaking and Listening

- SL.2.1, SL.2.6

Language

-  L.2.1.f

MATERIALS

- Handout 15B: Fluency Homework
- Assessment 15A: New-Read Assessment
- Handout 16A: Story Elements
- Story Stones
- Story Sentence Frames
- Charts from previous lessons
- Blank Change Chart

Learning Goals

Recount what happens in *A Color of His Own*. (RL.2.2)

- ✓ Orally recount the story using Story Stones.

Vocabulary Deep Dive

Form complete sentences with multiple subjects. (L.2.1.f)

- ✓ After practicing several examples, assign students to write two sentences with multiple subjects in their Knowledge Journal about the text or about fall, underlining the subjects.

Prepare

FOCUSING QUESTION: Lessons 15–19

How does the chameleon change?

CONTENT FRAMING QUESTION: Lesson 16

Organize: *What's happening in A Color of His Own?*

Students use Story Stones to recount *A Color of His Own*, building their skill in recounting stories. In preparation for the FQT, they return to their New-Read Assessments from Lesson 15 to gather evidence for a class Change Chart.

Welcome 5 MIN.

ANSWER MULTIPLE-CHOICE QUESTIONS

Tell students they will answer a new type of question called a “multiple-choice question.” By answering multiple-choice questions, students can share their thinking without writing words. These questions will warm up their thinking for the lesson, as well as prepare them for the next New-Read Assessment, which will include multiple-choice questions.

Read aloud Handout 16A: Story Elements. Students independently circle their response to the multiple-choice questions.

Launch 6 MIN.

Students share responses to Handout 16A. Discuss the correct responses, with students changing their written answers as needed. Explain that their answers will help them understand the Content Framing Question.

Post and have students Echo Read the Content Framing Question.

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Name: _____

Handout 16A: Story Elements

Directions: Select the correct answer to each question.

1. Who is the main character in *A Color of His Own*?

- a. The older, wiser chameleon
- b. The chameleon who wants a color of his own
- c. The tiger
- d. All of the above

2. What is the setting of *A Color of His Own*?

- a. Outside on a tree
- b. Outside in autumn
- c. Outside in winter
- d. All of the above

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Read aloud the summary of *A Color of His Own* on the page facing the inside of the front cover. Ask: “What do you notice about this summary of the story?”

- *It tells about what happens in the story.*
- *It includes the words problem and solution!*
- *It has part of the title in it, “no color of his own.”*
- *It mentions the seasons: autumn and spring!*

Point out that this summary includes many of the story elements that help readers understand what’s happening in the story, such as information about the character, problem, and solution. Explain that the summary recounts most of the story in the correct order, but it doesn’t give away the ending! In this lesson, students will recount the whole story.

Learn 60 MIN.

IDENTIFY THE STORY ELEMENTS 25 MIN.

Whole Group

Display the Story Stones chart and explain that Story Stones are a helpful tool for recounting a story in the correct sequence, including all the elements of a narrative. Distribute both the students’ completed versions of Assessment 15A: New-Read Assessment and sets of Story Stones. Hold up the character stone and ask students to do the same. Students use their stones to respond to TDQ 1.

1. Where does the main character first appear in the story?

- *I placed the stone on pages 5–6 because we see chameleons on those pages.*
- *I placed the stone on page 11 because that is the first time the text describes this particular chameleon.*

 This question may spark a healthy discussion about whether the chameleons pictured in the first several pages of the text show the main character or not. Allow time for students to debate this and guide them to a conclusion, acknowledging that there is no “right” answer to this question, but that’s what makes it interesting! This debate provides a good opportunity to remind students of the Speaking and Listening Goals for this module.

Ask students to remind each other what *setting* means or what *setting* refers to in a story.

- *The setting tells where and when the story takes place.*
- *The setting can change over the course of a story.*

Explain that some books describe the setting at the beginning, but in this story they must look through the entire text to determine the setting. Students flip through the text, using the setting Story Stone to touch pages where they see evidence of the setting changing.

2. What is the setting in this story at the beginning? What is the setting like at the end? How does it change?

- *The setting is outdoors in nature.*
- *At first it's autumn. The chameleon sits on a leaf that turns red and falls off.*
- *At the end it's spring, when he meets the wise old chameleon.*

Tell students that they will now discuss the problem and the resolution in the story.

 **Inside-Outside Circle*:** Split students into two equal groups. One group brings their problem Story Stones and creates an inner circle. The other group brings their resolution stones and creates an outer circle. The inner circle turns and faces the outer circle to create partnerships. Pairs discuss the problem and resolution in the story. Students in the inner circle explain the problem and those in the outer circle explain the resolution. After one to two minutes, they exchange stones and the inner circle rotates clockwise. Students discuss their new Story Stone with a different partner. Challenge students to avoid repeating what others have shared and to remember the Speaking and Listening Goals.

Regroup and use Equity Sticks to call on students to explain the problem and the resolution.

RECOUNT WITH STORY STONES 15 MIN.

Pairs

Explain that now that students have identified all the elements of the story they are ready to recount with a partner. Remind the class about how they used the Story Stones Chart and the sentence frames in Lesson 11 to recount the story. Display the story sentence frames:

It started in (setting) **when** (main character + problem). **Then** (something changed).
Finally, (resolution).

Demonstrate how to hold up the setting Story Stone as you say, “It all started on a leaf in autumn . . .”

Differentiation

Depending on the skills and needs of your students, you may choose to remove the sentence frame from the activity, or provide individual sentence frames for specific students such as multilingual learners or students with special needs.

✓ In pairs, students recount *A Color of His Own*, using Assessment 15A and the sentence frames for reference as needed, holding up each stone as they say each story element.

**TEACHER
NOTE**

Oral rehearsal is an important component of the writing process at this stage. Be sure to listen to students' rehearsals before encouraging them to put their ideas on paper and write their change paragraphs.

Differentiation

Depending on students' performance on the New-Read Assessment, you may choose to work with a small group to support their abilities to identify the story elements or to recount the story accurately.

PROCESS THE EVIDENCE 20 MIN.**Whole Group**

Compliment students on the work they did gathering evidence of change on their New-Read Assessments. Explain that today they will compile that information into a class Change Chart for *A Color of His Own*. In future lessons, students will use that evidence to write an informative paragraph about the Focusing Question.

Post the blank Change Chart for *A Color of His Own* and use the questions below to invite suggestions from students as you record evidence from each section of the text on the chart. Think aloud about recording words and phrases from the text, instead of full sentences.

Students hold up their problem and resolution Story Stones. Ask: "Where would we place the problem on this chart? Where would we place the resolution?"

- *The problem is at the beginning, in the first column.*
- *The resolution is at the end—put it in the last column.*

Write *Problem* under the heading "Beginning" and *Resolution* under the heading "Ending."

Students share evidence about the problem. Record evidence about the beginning.

3. What happens in the middle?

- *The chameleon is black in the winter.*
- *He walks out in the grass in the spring.*
- *He meets a wise old chameleon.*
- *They agree to stay together.*

Ask: "What changes for the chameleon?"

- *The other chameleon suggests that they stay together so they will have a color together.*
- *They agree to stay together.*

Write *Problem Changes* under the heading *Middle*. Record evidence about the middle.

Ask: “What happens at the end?”

- *The two chameleons stay side by side.*
- *They turn lots of colors together.*
- *They feel happy and smile.*

Record evidence about the ending.

Use context clues to help students define *remain*, a key vocabulary word in the beginning and ending:

4. Reread page 23. Look at the pictures on the next few pages for clues about how the chameleons remained together. What do you notice about what the chameleons do?

- *They stay together.*

5. Reread the text on page 12. Look at the pictures on the next few pages for clues about how the chameleon remains on the leaf. What do you notice about what he does?

- *He stays on the leaf.*

6. Using our observations from both instances of the word *remain*, what might the word mean? Does that meaning make sense in the sentences?

- *The word remain might mean to stay.*
- *That meaning makes sense. In the beginning, the chameleon wants to stay on the leaf forever. In the end, the chameleons stay side by side.*

Add *remain* to the Word Wall while students add it to their Vocabulary Journal.

Change Chart: <i>A Color of His Own</i>			
	Beginning: Problem	Middle: Problem Changes	Ending: Resolution
Evidence from the text	▪ wants a color of his own ▪ thinks: “If I remain on a leaf I shall be green forever...” (page 12) ▪ Leaf changes color (pages 13–14).	▪ black in winter (page 17) ▪ Meets wise old chameleon. (page 19) ▪ they say: (pages 21–22) ▪ “Why don’t we stay together?” ▪ “you and I will always be alike.”	▪ remained side by side (page 23) ▪ happily ever after (pages 27–28)

Land

3 MIN.

ANSWER THE CONTENT FRAMING QUESTION

Review the Content Framing Question.

Direct students to Think-Pair-Share, and ask: “How did using Story Stones help us to better understand what happens in *A Color of His Own*?”

Wrap

1 MIN.

ASSIGN HOMEWORK

Students complete Day 2 of Fluency Homework on Handout 15B.

Analyze

Context and Alignment

For today’s CFU students orally recount the events in *A Color of His Own* as preparation for writing about the text (RL.2.1, RL.2.2). In Grade 2, students are expected to move beyond retelling, toward recounting narratives. The Story Stones routine provides a kinesthetic connection to key narrative elements and overall organization.

Success criteria for this task include:

- Recounts with accuracy and fidelity to the story.
- Identifies correct problem and resolution.

Next Steps

Some students may have difficulty recounting the events of the story accurately. For students who do not yet grasp the concept of problem and resolution in the text, invite students to act out this story, or other simple stories, and have the audience identify the moments when the problem is introduced and resolved. You may also ask small groups of students to brainstorm and discuss or illustrate examples of problems and possible resolutions.

↓ Lesson 16 Deep Dive: Style and Conventions

Explore Sentences with Multiple Subjects

- **Time:** 15 min.
- **Text:** *A Color of His Own*, Leo Lionni
- **Style and Conventions Learning Goal:** Form complete sentences with multiple subjects. (L.2.1.f)

Craft Question: *How do writers form sentences using multiple subjects with one verb?*

Launch

Ask students to review briefly what the subject of a sentence is. Explain that sometimes sentences can have more than one subject doing the same action.

Post the following sentence from the text, and think aloud about how to identify the subject:

In autumn, the leaf and the chameleon both turned yellow.

The action in the sentence is “turning yellow,” and both the leaf and the chameleon are doing that action. So, they are both the subject of the sentence.

Post the following sentences, and ask students to Think–Pair–Share about what the subject of each sentence is and how they know.

Later, the leaf and the chameleon turned red.

The chameleon and the leaf were blown off the branch.

Learn

Call students together to share responses.

- *The first sentence’s subjects are the leaf and the chameleon because they are both doing the action of turning red.*
- *In the next sentence, both the chameleon and the leaf are the subject again because they both get blown off the branch.*

Explain to students that writers often use multiple subjects with the same verb or action word to make their sentences less wordy. For example, a writer could write, “In autumn, the leaf turned yellow, and in autumn, the chameleon turned yellow,” but it is less wordy and sounds better to say, “In autumn, the leaf and the chameleon turned yellow.”

Help students visualize the idea of multiple subjects by guiding them to collaboratively compose sentences with multiple subjects from the classroom and then having appropriate volunteers act those out. For example,

- The students at table 2 and the students at table 4 are the first to open their Vocabulary Journal.
- The teacher and all the students in the last row stand up.
- Carlos, Sarah, and Tom collect the papers.
- Emily and Laura walk out together.

✓ After practicing several examples, assign students to write two sentences with multiple subjects in their Knowledge Journal about the text or about fall, underlining the subjects.

Exemplar sentences:

Plants, animals, and the weather all change during autumn.

Pumpkins and apples ripen.

Birds and butterflies migrate.

Land

Call students together and use Equity Sticks to call on students to share responses. Ask: “Why is it important for writers to know how to use more than one subject in a sentence?”

- *Sometimes more than one person or thing is taking the same action in a sentence. Using multiple subjects with one verb lets writers show the action with as few words as possible.*
- *It is easier for the reader to understand if the writer keeps the sentences simple and less wordy.*

■ FOCUSING QUESTION: LESSONS 15-19

How does the chameleon change?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Lesson 17

TEXT

- *A Color of His Own*, Leo Lionni

Lesson 17: At a Glance

AGENDA

Welcome (5 min.)

Practice Fluency

Launch (5 min.)

Learn (60 min.)

Create a Problem and Resolution Tableau (35 min.)

Execute Evidence Choices (25 min.)

Land (4 min.)

Answer the Content Framing Question

Wrap (1 min.)

Assign Homework

Style and Conventions Deep Dive: Experiment with Multiple Verbs (15 min.)

STANDARDS ADDRESSED

- The full text of ELA Standards can be found in the Module Overview.

Reading

- RL.2.1, RL.2.3, RL.2.5

Writing

- W.2.2, W.2.8, W.10*

Speaking and Listening

- SL.2.1, SL.2.2, SL.2.6

Language

-  L.2.1.f

MATERIALS

- Handout 15B: Fluency Homework
- Assessment 17A: Focusing Question Task 2
- Charts from previous lessons
- Sets of color-coded index cards (1 per pair): Yellow = *first*, blue = *then*, yellow = *finally*, green = *topic statement*
- Knowledge Journals

Learning Goals

Compare the chameleon's attempts to solve the problem in the beginning and at the end of *A Color of His Own*. (RL.2.3, RL.2.5, W.10*)

- ✓ Stop and Jot about differences between the two attempts to solve his problem.

Choose evidence that provides support of an explanation of the ways the chameleon changes. (W.2.8)

- ✓ Record evidence on Handout 17A.

Vocabulary Deep Dive

Construct simple sentences with one or more subjects and multiple verbs based on the characters in *A Color of His Own*. (L.2.1.f)

- ✓ Students compose three to five simple sentences about the text or about fall, using more than one verb.

* This lesson prepares students for W.10, which first appears in the Grade 3 CCSS.

Prepare

FOCUSING QUESTION: Lessons 15–19

How does the chameleon change?

CONTENT FRAMING QUESTION: Lesson 17

Reveal: *What does a deeper exploration of the problem and resolution reveal in A Color of His Own?*

CRAFT QUESTION: Lesson 17

Execute: *How do I choose evidence that supports my topic?*

Students revisit how problem and resolution connect to a story's beginning and ending. Through this exploration, they articulate that at first, the chameleon tries and fails to solve his problem. Before *The Little Yellow Leaf* FQT, you modeled how to reject evidence that did not support the topic. In this lesson, students increase their independence by choosing their own evidence that supports the topic of this FQT.

Welcome 5 MIN.

PRACTICE FLUENCY

Partners take turns reading the beginning and ending fluency passages from Handout 15B: Fluency Homework.

Launch 5 MIN.

Display and have students Echo Read the Content Framing Question. Remind students how they discussed a similar question in Lesson 12. Refer to the Knowledge Journal Chart and ask: “How did learning about problem and resolution help us understand *The Little Yellow Leaf*? How might it help us understand more about the chameleon?”

Learn 60 MIN.

CREATE PROBLEM AND RESOLUTION TABLEAUX 35 MIN.

Pairs

Explain that pairs will discuss TDQs and create a series of Tableaux* about the story's problem and resolution. Explain and model how to make a Tableau.

Instruct students to Think–Pair–Share, and ask TDQs 1 and 2.

1. Look at the beginning of the story. What does the phrase *a color of their own* on page 4 mean? How is it important in the story?

- *It means that all animals have a color that makes them unique.*
- *The chameleon's problem is he wants a color of his own.*

2. How does Leo Lionni introduce the chameleon's problem to the reader?

- *He shows and names four different animals that don't change colors.*
- *On page 12 the chameleon says, "If I remain on a leaf I shall be green forever, so I too will have a color of my own." The chameleon wants his own color too.*

Pairs create a Moving Tableau to represent the story's problem, using evidence from the beginning of the story.

- *One student poses as an elephant.*
- *One student poses as the chameleon, looking at the elephant sadly, representing his wish for a color of his own.*

Call on student volunteers to discuss TDQ 3.

3. In the beginning, how does the chameleon try to solve his problem? What happens?

- *He climbs on a leaf.*
- *He thinks he can stay there and stay one color forever.*
- *The leaf changes colors in the fall so he changes colors too. He doesn't solve his problem.*

Pairs create a Moving Tableau to represent the chameleon's first attempt to solve his problem, using evidence from the beginning.

* See the Implementation Guide for more information about Moving Tableau.

- One student holds out their arms, representing the leaf.
- One student poses like they have an idea, representing the chameleon planning to stay green with the leaf.

Instruct students to Think-Pair-Share, and ask about TDQ 4.

4. In the end, how does the chameleon try to solve his problem? What happens?

- He makes friends with the older chameleon.
- They turn different colors together.
- He doesn't care about having a color of his own. That solves his problem.

Pairs create a Moving Tableau to represent the story's resolution, using evidence from the ending.

- Students pose as the two chameleons, smiling.

✓ Students Stop and Jot about TDQ 5.

5. How were the chameleon's two attempts to solve his problem different?

- The first try didn't solve his problem. He kept changing colors. He was sad.
- The second try did solve his problem. He changed different colors, but didn't care anymore. He was the same color as the other chameleon.

Extension

Students find similarities between the beginning and the ending. For example:

- The chameleons turn purple, yellow, and patterned.
- The beginning tells about four animals, and shows four chameleons in rectangles. At the end, the chameleons go to four places.

EXECUTE THE EVIDENCE CHOICES 25 MIN.

Whole Group

Display the Craft Question: *How do I choose evidence that supports my topic?*

Display the Change Chart from Lesson 16. Explain that writers choose evidence that supports their topic. Since students found many pieces of evidence in Lesson 16, they will choose evidence that supports their FQT topic.

Ask: "What topic statement can answer the Focusing Question?" If needed, follow up with more specific questions such as "In the story, what helps the chameleon change?"

Choose a strong response and write it on the board. For example:

- *The chameleon changes when he makes a friend.*

Students choose evidence from the Change Chart that supports this topic. Then they Echo Read the first piece of evidence. Perform a Think Aloud for students about whether the evidence supports the topic.

For example:

This evidence says the chameleon was sitting on a tiger's tail. I don't think this supports our topic well. I need evidence about the chameleon wanting a color of his own. That's what will change when he makes a friend.

Echo read the next piece of evidence. Call on a student volunteer to explain whether the evidence read to the class supports the topic.

✓ Students individually choose one piece of evidence from the first column of the Change Chart and record it on Assessment 17A: Focusing Question Task 2. Explain that if multiple pieces of evidence support the topic, students can choose one of them to write about.

Echo read the first piece of evidence in the second column of the Change Chart. Students use Nonverbal Signals such as ASL yes and no (<http://witeng.link/0400>) and (<http://witeng.link/0401>) to show whether the evidence supports the topic. Repeat for each piece of evidence.

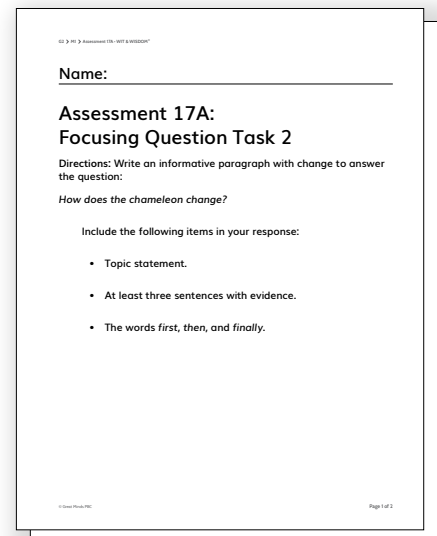
Then students do a Think–Pair–Share about why the pieces of evidence support or do not support the topic.

Finally, students individually choose one piece of evidence and record it on the second column of Assessment 17A.

Repeat the steps for the third column of evidence.

Extension

Students draft topic statements individually, instead of using one topic statement for the whole class. Then students individually choose evidence that supports their various topic statements. Students share and explain their choices to a partner.



10-3-19 3:40:00 PM 10-3-19 3:40:00 PM

Name: _____

**Assessment 17A:
Focusing Question Task 2**

Directions: Write an informative paragraph with change to answer the question:
How does the chameleon change?

Include the following items in your response:

- Topic statement.
- At least three sentences with evidence.
- The words *first*, *then*, and *finally*.

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Display and have students Echo Read the prompt from Assessment 17A.

Write an informative paragraph with change to answer the question:

How does the chameleon change?

Include in your response to the question:

- **Topic statement.**
- **At least three sentences that contain evidence from the text.**
- **The words first, then, and finally.**

Hold up the green, blue, and yellow index cards with the words *topic statement*, *first*, *then*, and *finally* on them. Explain that students will use the cards to practice saying their topic statement and the words *first*, *then*, and *finally* as they answer the question with a partner, like they did with *The Little Yellow Leaf* FQT.

Then students take turns using their selected evidence to compose a verbal paragraph, holding up the corresponding card as they say their sentence. As you circulate through the room, listen to students' oral rehearsals and provide constructive feedback on their evidence selection.

Land 4 MIN.

ANSWER THE CONTENT FRAMING QUESTION

Post and echo read the Content Framing Question: *What does a deeper exploration of the problem and resolution reveal in A Color of His Own?*

Point to the word *camouflage* on the Word Wall. Ask: "How does the vocabulary word *camouflage* connect to something important you learned about the problem and resolution?"

- *I learned that the chameleon tried to solve his problem, but failed the first time. He forgets the leaf would change color, and his camouflage would change.*
- *I learned that the chameleon changed his mind about his problem. At first he was sad about his camouflage and wanted a color of his own. At the end, he decided it wasn't a problem to change colors.*
- *Staying together with his friend helped the chameleon solve his problem. He didn't mind changing colors for camouflage anymore.*

Wrap

1 MIN.

ASSIGN HOMEWORK

Students complete Day 3 of Fluency Homework on Handout 15B.

Analyze

Context and Alignment

In preparation for responding to the FQT in Lesson 18, students select evidence in support of their explanation of the ways that a chameleon changes (RL.2.3, W.2.10). Refer to the top section of students' Assessment 17A, and review the students' work for the following success criteria:

- Identifies, selects, and records evidence that demonstrates an understanding of the problem and the resolution (beginning and ending).
- Selects and records evidence that demonstrates recognition of the moment of change (middle).

Next Steps

Refer to Appendix C for examples of the use of evidence in written paragraphs. If students are challenged by the task of identifying and recording evidence, ask them to first identify the change. Explain that some evidence can be useful in supporting the topic statement, and other evidence can be extraneous. Provide several examples of evidence from the text on slips of paper, and have students sort the evidence into categories such as “supports the change” and “doesn’t support the change.” Finally, direct students to put the evidence in order and recount the story using temporal words (*first, then, finally*).

↓ Lesson 17 Deep Dive: Style and Conventions

Experiment with Multiple Verbs

- **Time:** 15 min.
- **Text:** *A Color of His Own*, Leo Lionni
- **Style and Conventions Learning Goal:** Construct simple sentences with one or more subjects and multiple verbs based on the characters in *A Color of His Own*. (L.2.1.f)

Craft Question: *How can writers construct sentences using multiple verbs or multiple subjects?*

Launch

Remind students that during the last lesson, they discussed how a sentence can sometimes have more than one subject.

Explain that similarly a sentence can have more than one verb or action word. Display the following sentence:

The leaf turned yellow and dropped from the tree.

Ask a student volunteer to identify the subject of the sentence. Then instruct students to Think–Pair–Share and ask: “What is the leaf doing in this sentence?”

Then display the following sentences and ask students to Think–Pair–Share about what the subject or subjects of each sentence are doing and identify the verb or verbs:

1. The chameleon looked for a friend and finally found one.
2. The chameleon and his friend stayed and changed color together.
3. The chameleon smiled and talked to his friend.

Learn

Call students together to share responses. Underline the verbs, as shown below.

1. The leaf turned yellow and dropped from the tree.
2. The chameleon looked for a friend and finally found one.
3. The chameleon and his friend stayed and changed color together.

Extension

If students are ready for additional practice, change these sentences to compound sentences by adding a second subject to the second verb:

- The leaf turned yellow, and it dropped from the tree.
- The chameleon looked for a friend, and he finally found one.
- The chameleon changed color, and so did his friend.

Explain that writers use multiple verbs with one subject to keep from using too many words. Instead of saying, “The leaf turned yellow, and the leaf dropped from the tree,” a writer could say, “The leaf turned yellow and dropped from the tree.”

Instruct students to Think–Pair–Share, and ask: “What is another sentence you could write about the chameleon from *A Color of His Own* using more than one verb?”

- *The chameleon ran and jumped onto a rock.*
- *The chameleon laughed and cried.*
- *The chameleon ran toward his friend and hugged him.*

✓ Students compose three to five of their own sentences about the text or about fall, using more than one verb. Students enter their sentences in their Knowledge Journal, and underline the verbs.

Land

Call students together to share their sentences.

Ask: “What have we learned about constructing sentences?”

- *Sentences need to have a subject and verb.*
- *There can be more than one subject or verb.*
- *You can join two simple sentences with a conjunction to make a compound sentence.*

■ FOCUSING QUESTION: LESSONS 15-19

How does the chameleon change?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Lesson 18

TEXT

- *A Color of His Own*, Leo Lionni

Lesson 18: At a Glance

AGENDA

Welcome (7 min.)

Rehearse for the Focusing Question Task

Launch (3 min.)

Learn (60 min.)

Draft the Focusing Question Task (35 min.)

Experiment with Linking Comments (10 min.)

Determine the Central Message (15 min.)

Land (4 min.)

Answer the Content Framing Question

Wrap (1 min.)

Assign Homework

STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

Reading

- RL.2.2, RL.2.3

Writing

- W.2.2, W.10*

Speaking and Listening

- SL.2.1, SL.2.6

Language

- L.2.1.e, L.2.1.f

MATERIALS

- Assessment 17A: Focusing Question Task 2
- Handout 15B: Fluency Homework
- Handout 18A: Informative Writing Checklist
- Charts from previous lessons

Learning Goals

Write an informative paragraph about how the chameleon changes, including a topic statement and evidence that supports the topic. (RL.2.2, W.2.2, L.2.1.e, L.2.1.f, W.4**)

✓ Draft the FQT.

Determine the central message of *A Color of His Own*. (RL.2.2, W.10*)

✓ Record the central message in the Response Journal.

* This lesson prepares students for W.10, which first appears in the Grade 3 CCSS.

** This lesson prepares students for W.4, which first appears in the Grade 3 CCSS.

Prepare

FOCUSING QUESTION: Lessons 15–19

How does the chameleon change?

CONTENT FRAMING QUESTION: Lesson 18

Distill: What is the central message of A Color of His Own?

CRAFT QUESTIONS: Lesson 18

Execute: How do I choose evidence that supports my topic?

Experiment: How does linking comments work?

Students spend most of the lesson crafting their responses to the FQT, using evidence chosen and rehearsed in the previous lesson. Then, supported by TDQs about story elements, they discuss and write the central message of *A Color of His Own*.

Welcome 7 MIN.

REHEARSE FOR THE FOCUSING QUESTION TASK

Students take out Assessment 17A: Focusing Question Task 2. Pairs orally rehearse their responses to the FQT.

Launch 3 MIN.

Post and Echo Read with students the Content Framing Question.

Invite a student to share their orally rehearsed topic statements. Choose a statement that relates to the story's central message. Ask: "How does this topic statement provide a clue about the story's central message?"

Explain that students will write their FQT, then use their knowledge of *A Color of His Own* to determine its central message.

Learn

60 MIN.

DRAFT THE FOCUSING QUESTION TASK

35 MIN.

Individuals

Display the Craft Question: *How do I choose evidence that supports my topic?*

Ask: “How did you choose evidence that supports your topic for this Focusing Question Task?” Tell students they will use their selected evidence to write a full informative paragraph.

Display Handout 18A: Informative Writing Checklist. Cover the reflection columns on the right side. Remind students that this is a list of everything they have learned to do in informative writing, and the FQT is an opportunity to show what they know.

Read the criteria aloud. Use Equity Sticks to call on students to explain each criterion under Structure and Development. Review the Informative Writing Anchor Chart as needed.

✓ On Assessment 17A students independently write responses to the FQT.

If time allows, challenge students to find a word in their Vocabulary Journal that relates to their response and revise a sentence to use that word.

Handout 18A:
Informative Writing Checklist

Directions: Complete this checklist after completing your informative paragraph. Mark + for “yes” and Δ for “not yet.” Be sure to include a writing goal.

Grade 2 Informative Writing Checklist		
	Self +/ Δ	Teacher +/ Δ
Reading Comprehension		
I understand how the Little Yellow Leaf changes.		
Structure		
I introduce the topic with a topic statement.		
I include at least three sentences with evidence.		
I use sequencing words: <i>first</i> , <i>then</i> , and <i>finally</i> in the correct order.		
Development		
My evidence relates to the topic and helps develop my points.		
Style		
I use words that are about the topic.		
I use adjectives in my writing.		
Conventions		
Every sentence has a subject and a verb.		

EXPERIMENT WITH LINKING COMMENTS

10 MIN.

Whole Group

Tell students they will use their knowledge of the story to determine its central message. First, they will practice their Speaking Goal to prepare for the central message discussion.

Display and refer to the Speaking and Listening Anchor Chart. Remind students they have learned and practiced the Speaking Goal of “linking what we say to what others say.” Explain that one way to meet that goal is responding to what others say.

Refer to the Craft Question.

Ask: “How can you link your comments to others?” Use student responses to review relevant speaking and listening knowledge, including previously introduced sentence frames:

- I agree with _____ because ...
- I disagree with _____ because ...
- I also thought _____ because ...
- An example of what _____ said is ...
- In addition ...
- What you said makes me wonder ...

Model how to listen to a student, then respond using a sentence frame. Use a simple prompt, such as “What’s your favorite color?” For example, if a student says, “I love yellow,” you might respond, “That makes me think you like the illustration of a chameleon on a lemon.” Pairs practice using the sentence frames, using the same prompt.

Ask: “How did practicing our Speaking Goal help you learn?”

- *We listened first, so what we said was connected.*
- *I didn’t just wait around for my turn to talk. I listened to my partner.*

DETERMINE THE CENTRAL MESSAGE 15 MIN.

Whole Group

Explain that students will respond to partners as they work together to determine the story’s central message. Students do a Think–Pair–Share about TDQs 1–2.

1. What does the chameleon learn in this story?

- *He learns that leaves change colors.*
- *He learns that not having a “color of his own” is okay when he has a friend who changes with him.*
- *That makes me think it’s easier to do things with a friend.*

Explain that a story’s problem and resolution often provide clues about the central message.

2. Which of the chameleon’s lessons connect to the problem and resolution? How?

- *The chameleon learns that change is okay with a friend.*
- *At first, he didn’t want to change. That was his problem. Then he met a friend and didn’t care about changing. That was the resolution.*
- *I heard you say the chameleon learned that friends can help you change.*
- *I would add the chameleon tried to solve his problem alone, but it didn’t work.*

✓ Students Stop and Jot in their Response Journal about TDQ 3.

3. What is the central message of *A Color of His Own*?

- *Change is okay with a friend.*
- *Friends help you change.*
- *You don't need to stay one way.*

Ask one or two students with strong responses to share.

Land

4 MIN.

ANSWER THE CONTENT FRAMING QUESTION

Ask: “How does the central message of *A Color of His Own* relate to your Focusing Question Task?”
Call on student volunteers to respond.

Wrap

1 MIN.

ASSIGN HOMEWORK

Students complete Day 4 of Fluency Homework on Handout 15B.

Analyze

Context and Alignment

This FQT gives students an opportunity to demonstrate their understanding of story components and sequencing, and to identify the point in a story where change occurs for the central character. When reviewing the students' responses, use Assessment 17A to provide immediate feedback to students on how well they met the success criteria. They will review your comments in Lesson 19 as they further improve their writing.

Next Steps

If students do not sequence the evidence accurately, give them a sticky note to use while drafting the next FQT. They place the sticky note on the first column of evidence and write a sentence(s) about that evidence. Then they move the sticky note to the next evidence columns as they write about each one.

*Note that there is no Deep Dive in this lesson. Use any additional time to support practice of the vocabulary and/or style and conventions skills introduced in the module.

■ FOCUSING QUESTION: LESSONS 15-19

How does the chameleon change?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Lesson 19

TEXTS

- *A Color of His Own*, Leo Lionni
- *The Little Yellow Leaf*, Carin Berger

Lesson 19: At a Glance

AGENDA

Welcome (10 min.)

Revise Informative Paragraphs

Launch (5 min.)

Learn (55 min.)

Record Knowledge (20 min.)

Link Comments in a Socratic Seminar (35 min.)

Land (4 min.)

Answer the Content Framing Question

Wrap (1 min.)

Assign Homework

Style and Conventions Deep Dive: Execute Using Conjunctions (15 min.)

STANDARDS ADDRESSED

- The full text of ELA Standards can be found in the Module Overview.

Reading

- RL.2.1, RL.2.3

Writing

- W.2.5, W.10*

Speaking and Listening

- SL.2.1, SL.2.6

Language

-  L.2.1.f

MATERIALS

- Handout 18A: Informative Writing Checklist
- Handout 15B: Fluency Homework
- Handout 19A: Socratic Seminar Self-Reflection
- Knowledge Journal Chart
- Speaking and Listening Chart

Learning Goals

Describe knowledge and skills gained from reading *A Color of His Own*. (RL.2.1, W.10*)

- ✓ Students Jot-Pair-Share.

Link students' own comments to the remarks of others in a discussion comparing the Little Yellow Leaf and the chameleon. (SL.2.1, SL.2.6)

- ✓ Participate in a Socratic Seminar.

Style and Conventions Deep Dive

Vary sentence structures by combining sentences using conjunctions. (L.2.1.f)

- ✓ Students write two compound sentences in their Knowledge Journal or Response Journal.

* This lesson prepares students for W.10, which first appears in the Grade 3 CCSS.

Prepare

FOCUSING QUESTION: Lessons 15–19

How does the chameleon change?

CONTENT FRAMING QUESTION: Lesson 19

Know: *How does A Color of His Own build my knowledge of change?*

CRAFT QUESTION: Lesson 19

Execute: *How do I link comments in a Socratic Seminar?*

Students contribute to the class Knowledge Journal Chart, then participate in the second Socratic Seminar of the module.

Welcome

10 MIN.

REVISE INFORMATIVE PARAGRAPHS

Remind students that good writers review and revise their work several times to make it better. Return students' responses to the FQT from Lesson 18, along with Handout 18A, with teacher and peer feedback. Instruct students to review the checklists, and make any suggested changes to their writing. At the bottom of Handout 18A students craft a writing goal.

Launch

5 MIN.

Post and with students Echo Read the Content Framing Question.

Briefly Think–Pair–Share responses to the question.

Learn

55 MIN.

RECORD KNOWLEDGE

20 MIN.

Whole Group

Display the Knowledge Journal and remind students that they have been keeping track of everything they have learned so far in this Knowledge Journal. Read the headings of each column, then echo read the contents of the chart and acknowledge how much students have already learned, including information and skills.

Ask: “How does *A Color of His Own* build our knowledge of what we know?”

✓ Students Jot-Pair-Share: “What did you learn about the world from *A Color of His Own*?” If students have difficulty jotting their ideas quickly, encourage them to write a single word, quickly sketch a picture, or take dictation from them in their Response Journal as necessary.

Use Equity Sticks to call on students to share. Ask follow-up questions to push students’ thinking and encourage their application of key vocabulary. For example:

- What did we learn about change?
- What did we learn about chameleons?
- What did we learn about friendship?

Choose three to five strong responses to consider for recording. Explain that, while all students’ thinking and contributions are valuable, the Knowledge Journal is where the class records learning they might need to remember later.

Read each response aloud. Students stand up if they believe the response is big or important enough that they will probably think about it later, and remain seated if they disagree or are unsure. If a majority of students agree, record the response on the Knowledge Journal Chart.

TEACHER NOTE

Students will gradually take more ownership over determining the responses detailed on the Knowledge Journal. To support this process, briefly explain the rationale behind the responses you chose before students vote.

Ask: “How does *A Color of His Own* build our knowledge of what we can do?”

Instruct students to Jot-Pair-Share, and ask: “What did we learn to do this week?”

Use Equity Sticks to call on students to share. Ask follow-up questions to push students' thinking and encourage their application of key vocabulary. For example:

- How did we analyze the beginning and ending of *A Color of His Own*?
- How does choosing evidence help our informative writing?

Repeat the above process to record refined responses and engage students in a class vote.

Remind students that they will continue to add to this chart throughout this module so they can track everything they learned and are now able to do.

LINK COMMENTS IN A SOCRATIC SEMINAR 35 MIN.

Whole Group

Echo Read the Craft Question: *How do I link comments in a Socratic Seminar?*

Remind students that today they will participate in their second Socratic Seminar of the year. Briefly discuss how and why listening to others' ideas is important and what it means to be a respectful listener. Review the Speaking and Listening Chart and ask for volunteers to demonstrate what each of the goals looks like:

- Linking What I Say to What Others Say
- Noticing the Whole Message

TEACHER NOTE

It may be helpful to have students review their self-assessment checklist and any feedback they received on their participation in the last Socratic Seminar to focus their attention on what they can improve in this one.

Review the expectations for Socratic Seminar:

1. Take turns speaking.
2. Listen carefully to others by tracking the speaker.
3. Speak at least once.
4. Speak to each other, not to the teacher, by turning your eyes and bodies toward one another.
5. Ask questions.

Post and with students Echo Read the Opening Question:

How do the Little Yellow Leaf and the chameleon experience change in similar and different ways?

Partners note evidence related to the question in their Response Journal and/or with sticky notes in their texts. Then they discuss their response to the question.

Post any class charts that relate to these two texts prominently, and remind students that they can reference them to help them remember what they learned.

TEACHER NOTE

Before you begin the seminar, consider the levels of your students and their familiarity with whole-group discussions to decide how many and which expectations and strategies to incorporate in this second seminar. Remind students to build on one another's ideas and to use people's names as they address their classmates.

Students form the seminar circle. Read aloud the question one more time.

✓ Students begin the Socratic Seminar, following the expectations discussed earlier.

- *The Little Yellow Leaf and the chameleon are alike because they both find a friend that helps them with a change. The friend makes them feel better.*
- *They each have a friend that helps them change. The Scarlet Leaf helps the Little Yellow Leaf leave the tree and the older, wiser chameleon helps the chameleon change his mind about changing colors.*
- *The Little Yellow Leaf and the chameleon's experiences with change are different because the chameleon only changes his mind, but the Little Yellow Leaf changes his place.*

As a facilitator of the discussion, you may need to prompt students to think more deeply about their answers and responses to one another. Some probing questions you might ask include the following:

- Can you say more about that?
- Where in the text did that come from?
- Do you agree with _____? Disagree with _____? Why?
- Does anyone see this another way?
- How are these two ideas alike? Different?
- Can you summarize what was just said?

Students reflect on their participation in and effectiveness with the Speaking and Listening Goal on Handout 19A: Socratic Seminar Self-Reflection.

Land

4 MIN.

ANSWER THE CONTENT FRAMING QUESTION

Review the Content Framing Question.

Ask: “How did I build my knowledge in the Socratic Seminar?”

If any unanswered questions remain on the Notice and Wonder Chart from Lesson 15, invite students to discuss them, acknowledging when a question could not be answered by the text.

Wrap

1 MIN.

ASSIGN HOMEWORK

Students complete Day 5 of Fluency Homework on Handout 15B.

Analyze

Context and Alignment

Students participate in their second Socratic Seminar in which they discuss how both the Little Yellow Leaf and the chameleon experience change in similar and different ways (SL.2.1, SL.2.6).

During the seminar, listen for the following success criteria:

- Knowledge of how each character changes in the texts.
- Preparation for the seminar.
- Use of evidence in the seminar.
- Use of module vocabulary.
- Linking responses to those of their peers.
- Noticing the whole message (not interrupting).
- Ability to follow the agreed-upon rules established in Lesson 8.

Record observations of students' participation in the seminar on the Socratic Seminar Tracking Chart located in Appendix C.

Next Steps

Use the Speaking and Listening Rubric in Appendix C to identify areas where students have demonstrated performance of the goals or need to improve. For students who do not regularly support their statements with evidence, prompt them to include evidence in upcoming class discussions. Reinforce an understanding that whenever readers make a claim about a text, they must be able to support the claim with evidence using the text. Remind students to also incorporate module vocabulary into their responses, and provide individual copies of module word lists as prompts. Encourage students who struggle to select specific words and rehearse answers in preparation for the next Socratic Seminar.

↓ Lesson 19 Deep Dive: Style and Conventions

Execute: Using Conjunctions

- **Time:** 15 min.
- **Texts:** *A Color of His Own*, Leo Lionni, *The Little Yellow Leaf*, Carin Berger
- **Style and Conventions Learning Goal:** Vary sentence structures by combining sentences using conjunctions. (L.2.1.f)

Craft Question: *How do writers use compound sentences to connect ideas?*

Launch

Instruct students to Think–Pair–Share about what they remember about compound sentences.

- *A compound sentence has two sentences put together.*
- *You can connect the sentences using words like and, but, and so.*
- *I think those connecting words are called conjunctions.*

Post the following sentences from the text. Direct students to Think–Pair–Share to identify the sentences and conjunction in each compound sentence.

- *Later the leaf turned red and the chameleon too turned red.*
- *If I remain on a leaf I shall be green forever, and so I too will have a color of my own.*
- *But in autumn the leaf turned yellow—and so too did the chameleon.*

Learn

Call students together to share their responses, guiding students as needed.

Display the following paragraph, and ask students what they notice as you read it aloud:

The Scarlet Leaf helps the Little Yellow Leaf. He helps him leave the tree. The older chameleon helps the chameleon. He helps him change his mind about changing colors. The chameleon changes his mind. The Little Yellow Leaf changes his place.

- *It sounds kind of boring.*
- *All the sentences sound kind of the same.*
- *All the sentences start with the or he.*

Incorporate students' ideas to explain that authors often use a mix of simple and compound sentences so their sentences do not all sound the same. If every sentence were the same, the text could get boring.

Instruct students to Think–Pair–Share about ways to connect some of the sentences in the displayed paragraph using conjunctions. Revise the sentences, incorporating some of the students' ideas.

Point out that students can use compound sentences in their own writing as they work in their Knowledge Journal, Response Journal, and on their Focusing Question Task. Encourage students to choose one piece of writing, such as the writing they did following the Socratic Seminar, to see if they can combine sentences to form compound sentences or to add new ideas by using compound sentences.

✓ Students combine sentences to form compound sentences or write two compound sentences in their Knowledge Journal or Response Journal.

Land

Call students together and invite volunteers to share compound sentences from their own writing.

Then ask: “How did adding compound sentences improve your writing?”

- *It made my writing more interesting.*
- *Before my sentences sounded too much the same, and now they sound better.*

■ FOCUSING QUESTION: LESSONS 20–24

How does weather
impact leaves in fall?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Lesson 20

TEXT

- *Why Do Leaves Change Color?*, Betsy Maestro

Lesson 20: At a Glance

AGENDA

Welcome (10 min.)

Compare Texts

Launch (5 min.)

Learn (50 min.)

Review Knowledge Journal Chart (5 min.)

Read Aloud with Notice and Wonder (20 min.)

Complete New-Read Assessment (25 min.)

Land (5 min.)

Answer the Content Framing Question

Wrap (5 min.)

Assign Homework

Vocabulary Deep Dive: Examine Academic Vocabulary: *Shape, separate* (15 min.)

STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

Reading

- RI.2.1, RI.2.3a

Speaking and Listening

SL.2.1.c, SL.2.2, SL.2.6

Language

-  L.2.5.a

MATERIALS

- All module texts
- Knowledge Journal Chart, from Lesson 19
- Handout 20A: Notice and Wonder Chart, for display and student copies
- 2 different-colored pencils for each student, optional
- Assessment 20A: New-Read Assessment, for display and student copies
- Handout 20B: Fluency Homework

Learning Goals

Record observations and questions about *Why Do Leaves Change Color?* (RI.2.1)

 Answer the Framing Question.

Identify the connection between leaves and trees. (RI.2.1, RI.2.3)

 Respond to New-Read Assessment questions.

 **Vocabulary Deep Dive**
Connect academic vocabulary words *separate, shape* with content knowledge from additional texts in the module. (L.2.5.a)

 Enter keyword definitions in their Vocabulary Journal.

Prepare

FOCUSING QUESTION: Lessons 20–24

How does weather impact leaves in fall?

CONTENT FRAMING QUESTION: Lesson 20

Notice and Wonder: *What do I notice and wonder about How Do Leaves Change Color?*

During the Read Aloud introduction to *Why Do Leaves Change Color?* students notice and wonder about the text in preparation for the second New-Read Assessment. As with the first New-Read Assessment, determine which students need to hear pages 11–12 read aloud again and which students might read the pages independently.

Welcome 10 MIN.

PREVIEW TEXTS

Display all module texts read thus far. Distribute any available copies to pairs or small groups of students. Instruct students to examine all of the text covers and identify similarities and differences. Encourage students to create piles of texts that are sorted by similarities and differences.

TEACHER NOTE

Students will do this same activity at the end of the module. Record the ways students sort the texts during this lesson and then compare them to the sorting activity at the end of the module.

Launch 10 MIN.

Invite students to share their discoveries from sorting the texts. Refer to the Essential Question, complimenting all the learning about change students have done thus far. Echo Read with students the Focusing Question, explaining that over the next few lessons, they are going to investigate the science behind leaves and their change in fall.

Post and echo read the Content Framing Question, then briefly discuss: “How does noticing and wondering when reading a new text help us understand it better?”

Learn 50 MIN.

REVIEW THE KNOWLEDGE JOURNAL CHART 5 MIN.

Whole Group

Direct students to the Knowledge Journal Chart from Lesson 19. Ask a few volunteers to name some new skills they learned and some information about the world they learned from their previous text investigation.

- *We learned that a lot changes in fall!*
- *We learned that chameleons change color.*
- *We learned what camouflage means.*
- *We learned that finding characters, setting, problem and resolution can help us to recount the story.*
- *We learned how to find and use evidence in our informative paragraphs.*
- *We learned how to use first, then, finally to organize our informative writing.*

READ ALOUD WITH NOTICE AND WONDER 20 MIN.

Whole Group

Display and distribute Handout 20A and student copies of the text. Choral Read with students the words and definitions for the Notice and Wonder T-Chart. Highlight key words on the Knowledge Journal Chart, such as *change*, *fall*, *topics*, and other key words, which students might use in their questions. Ask students to challenge themselves to ask a question that relates to the information on the Knowledge Journal Chart.

Tell students you are going to read aloud the text the first time so they can concentrate on noticing and wondering. Explain that today they will be recording questions and observations during the first Read Aloud, as they did with *A Color of His Own*. Remind students to consider all the parts of the text: words they know, repeated words, details in the illustrations, etc.

✓**SS** Remind students that during the Read Aloud of *Why Do Leaves Change Color?* is a good time to practice their Listening Goal of noticing the whole message.

Read the text aloud, modeling fluent phrasing and pausing to give students time to jot what they notice and wonder on Handout 20A.

102-3-003-20 Handout 20A: NOT & WONDER

Name: _____

Handout 20A:
Notice and Wonder T-Chart

Directions: Jot down observations and questions about *Why Do Leaves Change Color?* in the Notice and Wonder columns.

 Notice To pay attention; to see	 Wonder To ask questions

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Differentiation

Give students two different-colored pencils for recording their observations and questions on Handout 20A.

Scaffold

Read aloud the text to a small group of students.

As needed, provide sticky notes to selected students with the sentence frames: **I notice** _____ or **I wonder** _____. Instead of writing answers, students may post the notes on pages where they have a question or a noticing. These students then dictate the question to you.

Extension

Instead of listening to the Read Aloud, students read the text individually or with a partner.

Use Equity Sticks and invite students to share a Notice or Wonder about the text. Record student responses on the posted Handout 20A. Use one color of marker to record the Notice responses and a different-colored marker to record the Wonder responses. As possible, sort any similar or redundant questions or observations together on the chart. Look for responses that indicate complexity of thought and relate directly to the concepts on the class Knowledge Journal chart.

- Notice: *Raking and jumping in piles of leaves is an activity that has been in other texts we have read.*
- Wonder: *Why are the pigments in the leaves hidden by the chlorophyll?*

**TEACHER
NOTE**

Since this activity occurs before the New-Read Assessment, discussion and guiding questions are limited to sharing. However, you may extend the discussion and instruction of notice and wonder in response to the needs of your students.

Students retain Handout 20A to reference during the assessment.

COMPLETE THE NEW-READ ASSESSMENT 25 MIN.**Individuals**

✓ Present the New-Read Assessment to students. Remind students of the purpose of this assessment—to show their ability to apply the skills they have been practicing in a new text, without support from their teachers or peers. Review procedures and expectations for New-Read Assessments (see Lesson 15).

Post and distribute Assessment 20A: New-Read Assessment. Read aloud the directions and assessment questions on the handout. Instruct students to turn to pages 10–11. Remind students that good readers are always reading, even when they are listening to a Read Aloud. Read aloud pages 10–13. As the text is read, students examine the illustrations and diagrams. After the Read Aloud, students use the text to respond to questions about what they have heard and read.

WIT & WISDOM® Assessment 20A: New-Read Assessment 2

Why Do Leaves Change Color?

Directions: Read page 11. Then answer these questions. Use these words to complete the sentences correctly.

leaves	grow	water	sugar	sun
--------	------	-------	-------	-----

1. Leaves need _____ and _____ to make _____ for the tree.

2. Sugar made by the _____ helps the tree _____.

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Differentiation

Depending on the needs of your class, you may choose to read the text and/or questions to the whole class a second time, read with a small group of selected students, or have students read in pairs. You may consider providing an audio recording of the text as a scaffold for selected students.

Scaffold

To further scaffold the questions on the New-Read Assessment, tell students that the number of blank spots for missing words equals the numbers of letters in the correct answer. Another option would be to reorganize answers choices so that the missing words for each question appear above the individual questions.

Consider scribing answers (taking dictation) for students with limited writing skills.

Collect Handout 20A and Assessment 20A: New-Read Assessment from students at the end of the lesson.

Land 5 MIN.

ANSWER THE CONTENT FRAMING QUESTION

Review the Content Framing Question.

✓ Instruct students to reread their Notice and Wonder T-Charts and underline a Notice and Wonder that is connected to information on the Knowledge Journal Chart.

Ask: “How did noticing and wondering about the text help us understand the text better?”

- When we notice information in the text that is similar to other texts we have read, we remember the information better.
- Sometimes we notice information that we did not know. That helps us learn more new information.
- Sometimes when we have questions in the beginning of the text, we learn the answer to them later in the text.

TEACHER NOTE

Select questions from student Notice and Wonder T-Charts that indicate complexity of thought and relate directly to the concepts on the class Knowledge Journal Chart. Record these selected questions on sticky notes and post at the top of the posted Handout 20A. These questions will be used in Lesson 21.

Wrap 5 MIN.

ASSIGN HOMEWORK

Distribute Handout 20B: Fluency Homework to students. After reviewing the passages and directions, direct students to underline any tricky words. Practice the pronunciation of these words.

Either assign students one of the fluency passages according to their level using the word count as a guide or invite students to choose which passage they would like to practice.

Analyze

Context and Alignment

The CFUs in this lesson assess students' ability to transfer learning from previous texts in the module to their understanding of the new text. Students also show their ability to identify and demonstrate an understanding of key details in the text (RI.2.1).

Refer to Appendix C for sample student responses to the New-Read Assessment questions.

Review the student responses referencing the following success criteria:

- Students answer the questions from the New-Read Assessment accurately.
- Students incorporate information from the Knowledge Journal Chart in their Notice and Wonder T-Chart responses.

Next Steps

Evaluate student responses to New-Read Assessment questions and identify the students who may require greater scaffolding to understand the concepts in the text.

↓ Lesson 20 Deep Dive: Vocabulary

Examine Academic Vocabulary:

Shape, separate

- **Time:** 15 min.
- **Text:** *Why Do Leaves Change Color?*, Betsy Maestro
- **Vocabulary Learning Goal:** Analyze academic vocabulary words *shape* and *separate* by comparing the shapes of real leaves. (L.2.5.a)

Launch

**TEACHER
NOTE**

Collect leaves to distribute or ask students to bring leaves to class.

Instruct students to Think–Pair–Share, and ask: “When do you use the word *shape*?”

- *In math, we talk about shapes like circles and squares.*
- *In art, we discuss shapes artists make.*
- *Building blocks come in different shapes.*
- *Street signs have different shapes.*
- *We can make shapes out of clay.*

Learn

Explain that *shape* means “the form or outline of an object.”

Distribute a variety of leaves to each group of students. Ask students to compare the shapes of their leaves with those on pages 6–7. Invite students to notice similarities in sizes and shapes between their leaves and the leaves in the text.

Ask students to create an illustration or rubbing of two leaves that have different shapes. As students draw or create the rubbing, explain that some leaves have lobes that branch out from the stem, just as fingers branch out from the palm of the hand. Point out the number and shape of the lobes (if they are rounded or pointed, for example).

Ask students to write a description of each of their leaves, using the word *shape*, in the “New Words” section of their Vocabulary Journal. Post sentence frames to support students’ written descriptions:

- **This leaf is _____.**
- **The shape of this leaf is _____.**
- **This leaf has a _____ shape.**

- *This leaf has a wide shape.*
- *The shape of this leaf is pointy.*
- *This leaf has a narrow shape.*
- *This leaf has a pointed shape because it has sharp points along the sides.*

Students glue leaf illustrations and descriptions in their Vocabulary Journal.

Extension

Compare the illustration on pages 6–7 of the text with this chart: (<http://witeng.link/0643>).

Point out additional vocabulary to describe features of shape, including arrangement and edge.

As students glue leaf rubbings or illustrations into their Vocabulary Journal, explain that leaves age and then fall from trees—during the fall, but also throughout the year.

Post these sentences from the text:

- As the leaves begin to separate from the tree, they get less water (15).
- After the leaves have changed color, they are ready to separate from the tree (24).

Instruct students to Think–Pair–Share, and ask: “What is the meaning of *separate*, based on these clues from the text and illustrations?”

- *On page 15, the author describes leaves falling from the tree. The illustration shows nearly empty branches. These clues in the text and illustrations show me that separate means to come off or come apart from something (like a tree).*
- *We also read about leaves falling off, or separating, from trees in How Do You Know It’s Fall?*

Affirm that *separate* means “to part or to move away from something.”

Land

Ask: “How did looking at real leaves help us understand the words *shape* and *separate*?”

- *We collected leaves that fell and separated from the tree.*
- *We compared the outlines, or shapes, of different leaves. Some were rounded and some were pointy.*

■ FOCUSING QUESTION: LESSONS 20–24

How does weather
impact leaves in fall?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Lesson 21

TEXT

- *Why Do Leaves Change Color?*, Betsy Maestro

Lesson 21: At a Glance

AGENDA

Welcome (5 min.)

Practice Fluency

Launch (10 min.)

Learn (53 min.)

Define Key Terms (8 min.)

Reread the Text for Answers (10 min.)

Identify the Details and Main Topic (21 min.)

Examine Conclusions (10 min.)

Land (5 min.)

Answer the Framing Question

Wrap (2 min.)

Assign Homework

Vocabulary Deep Dive: Examine Academic Vocabulary: *Uncurled*, *disappear* (15 min.)

STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

Reading

- RI.2.1, RI.2.2

Writing

- W.2.2

Speaking and Listening

- SL.2.1.a, SL.2.1.c, SL.2.2, SL.2.6

Language

- ⇓ (L.2.4.b, L.2.4.c)

MATERIALS

- Fluency Anchor Chart
- Sentence strips for *absorb* and definition, *separate* and definition
- Handout 20A: Notice and Wonder Chart, from Lesson 20
- Handout 21A: Details Collection Strips approximately 1/pair
- Large blank chart paper
- Markers for Seasons Details chart
- Informative Writing Anchor Chart
- Handout 21B: Topic Sentences and Details, pre-cut
- Handout 20B: Fluency Homework

Learning Goals

Identify the main topics and details of *Why Do Leaves Change Color?* (RI.2.2)

✓ Answer the Framing Question.

Examine and identify characteristics of conclusions. (W.2.2)

✓ List characteristics of conclusions.

⇓ **Vocabulary Deep Dive**
Apply Outside-In strategy and morphemes to determine meaning of *uncurled* and *disappear* in *Why Do Leaves Change Color?* (L.2.4.b, L.2.4.c)

✓ Students enter keyword definitions in their Vocabulary Journal.

Prepare

FOCUSING QUESTION: Lessons 20–24

How does weather impact leaves in fall?

CONTENT FRAMING QUESTION: Lesson 21

Organize: *What's happening in Why Do Leaves Change Color?*

CRAFT QUESTION: Lesson 21

Examine: *Why do we conclude our informative paragraphs?*

Students investigate the questions identified in Lesson 20, then record and analyze details in order to identify the main topics of the text. They also examine conclusions to determine the purpose and characteristics of a conclusion in informative paragraphs.

Welcome 5 MIN.

PRACTICE FLUENCY

Divide students into fluency groups according to the passage they are practicing for homework. Students discuss and identify two or three words they believe are key terms for their passage. Groups practice reading their fluency passage, focusing on the emphasis of key terms.

Launch 10 MIN.

Invite groups to share the key terms they identified for their passage. Record key terms identified by students to use as reference in subsequent lessons.

Post and have students Echo Read the Content Framing Question.

Instruct the students to Think–Pair–Share, and ask: “Which routine will help us best learn about the organization of this text—Story Stones or Buttons, Bags, and Boxes?” Briefly discuss the reasons the Buttons, Bags, and Boxes routine works better than Story Stones for this informational text.

Learn 53 MIN.

DEFINE THE KEY TERMS 8 MIN.

Whole Group

Explain to students that as they investigate the text today they will attend to two key terms, which will help them better understand the change that happens to leaves. Post the words *absorb* and *separate*. Choral read both words.

Instruct students to find the word *absorb* on page 9. Add *absorb* to the list of key terms if students have not already identified it. Find and echo read the sentence with *absorb*. Direct students to the word *or* next to *absorb*. Remind students that they learned about *or* in the Lesson 17 Deep Dive. Explain that *or* can connect sentences or words. In some instances, when it is connecting words, it signals that the word after it (point to *hold*) is another word similar to the word in front of it, *absorb*. Add “to hold” to the definition for *absorb*. Then show students the photograph and definition of *absorb*. (<http://witeng.link/0644>) Add “to take in liquid through the surface” to the posted definition.

Instruct students to find *separate* on page 15. Echo read the sentence; define it for students as “not connected or attached” and add to the key terms list if necessary. Reinforce this definition by asking students to count how many leaves are *separated* from the tree in the illustration on pages 14–15.

TEACHER NOTE

Students will add these words to their Vocabulary Journal in the Deep Dive. While students write, add the word to the Word Wall.

Word	Definition
absorb (page 9)	To soak up.
separate (page 15)	Not joined or connected.

REREAD THE TEXT FOR ANSWERS 12 MIN.

Pairs

Direct students to the Notice and Wonder T-Chart Handout 20A from Lesson 20. Ask: “What do you notice about the chart?” Briefly discuss students’ observations, noticing that there are additional questions posted at the top of the chart. Remind students of their efforts in the previous lesson to generate questions that build and extend from their learning with previous texts. Explain to students that today they are going to listen for answers to these questions.

Invite pairs to select one or two questions for which they will listen and look for the answer during the next reading of the text.

 Remind students that this is a good time to practice their Listening Goal of noticing the whole message again, while you read aloud *Why Do Leaves Change Color?* without interruption.

Students Whisper Read their fluency homework passage while the passage is read aloud. As the text is read to them, students use a nonverbal signal when they hear an answer to their question. Briefly pause to discuss students’ answers. Note these questions as answered in some way, such as with a checkmark on the sticky note.

Differentiation

Students read the text individually or with a partner. Read aloud the text to a small group of students.

IDENTIFY THE DETAILS AND MAIN TOPIC

23 MIN.

Pairs

Split students into four groups. Assign each group a season to investigate in the text. Explain to students that they are going to work with a partner in their group to record details about what happens to leaves and trees during their season. Distribute multiple button strips from Handout 21A: Detail Collection Strips to each group. Pairs record details from the text about their assigned season on the button strips. Remind students to use one strip for each detail they find.

After pairs have had sufficient time to identify and record details, combine all the pairs investigating the same season into their small groups to compare details.

Use Equity Sticks as students from each season group share their findings. Post their details by season on the Season Details Chart.

Differentiation

There are many details, some very complex, about what happens to leaves and trees in autumn. Consider assigning fall to a group of students who are more proficient readers or assigning pages 4–13 to some autumn pairs and pages 14–27 to other autumn pairs.

Seasons Details Chart				
 Main Topic				
Pages	 Autumn	 Winter	 Spring	 Summer

4-5	- leaves turn different colors - different trees, different color and shaped leaves			
6-7			leaves tiny buds	
8-9				- leaves green - green color important
10-11				- leaves feed tree - leaves help trees grow - leaves need sun, water, air
12-13	- change in weather - change in light, temperature - inside leaves changes - less sunlight	- trees rest - less water, sun		
14-15	- gets ready for winter - leaves stop working - leaves die, fall			
16-17	other colors			
18-19	- other colors in leaves all along - sunlight causes change colors - bright days, cool nights best colors			
20-21	red in sumac leaves			
22-23	- color change in leaves because of change in weather, light - some leaves don't change color - frost kills leaves before change			
24-25	- after change colors, drop - leaves rot			
26-27		- after change colors, drop - leaves rot	buds form	

1. What do we learn about this text from this list of details?

- *Most of the information in this text is about leaves and trees in fall. There are not as many details for spring, summer, or winter.*
- *Some of this information is similar to what we read in other books, like How Do You Know It's Fall? and The Little Yellow Leaf.*
- *It doesn't follow the order of the seasons. For example, it starts with fall, then goes to spring and summer and then back to fall.*

2. Why are there so many more details about fall than the other seasons?

- *The book is about why leaves change color. That happens in fall, so the book has more information about fall than other seasons.*

Add a main topic box to the top of the Seasons Details Chart. Instruct students to Think–Pair–Share and ask: “What is the main topic of this text?” Remind students to use details from the chart to support their answers.

- *The main topic of this text is that leaves and trees change a lot in autumn.*
- *The main topic of this text is changes that happen to leaves and what causes them.*
- *This text is about how leaves change color in different seasons.*

Scaffold

Split the chart into sections and demonstrate with one section how to identify the main topic for that section of text. For example, use the details from pages 12–15 to think aloud about how to use repeated words and key terms and concepts to determine the main topic for that section of text. Write the main topic for those pages on a bag icon and post on the chart next to the details for pages 12–15. Then, combine some other pages into sections for students. Instruct them to reread the details for their pages and then discuss and record the main topic of that section of text on a bag icon. Discuss or do another Think Aloud to show how the bags build to the main topic (box icon) of the text.

Extension

Give groups button strips from Handout 21A, bags, and a box. Groups identify details for their season, discuss main topic of some of the sets of pages, and identify the main topic of the text on their own.

Differentiation

Provide students with variety of details about one or two seasons from the text. Ask the students to read aloud each detail and assign it to the appropriate season.

EXAMINE CONCLUSIONS 10 MIN.

Small Groups

Display and echo read the Craft Question: *Why do we conclude our informative paragraphs?* Briefly explain to students that today they are going to learn how to end their informative paragraphs.

Arrange students into small groups. Distribute Exemplar 1 sentence strips and informative paragraph parts cards from Handout 21B to each group. Groups read and order the sentences, then match each of the sentences with the parts of an informative paragraph card. Circulate among groups to assess students' recall of the parts of an informative paragraph. Select one group to identify, read aloud, and post the topic statement and label. Invite another group to do the same for an evidence sentence. Select a different group to do the same for the second and third evidence sentences. A different group reads and posts the remaining sentence that does not have a label.

Exemplar 1

Fall leaves create opportunities for work and play. First the leaves fall off the trees. Then it's time to rake the leaves. Finally, it's time to jump into the piles of leaves. Working and playing with leaves can be fun.

Ask: "What do you notice about Exemplar 1?"

- *This paragraph is about How Do You Know It's Fall?*
- *This paragraph is about playing with leaves in fall. This paragraph has a topic statement and three pieces of evidence.*
- *This paragraph uses the change words, first, then, finally.*
- *There are three evidence sentences. We wrote six in our last paragraph!*
- *We don't have an informative paragraph part card for the last sentence of the paragraph.*

Refer students to the sentence without a label. Direct students to Think–Pair–Share in their groups, and ask: "What do you notice about this sentence of the paragraph?" Listen to the groups' discussions and record and display some of their observations.

- *It is the last sentence of the paragraph.*
- *It repeats two words from the topic statement, work and play.*
- *The last sentence is similar to the first sentence because it says that leaves are a fall activity. The topic statement says that leaves are used for play and work in fall.*

Define the term *conclusion* as "the sentence at the end of an informative paragraph that finishes or completes the paragraph." Acknowledge students' observations that it reinforces the essential idea of the paragraph. Clarify that *reinforces* means "to build or strengthen." The conclusion reinforces

Handout 21B:
Topic Sentences and Details

Directions: Cut on dotted lines, then place the topic sentences and details in the appropriate sections of the table.

Exemplar 1
Finally, it's time to jump into the piles of leaves.
Fall leaves create opportunities for work and play.
Working and playing with leaves can be fun.
First, the leaves fall off the trees.
Then, it's time to rake the leaves.
Exemplar 2
Squirrels collect food for winter.
In fall some animals get ready for cold weather.
With this stored food, they will have enough food for the winter.
They hide nuts and acorns.
Fall is a busy time for squirrels.

the essential idea of the paragraph. Sometimes, like they observed, the conclusion will be similar to the topic statement since the topic statement introduces the essential idea of the paragraph.

Distribute the Exemplar 2 on Handout 21B to each group. Direct groups to read and examine the exemplar paragraph. Ask: “Does the conclusion in this exemplar follow the same criteria as identified in Exemplar 1?”

Exemplar 2

In fall, some animals get ready for cold weather. Squirrels collect food for winter. They hide nuts and acorns. With this stored food, they will have enough food for the winter. Fall is a busy time for squirrels as they prepare for winter.

- Yes, the conclusion reinforces the essential idea of the paragraph.
- The topic statement says that some animals get ready for cold weather. The evidence is about what squirrels do in fall to prepare for winter. The conclusion reinforces all this information because it says specifically that squirrels are busy in fall getting ready for winter.

✔ Students record the criteria for the conclusion sentence in their Response Journal.

Add these criteria to the Informative Writing Anchor Chart.

The Conclusion Sentence

- Reinforces the essential idea of the paragraph.
- Is usually the last sentence(s) of the paragraph.

SAMPLE INFORMATIVE WRITING ANCHOR CHART

Part of Paragraph	What It Does	How You Use in a Paragraph with change
T = Topic Statement	Tells the essential idea.	▪ Answers the question. ▪ Comes near the beginning. ▪ States the essential idea.
E = Evidence 1	Develops your topic.	Supply evidence that explains the <u>beginning</u> . Use the word <u>first</u> .
Evidence 2	Comes from the text.	Supply more evidence that describes the <u>middle</u> . Use the word <u>then</u> .
Evidence 3		Supply more evidence that describes the <u>end</u> . Use the word <u>finally</u> .
C = Conclusion	Reinforces your essential idea.	▪ Comes near the end. ▪ Reinforces the essential idea.

Land

5 MIN.

ANSWER THE CONTENT FRAMING QUESTION

Review the Content Framing Question.

Ask: “In our lesson today, how did we tell what was happening in *Why Do Leaves Change Color?*”

- We collected details from the text and then looked to see what they were mostly about. This helped us figure out the main topic of the text.
- We showed the details with buttons and the main topic of the text with a box. We could also use bags to show the topic of some of the pages in the text.

Wrap

2 MIN.

ASSIGN HOMEWORK

Students complete Day 2 of Fluency Homework on Handout 20B: Fluency Homework.

Analyze

Context and Alignment

In the CFU in Land, students are assessed on their understanding of identifying details and synthesizing details to identify the topic of the text (RI.2.2).

Check the following criteria for success:

- Students recall that they found details in the text.
- Explain that they used details to decide on the topic of the text.

Next Steps

Make note of students who don't mention using details to identify the topic and check in with them in subsequent lessons to make sure they understand how to determine the topic of a text.

↓ Lesson 21 Deep Dive: Vocabulary

Examine Academic Vocabulary: *Uncurled, disappear*

- **Time:** 15 min.
- **Text:** *Why Do Leaves Change Color?*, Betsy Maestro.
- **Vocabulary Learning Goal:** Determine the meanings of *uncurled* and *disappear* using knowledge of prefixes. (L.2.4.b)

Launch

Display, and ask students to reread, this sentence from the text: *Back in the spring, the tiny new leaves uncurled from their buds* (page 9).

Instruct students to Think–Pair–Share and ask: “What does the word *uncurled* tell readers about how leaves grow?”

- *The leaves open and flatten as they become larger.*
- *Leaves expand when they are too big to stay rolled into a bud.*

Confirm that *uncurled* means straightened or flattened.

Learn

Introduce the word *prefix*. Explain that a prefix is a small word part. When the prefix *un-* is added to the beginning of a base word, it changes the base word’s meaning.

Point out that in the word pair *curl/uncurl*, the prefix changes the meaning of the base word *curl* to mean “not curled.”

In pairs, ask partners to brainstorm a list of words with the prefix *un-* in the Word Study section of their Vocabulary Journal.

Possible examples of word pairs:

- *happy/unhappy*
- *fair/unfair*
- *eaten/uneaten*
- *believable/unbelievable*
- *known/unknown*
- *true/untrue*
- *usual/unusual*

- *clear/unclear*
- *done/undone*
- *pack/unpack*
- *wrap/unwrap*
- *wanted/unwanted*

Ask a volunteer to share an example of a word pair. Point out that the prefix *un-* changes the meaning of the base word to mean “not.”

Using the examples, demonstrate how to make a word pair with the base word and the prefix. For example, add the prefix *un-* to the word *happy*. Explain that *unhappy* means “sad,” or “not happy.”

Direct partners to take turns enacting one of the word pairs while the other partner tries to guess the pair.

TEACHER NOTE

If necessary, explain that some words beginning with the prefix *un-* do not follow this pattern, such as *uncle*, *unless*, *until*.

As students are acting out the word pairs, post the following sentences from the text:

- The green color starts to disappear (15).
- Once the green color fades, the yellow and orange pigments can be seen (16).

Ask students to explain how the prefix *dis-* changes the meaning of the base word.

- *I think that the prefix *dis-* is the same as the prefix *un-*. I think the prefix *dis-* means “not.” I think this because magicians make things disappear. When something disappears, you cannot see it.*
- *The text explains that the other colors are always in the leaf, but we can’t see the other colors until the green pigment disappears.*

Confirm that *disappear* means “unseen” or “not seen.”

In pairs, ask partners to brainstorm a list of words with the prefix *dis-* in the Word Study section of their Vocabulary Journal.

Possible examples of word pairs:

- *appear/disappear*
- *like/dislike*
- *connect/disconnect*
- *agree/disagree*
- *trust/distrust*

✓ Students write the definitions of *uncurl* and *disappear* in their Vocabulary Journal, noting how the prefixes *un-* and *dis-* affect meaning.

Land

Direct students to post word pairs on a Graffiti Wall. Point to word pairs on the Graffiti Wall, and have students Choral or Echo Read the pairs.

Ask students: “How did we use prefixes to change word meanings?”

- *Adding the prefixes un- and dis- to a word each changes the meaning of the word to mean the opposite.*

■ FOCUSING QUESTION: LESSONS 20–24

How does weather
impact leaves in fall?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Lesson 22

TEXT

- *Why Do Leaves Change Color?*, Betsy Maestro

Lesson 22: At a Glance

AGENDA

Welcome (5 min.)

Answer Questions

Launch (5 min.)

Learn (58 min.)

Investigate Key Terms (25 min.)

Identify the Change Process (18 min.)

Experiment with a Conclusion (15 min.)

Land (5 min.)

Answer the Framing Question

Wrap (2 min.)

Assign Homework

Vocabulary Deep Dive: Examine Academic Vocabulary: *Survive, usual* (15 min.)

STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

Reading

- RI.2.1, RI.2.3, RI.2.4

Writing

- W.2.2

Speaking and Listening

- SL.2.1.b, SL.2.1.c, SL.2.6

Language

-  (L.2.4.a, L.2.4.e)

MATERIALS

- Handout 20B: Fluency Homework
- Handout 22C: Multiple-Choice Questions
- Notice and Wonder T-Chart, from Lesson 20
- Handout 22A: Keyword Investigation Charts
- Handout 22B: Change Cards
- Informative Writing Anchor Chart
- Whiteboards, markers
- Chart paper, markers

Learning Goals

Use key terms to identify change process in leaves. (RI.2.1, RI.2.3, RI.2.4)

 Answer the Content Framing Question.

With support, draft a conclusion. (W.2.2)

 Select and submit your best conclusion sentence.

Vocabulary Deep Dive

Analyze multiple-choice questions to choose the correct definition for *survive* and *usually*. (L.2.4.a, L.2.4.e)

 Students enter key word definitions in their Vocabulary Journal.

Prepare

FOCUSING QUESTION: Lessons 20–24

How does weather impact leaves in fall?

CONTENT FRAMING QUESTION: Lesson 22

Reveal: *What does a deeper exploration of the key terms reveal in Why Do Leaves Change Color?*

CRAFT QUESTION: Lesson 22

Experiment: *How does a conclusion work?*

Students investigate key terms and details in the text to determine how and why leaves change color. They experiment with the conclusion of paragraphs, drafting according to the criteria they identified in Lesson 21.

Welcome 5 MIN.

ANSWER QUESTIONS

Pairs review the questions on the Notice and Wonder T-Chart and determine if there are any more questions they can answer.

If none of the remaining questions on the Notice and Wonder T-Chart can be answered from the text, substitute fluency practice for the Welcome activity.

Launch 5 MIN.

Post the Content Framing Question and echo read it.

Ask: “What do you know about key terms?”

- *Key terms are important words in the text.*
- *Key terms are important words in informational texts.*
- *Sometimes key terms can be in boldface or in a glossary or index of a text.*
- *Good readers pay attention to key terms.*

Congratulate students on their recall of key terms and their importance. Remind students that on the reveal day, they uncover the essential meaning of the text. Explain that today they will investigate some key terms that will help understand and reveal the essential meaning of the text. Choral read the key terms identified in Lesson 21. Then display and have students Echo Read the key terms on Handout 22A: Keyword Investigation Charts. Compare the lists of words. Highlight words that are on both lists.

Learn 58 MIN.

INVESTIGATE KEY TERMS 25 MIN.

Pairs

Ask students: “What happens to leaves in fall?”

- *They change colors.*
- *They fall off trees.*
- *Leaves left on the ground rot.*

Tell students that today they will become experts on the change that occurs inside and around leaves. Explain that just as details help a reader discover what is important in a text, details help readers determine what is important about a key term.

Ask students: “To become experts on change, where in the text should we reread to learn about how leaves and the things around them change in fall?”

- *We should reread pages 9–19.*

In this activity, students investigate one keyword from these selected pages. Pair and assign students one of the key terms. Instruct students to reread the page in the text and record details about their word, then discuss and record why the keyword is important. When pairs are finished investigating the word, the pairs investigating the same word meet to compare and share their responses.

Differentiation

Arrange students into six groups. Each group investigates one of the six words from Handout 22A.

Scaffold

Meet with developing readers to support their investigation of key terms.

Extension

Add detail buttons for words to encourage students to collect more details about the words.

Students investigate multiple words and identify how the words are related. For instance, a group investigates *chlorophyll* and *water*, or *leaves* and *pigments*.

**TEACHER
NOTE**

The key term *sunlight* requires students to identify and record details across multiple pages of text.

When students complete the keyword investigations on Handout 22A, post them for students to view. Invite group representatives to share their word investigation with the class or conduct a Gallery Walk* of the keyword investigations.

Chlorophyll (page 9)

Details:

- *makes leaves green*
- *natural color or pigment*

Why it is important?

- *helps leaves absorb sunlight*

Leaves (page 11)

Details:

- *important to a tree*
- *make sugar that feeds tree*
- *need sunlight, water, and air to make food*

Why is it important?

- *Leaves make the food that feeds the tree.*

Change (page 12)

Details:

- *lots of changes*
- *changes in weather; light; temperature*

Why is it important?

- *signals to tree time to get ready for winter*

* See the Implementation Guide for more information on Gallery Walk.

Sunlight (pages 9–13)**Details:**

- *Leaves hold sunlight.*
- *used for making sugar for the tree's food*
- *changes to sunlight in fall*
- *Less sunlight tells tree to prepare for winter.*
- *less sunlight in winter*

Water (page 15)**Details:**

- *Leaves need water to make chlorophyll.*
- *no water, no chlorophyll*
- *no chlorophyll, no green color*

Why is it important?

- *Without water, leaves die, and stop making chlorophyll.*

Pigments (page 16)**Details:**

- *pigments in the leaves hidden by green*
- *green fades, other colors appear*
- *give color to leaves, food, and flowers*

Why is it important?

- *gives leaves different colors*

**TEACHER
NOTE**

Add these words to the Word Wall.

IDENTIFY THE CHANGE PROCESS 18 MIN.

Pairs

Distribute change cards from Handout 22B. Groups discuss the relationship among the words and images. Then record the words and images in the First, Then, and Finally sections of the chart.

Handout 22B: Change Cards

Directions: Cut on the dotted lines. Then place each card in correct order on the chart.

 green spring leaf	 multicolor autumn leaf
 summer sunset	chlorophyll
temperature	pigments

First	Then	Finally
 chlorophyll Green Spring Leaf	 temperature Summer Sunset	 pigments Multi-Color Autumn Leaf

Students draw or paste the change chart into their Response Journal. Instruct students to use the change chart and as many key terms as possible to practice or rehearse a few sentences in response to the question “How does a leaf change colors?”

Circulate and listen in on students’ responses, encouraging them to show all they know with key words about the change that happens in a leaf. Record some sentences for use in the next segment of this lesson.

EXPERIMENT WITH A CONCLUSION 15 MIN.

Pairs

Display and have students Echo Read the Craft Question: *How do conclusions work?*

Students use their knowledge about the change that happens inside a leaf to experiment with writing conclusions.

Distribute whiteboards and markers to pairs. Briefly review the Informative Writing Chart. Ask students to brainstorm topic statements for a paragraph that they will write in response to the question “How does a leaf change color?”

Listen in on students’ brainstorming and use their input to craft a class topic statement. Record this topic statement on the chart paper. Refer students to the evidence chart they completed earlier.

Instruct pairs to draft a *first*, *then*, or *finally* sentence. Ask students to show their whiteboards when finished.

Use students’ sentences and record evidence statements for the paragraph on the chart paper.

Review the criteria for conclusions from Lesson 21. Pairs brainstorm and orally rehearse two or three conclusions for the paragraph.

Instruct pairs to record their conclusions on their whiteboard. Invite students to show and share their conclusions.

Use a combination of student responses to craft a conclusion for the exemplar paragraph on the chart paper, narrating and explaining how you craft the conclusion.

Collect pairs’ whiteboards to assess their conclusions.

There are important changes in fall that make leaves change color. First the leaves on the tree are green from the chlorophyll in them. Then the temperature changes because the days are shorter. The leaves don’t make chlorophyll to feed the tree anymore. Finally, all the other pigments in the leaves appear. Changes in temperature and sunlight are why leaves change colors in fall.

Choral read the paragraph.

✓ Students independently draft a conclusion and write it in their Response Journal.

Land 5 MIN.

ANSWER THE CONTENT FRAMING QUESTION

Review the Content Framing Question.

Ask: “In our lesson today, how did we uncover what is explained in this text?”

- *We investigated key terms in the text.*
- *We figured out how some of the key terms fit with one another.*
- *Investigating the key terms helps us understand what the author is explaining in the text.*

Ask: “What did we learn from this deeper exploration of the key terms and details?”

- *We learned that a lot of change happens inside a leaf to make all the colored leaves in fall.*
- *We learned that sometimes key terms are words we already know, like water. But we still investigate them because they help us understand what the text is about.*

Wrap 2 MIN.

ASSIGN HOMEWORK

Students complete Day 3 of Fluency Homework on Handout 20B: Fluency Homework.

Analyze

Context and Alignment

Students individually draft a conclusion sentence for the exemplar informative paragraph (W.2.2).

Review students’ conclusions and check criteria for success below:

- Students write a complete sentence.
- The concluding sentence reinforces the essential idea of the paragraph.

Next Steps

Meet with students who do not demonstrate mastery of writing a conclusion, in a small group or individually, to help them build this skill. Ensure that they understand how to identify the essential idea of the text and then practice rewriting it as a conclusion.

↓ Lesson 22 Deep Dive: Vocabulary

Examine Academic Vocabulary: *Survive, usual*

- **Time:** 15 min.
- **Text:** *Why Do Leaves Change Color?*, Betsy Maestro
- **Vocabulary Learning Goal:** Generate examples from nature of academic vocabulary words *survive* and *usual*. (L.2.5.a)

Launch

Distribute beginner dictionaries to students. Have students Choral or Echo Read the two definitions for *survive*.

Instruct students to Think–Pair–Share and ask: “Which definition best fits the meaning of the word *survive* as used in *Why Do Leaves Change Color?*”

- *This definition of the word survive—to remain living and growing—best fits the text.*
- *We’re learning about how trees survive, or keep living, each winter, every year. The definition about continuing to live and grow fits best with this text.*

Learn

✓ In Vocabulary Journal, students illustrate how a living being in nature prepares to survive winter.

Students write sentences, using the word *survive*, to describe the illustration. Explain that these descriptive sentences are called captions. Many informational texts use captions to explain the illustrations.

- *Squirrels survive the winter by storing acorns and nuts.*
- *Birds survive the winter by migrating to warmer places.*
- *Trees survive the winter by shedding their leaves.*

**TEACHER
NOTE**

How Do You Know It's Fall? includes captions with many of the photographs.

Choral or echo read the definition for *usual*.

Instruct students to Think–Pair–Share and ask: “Write a sentence about fall, using the word *usual*.”

- *Birds have a hard time finding their usual food when snow covers the bushes.*
- *In fall, leaves change from their usual color.*
- *Usually, warm fall temperatures begin to fall in winter.*

If time allows, conduct a Gallery Walk around the classroom so students can appreciate classmates’ work.

Land

Ask students to share some examples they have illustrated of the meaning of the words *survive* and *usual*.

- *Plants and animals prepare to survive winter every year, not just after a big disaster.*
- *We illustrated how plants and animals survive winter.*
- *We know that these changes are the usual way that plants and animals prepare to adapt and change each year. For example, the usual colors of the leaves change, or birds migrate a different way.*

■ FOCUSING QUESTION: LESSONS 20–24

How does weather
impact leaves in fall?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Lesson 23

TEXT

- *Why Do Leaves Change Color?*, Betsy Maestro

Lesson 23: At a Glance

AGENDA

Welcome (5 min.)

Practice Fluency

Launch (5 min.)

Learn (58 min.)

Identify Relationships among Key Terms (18 min.)

Record Evidence (25 min.)

Draft a Conclusion (15 min.)

Land (5 min.)

Answer the Framing Question

Wrap (2 min.)

Assign Homework

Style and Conventions Deep Dive: Execute Combining Sentences (15 min.)

STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

Reading

- RI.2.2, RI.2.3

Writing

- W.2.2, W.2.8, W.4*

Speaking and Listening

- SL.2.1.b, SL.2.1.c, SL.2.6

Language

- L.2.5
- ↴ L.2.1.f

MATERIALS

- Handout 23A: Word Link Up, pre-cut
- Assessment 23A: Focusing Question Task 3
- Handout 23B: Informative Paragraph Cards
- Handout 20B: Fluency Homework
- Handout 23C: Conjunction Review
- Handout 23D: Mix and Mingle Compound Sentence Cards
- Informative Writing Anchor Chart

Learning Goals

Determine connections between key terms and topics. (RI.2.2, RI.2.3, L.2.5)

✓ Answer the Content Framing Question.

Draft and rehearse an informative paragraph. (W.2.2, W.2.8, W.4*)

✓ Complete an evidence chart and rehearsal of a paragraph.

↴ Vocabulary Deep Dive

Combine simple sentences using conjunctions to explain key concepts from *Why Do Leaves Change Color?* (L.2.1.f)

✓ Students work with a partner, combining two sets of simple sentences into compound sentences and recording in their Vocabulary Journal.

Prepare

FOCUSING QUESTION: Lessons 20–24

How does weather impact leaves in fall?

CONTENT FRAMING QUESTION: Lesson 23

Distill: What is the essential meaning of Why Do Leaves Change Color?

CRAFT QUESTION: Lesson 23

Execute: How do I use a conclusion in my informative paragraph?

Students synthesize their understanding of the impact of seasons on the changes in leaves and trees. They record evidence and rehearse and draft an informative paragraph. While formal instruction and assessment for W.4 begins in Grade 3 in alignment with the CCSS, attention to task, purpose, and audience are essential for student writing beginning as early as Grades K–2. As a result, this lesson contains instruction and/or references to those components in an effort to familiarize students and provide them with practice opportunities.

Welcome 5 MIN.

PRACTICE FLUENCY

Students begin investigating the essential meaning of the text by looking for key terms, phrases, or a sentence that contributes to this meaning. Instruct students to practice a Choral Reading of their passage as they will be invited to do this type of reading for the class during the Launch.

Launch 5 MIN.

Post and read aloud the Content Framing Question. Invite fluency groups to do a Choral Reading of their passage for the class, emphasizing key terms, phrases, or a sentence that contributes to the essential meaning of the text.

Generate excitement for this lesson as students start sharing all they have learned about the fascinating process of changes in leaves and trees.

Learn

58 MIN.

IDENTIFY THE RELATIONSHIPS AMONG KEY TERMS

18 MIN.

Whole Group

Highlight and compliment students' emphasis on key terms in their Choral Read of the fluency passages. Ask: "Why is it important to know and understand the main topic of a text?"

- *It is important to know the main topic of a text because that is how you figure out what the text is all about.*
- *Knowing the main topic of a text is important because then you can talk to people about the text.*
- *When you know the main topic of the text, you can tell or teach other people about the text.*

Tell students that in addition to using Buttons, Bags, and Boxes to show what they know about the main topic of a text, they can also use their knowledge of key terms to demonstrate their understanding of the text. Explain to students that they can show what they know about the text by finding ways the key terms connect to each other. Much like they link their responses to one another, they can link words to show how they are connected.

Tell students they are going to play a few rounds of Link Up*. Distribute one or two word cards from page 1 of Handout 23A: Word Link Up to each student. Explain that when you signal start, they are going to stand up, find someone with a different word, link arms, and talk about how their words are connected. When you signal stop, after about thirty to forty-five seconds, some pairs will share how their words are connected and you will give directions for the next round. Remind students to use information about the key terms posted around the room and in their Response Journal to help them if necessary. Circulate among students, listening to their discussions about how the words are connected to one another. Discuss connections students identify between each round. When possible, record on an anchor chart some of the word connections students identify.

Directions for round 2: Find someone with a different word than in round 1. Discuss how your words are connected.

Directions for round 3: Keep your partner and find another pair. Discuss how your words connect.

Directions for round 4: Keep your group and find another group. Discuss how all your words connect!

After three or four rounds, distribute page 2, Record Your Link Up, of Handout 23A. As time allows, pairs record as many Link Up connections as they can.

* See the Implementation Guide for more information on Link Up.

Scaffold

Model a Link Up with a student volunteer. Do Link Up activity in two groups rather than as a whole class.

Extension

Students use the blank word cards to add their own key terms from the text.

RECORD EVIDENCE 25 MIN.**Pairs or Small Groups**

Refer students to the posted Focusing Question and choral read it. Acknowledge all that students have already learned and shown about this Focusing Question. Display and distribute Assessment 23A: Focusing Question Task 3.

Ask: “What do you notice about this evidence organizer?”
If necessary, scaffold with “How is this chart similar to and different from other charts you have used?” or “Why do you think this chart contains these differences and similarities?”

- *This evidence chart has the same words, first, then, finally, as other evidence charts we have used.*
- *It has the same colors as our other evidence charts.*
- *This evidence chart does not have the beginning, middle, and end in each of the first, then, finally columns.*
- *These charts are different because the charts with beginning, middle, and end were used for stories. This book is not a story, so it doesn't have a beginning, middle, and end.*
- *Even though it is different because they are different types of books, they all use first, then, and finally because those are the words that signal the changes we are investigating.*

Pairs or small groups use the key terms identified in Handout 23A to create the evidence organizer. Prompt students to include page numbers from the text as reference to the information about each word card.

Scaffold

Create and distribute word cards for *less*, *lots*, *air*, and *cold*. Include the appropriate page numbers for students to reference while building the evidence chart.

02-240-3 Assessment 23A: Focusing Question Task 3

Name: _____

**Assessment 23A:
Focusing Question Task 3**

Directions: Write an informative paragraph with change to answer the Focusing Question: How does weather impact leaves in fall?

Include the following in the paragraph response:

- A topic statement.
- At least three sentences with evidence.
- The words *first*, *then*, and *finally*.
- A conclusion.

Complete these steps:

- 1: Record evidence on the Evidence Organizer Chart.
- 2: Write your informative paragraph with change.
- 3: Check your writing using the Informative Writing Checklist.

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Color-code the word cards on Handout 23A to match their designated spot on the evidence chart.

Extension

Invite students to include additional, related words in the evidence chart using the words that they generated on the blank word cards.

SAMPLE EVIDENCE ORGANIZER

First	Then	Finally
(pages 9–11) ▪ Lots of sun, water. ▪ Chlorophyll absorbs sun, air, water. ▪ Leaves green.	(pages 9, 14–15) ▪ Less sunlight, cold air. ▪ Leaves separate. ▪ Less chlorophyll, less green.	(pages 16–17) ▪ Orange, yellow appear.

DRAFT A CONCLUSION 15 MIN.

Whole Group

Display the Craft Question: *How do I use a conclusion in my informative paragraph?*

Ask: “Why is the information in the evidence organizer important for us to know?”

- *Leaves changing helps tree get ready for winter, just like the colder weather helps animals know it is time to get ready for winter.*
- *Changes in weather in fall are really important!*
- *One change, less sunlight, makes a big difference.*
- *Leaves are really important to trees!*

Remind students they can use their responses to the question to write their conclusion.

Review the criteria for conclusions from the Informative Writing Anchor Chart.

Distribute the parts of informative paragraph cards from Handout 23B to groups. Students orally rehearse the parts of their informative paragraph about the impact of weather on fall leaves using these cards and their evidence chart. Direct students to lay the cards out in the order they appear in an informative paragraph. Then each student takes a turn reciting each part of their paragraph for their partner.

Circulate among pairs to hear their rehearsals and troubleshoot any misconceptions. Record some student sentences to use as examples for sentence combining in Lesson 24.

Handout 23B: Informative Paragraph Cards

Directions: Cut the cards apart and use during the oral rehearsals of your informative paragraph.

Topic Statement	Evidence
Evidence	Evidence
Conclusion	

Scaffold

Select a partnership to model the rehearsal in a Fishbowl. Work with a small group of students who need support with planning and rehearsing their paragraphs.

Extension

After students rehearse with their partner, they rehearse for the teacher, and then begin writing their paragraphs.

Land 5 MIN.

ANSWER THE CONTENT FRAMING QUESTION

Review the Content Framing Question.

Ask: "In our lesson today, how did we determine the essential meaning of this text?"

- *We talked about how the key terms were linked to one another.*

Ask: "What did we learn from this deeper exploration of the connections among the key terms and the main ideas in the text?"

- *We learned that the change in weather in fall has a big impact on the leaves and tree and that it is an important change for the tree. It is what makes the tree ready to survive the winter!*

Wrap

2 MIN.

ASSIGN HOMEWORK

Students complete Day 4 of Fluency Homework on Handout 20B: Fluency Homework.

Analyze

Context and Alignment

Analyze the completed evidence charts to assess student competency toward creating an informative paragraph (W2.2). Assess for the following success criteria:

- Evidence chart has sufficient information to develop a paragraph.
- Information on evidence chart is relevant to the topic, “the impact of weather on fall leaves.”

Next Steps

For students who had difficulty completing the evidence chart successfully, ask them to orally share their informative paragraph with you to determine what is necessary to reteach.

↓ Lesson 23 Deep Dive: Style and Conventions

Execute Combining Sentences

- **Time:** 15 min.
- **Text:** *Why Do Leaves Change Color?*, Betsy Maestro
- **Style and Conventions Learning Goal:** Combine simple sentences using conjunctions to explain key concepts from *Why Do Leaves Change Color?* (L.2.1.f)

Students prepare for sentence combining in their drafts for the Focusing Questions Task. They review the conjunctions *and*, *but*, and *so*, then practice combining sentences.

Launch

Display and read the Craft Question: *How do I combine simple sentences?*

Post and choral read *conjunctions*. Remind students of their previous learning about conjunctions and their function—to connect words or groups of words. Distribute Handout 23C: Conjunction Review. Instruct pairs to read the sentences, highlight or circle the conjunctions, and then discuss and record what each of the conjunctions means in the sentence. Circulate among pairs to confirm their recall of the conjunctions and their meanings. As necessary, review the meanings of each of the conjunctions.

Learn

Use Equity Sticks to select pairs to identify and define the conjunction for a sentence on Handout 23C.

TEACHER NOTE

If possible, add sentences from students' rehearsal during Craft instruction in Lesson 23 for the sample sentences.

- ✓ Triads draft and record another sentence for each conjunction in their Response Journal.

Land

Ask for volunteers to share their compound sentences.

Ask: “What is a tool we can use to connect ideas and keep our writing interesting?”

- *If we have too many short, simple sentences, we can combine them by using conjunctions.*
- *Combining sentences helps us connect ideas, too.*
- *I can read my writing and look for ways to connect my sentences with conjunctions.*

■ FOCUSING QUESTION: LESSONS 20–24

How does weather
impact leaves in fall?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Lesson 24

TEXT

- *Why Do Leaves Change Color?*, Betsy Maestro

Lesson 24: At a Glance

AGENDA

Welcome (5 min.)

Practice Fluency

Launch (5 min.)

Learn (55 min.)

*Write an Informative Paragraph
(35 min.)*

Synthesize Learning (20 min.)

Land (8 min.)

*Answer the Content Framing
Question*

Wrap (2 min.)

Assign Homework

Style and Conventions Deep Dive: Execute Simple and Compound Sentences for Variety (15 min.)

STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

Reading

- RI.2.10, RI.2.3

Writing

- W.2.2, W.2.4, W.10**

Speaking and Listening

- SL.2.1, SL.2.6

Language

-  L.2.1.f

MATERIALS

- Handout 24A: Informative Writing Checklist
- Assessment 23: Focusing Question Task 3
- Fluency Anchor Chart
- Colored pencils
- Large paper for mounting paragraphs
- Knowledge Journal Charts (from previous lessons)
- Sticky notes, three different colors

Learning Goals

Identify the connections between texts and module learning. (RI.2.1)

 Answer the Content Framing Question.

Publish an informative paragraph about the impact of weather on trees in fall. (W.2.2, L.2.1.f, W.4*)

 Write and share informative paragraph.

Vocabulary Deep Dive

Self-assess informative paragraphs drafted in response to the Focusing Question Task for compound sentences, module vocabulary, and complete sentences. (L.2.1.f)

 Students assess their own sentences for subjects and verbs and opportunities to include a compound sentence, using Handout 24A: Informative/Explanatory Writing Checklist.

* This lesson prepares students for W.4, which first appears in the Grade 3 CCSS.

** This lesson prepares students for W.10, which first appears in the Grade 3 CCSS.

Prepare

FOCUSING QUESTION: Lessons 20–24

How does weather impact leaves in fall?

CONTENT FRAMING QUESTION: Lesson 24

Know: How does Why Do Leaves Change Color? build my knowledge of changes in nature in fall?

CRAFT QUESTION: Lesson 24

Excel: How do I improve my use of a conclusion in my informative paragraph?

Welcome 5 MIN.

PRACTICE FLUENCY

Post all the fluency passages and the Fluency Anchor Chart. Instruct students to select and practice a different fluency passage with a partner. Encourage students to use all they've learned about fluent reading in this final fluency practice.

Launch 5 MIN.

Use Equity Sticks to have two or three students fluently read a passage they practiced from the Welcome. Compliment them on growth based on the Fluency Anchor Chart.

Post the Essential Question, Focusing Question, Content Framing Question, and Craft Question.

Generate enthusiasm about the expertise students have developed, just from reading one text! Students Think–Pair–Share two or three new things they have learned as a result of close reading of *Why Do Leaves Change Color?*

Tell students that they will share their expertise through their informative paragraphs.

Learn

53 MIN.

WRITE AN INFORMATIVE PARAGRAPH

35 MIN.

Pairs

Briefly review the Informative Writing Checklist (see Handout 24A) with students. Point students to the Conventions section of the checklist and have them Echo Read the conjunctions. Use example sentences from Lesson 23 to review how to combine sentences using *and*, *but*, *so*. Then, pairs rehearse their paragraphs, using the checklist and the informative paragraph parts cards. Remind students to use vocabulary from the Word Wall in their sentences.

After an oral rehearsal, students write their paragraphs for publication, using colored pencils for each part of the paragraph. Remind students to use the checklist to inform their writing.

When students are finished, mount their paragraph on large paper. Invite the class to draw illustrations around the margins that are relevant to the essential meaning of the posted paragraphs.

Scaffold

Meet with a small group of students who need support. Collaboratively write a paragraph with each student rehearsing and contributing a sentence. Give these students a paragraph frame as a launching point.

Changes in weather cause the many different colors of leaves. At first, the summer air holds a lot of sun and water. The chlorophyll in the leaves helps the leaves absorb this sun, water, and air. Then, the temperature gets colder in fall, so there is not as much sun for the leaves to absorb. The leaves stop making chlorophyll and the green color begins to disappear. Finally, the other colors in the leaves can be seen! All these changes in weather help trees get ready for the cold winter.

Organize students into small groups. Each student practices a fluency Read Aloud of their paragraph to their group.

SYNTHESIZE LEARNING 20 MIN.

Individuals

Display the Knowledge Journal Charts from previous lessons.

Distribute three different-colored sticky notes.

Instruct students to do a 3-2-1 Response. On one color sticky note they jot three things learned about leaves and trees in fall; on a different color, two things they learned about using key words to understand a text; on the third color sticky note, one thing they learned about writing an informative paragraph.

Encourage students to use words, phrases, and illustrative diagrams to communicate their new learning. Invite pairs to share. Post student responses on the Knowledge Chart.

When possible, synthesize some of the responses to capture the most important points about change, keywords, and informative writing.

TEACHER NOTE

Direct students to use the colors identified for each of the 3-2-1 Response. This makes all the learning they did about content and skills visible.

Land 10 MIN.

ANSWER THE CONTENT FRAMING QUESTION

Review the Content Framing Question.

✓ Students draft a response to the Content Framing Question in their Response Journal. Encourage students to use all they know about informative writing and the changes in leaves in their response.

Wrap 2 MIN.

ASSIGN HOMEWORK

Encourage students to read their fluency passage to someone new.

Analyze

Context and Alignment

Review students' informative paragraphs about the knowledge of nature gained through reading the text, using the Informative Writing Checklist (Handout 24A).

Review the responses and assess the paragraphs based on all the criteria from the checklist and whether the student

- Introduces topic thoroughly.
- Provides three or more additional pieces of information about the topic in the middle.
- Provides a strong concluding statement or section.
- Uses a variety of appropriately chosen simple and compound sentences.

Next Steps

Use information from these paragraphs to guide craft instruction in subsequent lessons. Identify student strengths and areas where mini-lessons or small-group instruction would address the needs of students who still struggle with information paragraph writing.

↓ Lesson 24 Deep Dive: Style and Conventions

Execute Simple and Compound Sentences for Variety

- **Time:** 15 min.
- **Text:** *Why Do Leaves Change Color?*, Betsy Maestro
- **Style and Conventions Learning Goal:** Self-assess informative paragraphs drafted in response to the Focusing Question Task for compound sentences, module vocabulary, and complete sentences. (L.2.1.f)

Craft Question: *How can writers make sure to use a variety of sentences in their writing?*

Launch

Pairs reread the class exemplar paragraph from the Craft instruction in Lesson 24. They highlight or circle conjunctions and confirm they are used correctly in the exemplar.

TEACHER NOTE

In lieu of the class exemplar, use a student exemplar that has compound sentences.

Learn

Student volunteers identify the conjunctions they found in the exemplar and explain how each is used. Underline the compound sentences and highlight or circle the conjunctions students identify in the exemplar paragraph.

Changes in weather cause the many different colors of leaves. At first, the summer air holds a lot of sun and water. The chlorophyll in the leaves helps the leaves absorb this sun, water, and air. Then, the temperature gets colder in fall, so there is not as much sun for the leaves to absorb. The leaves stop making chlorophyll and the green color begins to disappear. Finally, the other colors in the leaves can be seen! All these changes in weather help trees get ready for the cold winter.

- So is used to combine these two sentences: “Then, the temperature gets colder in fall. There is not as much sun for the leaves to absorb.” We learned that when so is used to combine sentences, the sentence after the so shows what happens, or the result, of something. The conjunction so is correct for these two sentences because the second sentence tells what happens when the temperature gets colder—there is not a lot of sun for the leaves to use.
- And is used to combine these two sentences: “The leaves stop making chlorophyll. The green color begins to fade.” And is used to add more information. When it is used to combine these sentences, it shows the second sentence is telling more about what happens when the leaves stop making chlorophyll.

✓ Students reread their drafts and determine if they have used conjunctions to combine sentences. If they have conjunctions connecting compound sentences in their draft, they underline the sentence and highlight or circle the conjunction and explain how they work in the sentence. If not, they identify and combine sentences to make compound sentences using the conjunctions *and*, *but*, or *so* with a comma.

Display Handout 24A: Informative Writing Checklist. Echo read the criteria in the Style and Conventions sections of the checklist. Ask: “For which of these criteria can we make a checkmark?” Students check the criteria for simple and compound sentences and using conjunctions. Instruct students to reread and check their draft paragraphs for the remaining criteria in the Style and Conventions sections of the checklist:

- I use words about the topic.
- Each of my sentences has one or more subject and verb.

Handout 24A: Informative Writing Checklist

Directions: Complete this checklist after completing your informative paragraph. Mark + for “yes” and Δ for “not yet.” Be sure to include a writing goal.

Grade 2 Informative Writing Checklist		
	Self + / Δ	Teacher + / Δ
Reading Comprehension		
I understand how weather impacts leaves in fall.		
Structure		
I introduce the topic with a topic statement.		
I include at least three sentences with evidence.		
I use sequencing words: <i>first</i> , <i>then</i> , and <i>finally</i> in the correct order.		
I conclude the paragraph with a conclusion.		
Development		
My evidence relates to the topic and helps develop my points.		
Style		
I use words that are about the topic.		
I use simple and compound sentences.		

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Scaffold

Meet with a small group to review and practice identification of subjects and verbs in sentences or use of module-specific vocabulary using the students' paragraphs.

Extension

Prior to the Deep Dive, make copies of students' drafts. Students who finish the self-assessment quickly and accurately can read a peer's draft to check for Style and Conventions criteria.

Land

Ask: "Why is it helpful to sometimes use a checklist to assess our writing?"

- *We don't use checklists every time we write, because that would make writing take too long. But sometimes we're writing something important that a teacher or other people will read. If we want that writing to be our best work, we can use a checklist to look for what we've learned, like using words about our topic or forming compound sentences.*

■ FOCUSING QUESTION: LESSONS 25-29

How does *Sky Tree*
show the cycle of seasons?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Lesson 25

TEXTS

- *Sky Tree*, Thomas Locker
- “Weather,” Eve Merriam (<http://witeng.link/0629>)
- *Paris Street, Rainy Day*, Gustave Caillebotte (<http://witeng.link/0630>)
- *Hunters in the Snow*, Pieter Bruegel the Elder (<http://witeng.link/0631>)
- *Bathers at Asnières*, Georges Seurat (<http://witeng.link/0632>)
- *Autumn Landscape*, Maurice de Vlaminck (<http://witeng.link/0555>)

Lesson 25: At a Glance

AGENDA

Welcome (10 min.)

Review Visual Art

Launch (5 min.)

Learn (50 min.)

Notice and Wonder about Sky Tree Art (20 min.)

Examine Color (20 min.)

Analyze Illustrations (10 min.)

Land (5 min.)

Answer the Focusing Question

Wrap (5 min.)

Assign Homework

STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

Reading

- RL.2.1, RL.2.2, RL.2.7

Speaking and Listening

- SL.2.1, SL.2.2, SL.2.6

MATERIALS

- Completed Handout 2A: Artist's Color (from Lessons 1–3)
- Handout 25A: Notice and Wonder Chart
- Handout 25B: Artist's Colors
- Handout 25C: Fluency Homework
- Knowledge Journal Chart from Lesson 3
- Crayons, 1 set/student
- Five sentence strips, 1 for each illustration used in “Examine Color”

Learning Goals

Describe the impact of color in *Sky Tree* paintings. (RL.2.7, SL.2.1)

✓ Complete Handout 25B.

Prepare

FOCUSING QUESTION: Lessons 25–29

How does Sky Tree show the cycle of seasons?

CONTENT FRAMING QUESTION: Lesson 25

Notice and Wonder: What do I notice and wonder about the paintings in Sky Tree?

Students return to an exploration of art with the last text of the module. They use the Notice–Think–Wonder routine to examine Locker’s painted illustrations of the Sky Tree. To prepare for the Welcome activity, re-create the gallery from Lessons 1–3 with titles, student-completed palettes (Handout 2A), and paintings. Cover the palettes and paintings for the beginning of the activity.

Welcome 10 MIN.

REVIEW VISUAL ART

Explain to students that since it has been a while since their exploration of visual art, they are going to jog their memories about what they learned. Post the titles only of the season paintings from Lessons 1–3. In their Response Journal students write a few sentences detailing what they remember about each of the paintings and what they learned from them. Pair students to share and compare their responses.

Uncover the paintings and students’ palettes.

Students do a Gallery Walk of the paintings and palettes for each painting, discussing any additional learning they recall as a result of reviewing the palettes.

Launch 5 MIN.

Post the Content Framing Question. Echo or choral read the question.

Ask students if they notice anything unusual about this Content Framing Question.

- *Usually we Notice and Wonder when we listen to or read a text, but today we will notice and wonder about the illustrations in a book.*

Explain to students that in this lesson they will focus solely on the illustrations in *Sky Tree*.

Explain that illustrations for books can be made from photographs (show *How Do You Know It's Fall?*), drawings (show *Why Do Leaves Change Color?*), and collages (show *The Little Yellow Leaf*). Sometimes illustrators create paintings as illustrations in texts. Illustrators work carefully to make art that is beautiful and supports the information in the book's words. Thomas Locker, the author and illustrator of *Sky Tree*, created oil paintings as illustrations. Students can apply all they learned about viewing visual art in Lessons 1–3 to guide their exploration of the paintings in *Sky Tree*.

Learn 50 MIN.

NOTICE AND WONDER ABOUT SKY TREE 20 MIN.

Individuals

TEACHER NOTE

Sky Tree does not have numbered pages. Consider the page that begins “once a tree stood alone” as page 1. For this first exposure to the book, display the pages of the text with the words covered so students examine only the illustrations.

Remind students that when they observe art, it is important to take time to examine the entire work, letting their eyes wander over the whole work and noticing all the details. Refer to the Knowledge Journal Chart from Lesson 3, and review any knowledge students gained about viewing art, for example:

- *We know that artists use color to show different seasons.*
- *We learned to describe what we see in a painting.*

Show each painting in *Sky Tree* for forty-five to sixty seconds so students have time to jot their observations and questions on Handout 25A: Notice and Wonder Chart. Encourage students to describe what they see in each image, but also to jot what they notice about the pictures all together. Invite students to share some of their responses. Record them on a class Notice and Wonder T-Chart.

Handout 25A: Notice and Wonder T-Chart

Directions: Jot down observations and questions about *Sky Tree* in the Notice and Wonder columns.

 Notice To pay attention; to see	 Wonder To ask questions

 Notice	 Wonder
Individual pages: ▪ There is a lot of green in the tree and grass. (pages 2, 4) ▪ The leaves are all yellow and so is the grass. (page 6) ▪ The branches are surrounded by blue sky, but the rest of the sky is full of white clouds. (page 10) ▪ There are black dots that look like birds on the branches. Some are flying away at the top of the painting. (page 12) Throughout the book: ▪ All the illustrations are of the same tree. ▪ The tree is on a hill, near a river. ▪ The sky behind the tree is different in each illustration. ▪ The tree is also different in each illustration. It is the same tree, but it looks different. ▪ Some of the illustrations have animals in them. ▪ The weather is different in most of the illustrations.	▪ Why is the same tree in all the illustrations? ▪ Why are there animals in some illustrations but not others? ▪ How did Locker make the sun look like it is shining? ▪ What kind of color palette did Locker use? ▪ Why did he choose the colors he chose on each page? ▪ Why is the last tree black? ▪ Why did the artist paint the cloud in the shape of the tree?

EXAMINE COLOR

20 MIN.

Small Groups

TEACHER
NOTE

The titles of the paintings are included in the “Connecting Art and Science in Sky Tree” section at the back of the book. In advance of the lesson, prepare five sentence strips, one for the title of each of the illustrations listed below. Do not reveal the titles when assigning the illustrations to groups.

Remind students that painters use color much like authors use words and that today they will examine color choices in each painting, much like they did with the paintings they examined earlier in the module.

Display Handout 25B: Artist's Colors. Review the vocabulary word *palette*, defining it as “a tool like a tray that artists use to hold and mix their paint.” Add *palette* to the Word Wall. Remind students of the work they did on color with the fine art paintings. Tell them they will do the same thing with one of the illustrations in *Sky Tree*.

Arrange students into five groups. Give Handout 25B: Artist's Colors and a set of crayons to each student.

Assign each group one of the following illustrations:

- 1 The Summer Tree
- 2 The Change Tree
- 3 The Autumn Tree
- 4 The Bud Tree
- 5 The Sunset Tree

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Name: _____

Handout 25B: Artist's Colors

Directions: Use crayons to color the palette and show what colors the artist used in the painting.

I added the color _____

because _____

I added the color _____

because _____

I added the color _____

because _____

Why did the artist choose to use those colors?

What season does this painting show?

Page 1 of 2

✓**SS** Remind students to use their Listening Goal of noticing the whole message when working in small groups.

✓ Groups complete Handout 25B collaboratively for their illustration.

Scaffold

Complete Handout 25B for the Summer Tree illustration as a class. Then arrange students into four groups and assign them one of the illustrations to investigate.

Representatives from each small group share which colors they added to their palettes and identify the areas of each painting where they noticed the colors. Students share the season they selected for their image, and how they determined the season it depicted. Post the five illustrations and a completed palette from each group.

ANALYZE THE ILLUSTRATIONS 10 MIN.

Pairs

Post the titles of the illustrations near, but not adjacent to, the illustrations and students' palettes. Choral read each of the titles.

Instruct students to Think–Pair–Share, and ask: “Which of these titles captures the illustration you investigated? How does Locker’s use of color communicate this title in the illustration?”

Reveal the titles and the illustrations to which they belong by showing students the “Connecting Art and Science in Sky Tree” section in the text. Move the posted titles next to the correct illustrations. If time permits, read aloud the explanations in this section for the five paintings students studied.

Congratulate students on all the knowledge they gained from closely “reading” the paintings in the text. They will continue to use these skills to analyze the illustrations as they closely read the text in the next few lessons.

Land 5 MIN.

ANSWER THE FOCUSING QUESTION

Distribute sticky notes and direct students to choose and answer one or two questions from their individual Notice and Wonder T-Charts or the class chart.

Wrap 5 MIN.

ASSIGN HOMEWORK

Distribute the fluency passages on Handout 25C: Fluency Homework to students. Direct students to underline any tricky words. Practice the pronunciation of these words. Students will notice that many of the passages are very short. Remind them of the power their fluent reading can bring to just a few sentences!

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Analyze

Context and Alignment

The CFU asks the students to use information from the illustrations to demonstrate understanding of the setting or text (RL.2.7). The rich illustrations in *Sky Tree* are essential to understanding the cycle of change detailed in the text. This examination of the illustrations, prior to reading the book, will build a strong foundation for students' exploration of the cycle of change in the text.

Assess Handout 25B for the following success criteria:

- Correct identification of the season represented in the illustration.
- Explanation of what the colors communicate that is reasonable for the illustration.

Next Steps

If students do not correctly identify the season in their illustration, provide work in small groups and walk through each illustration (as needed) explaining what is represented in the illustration that represents the season. Use students' Notice and Wonder T-Charts and Handout 2B to inform instruction in Lesson 28.

*Note that there is no Deep Dive in this lesson. Use any additional time to support practice of the vocabulary and/or style and conventions skills introduced in the module.

■ FOCUSING QUESTION: LESSONS 25-29

How does *Sky Tree*
show the cycle of seasons?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Lesson 26

TEXT

- *Sky Tree*, Thomas Locker

Lesson 26: At a Glance

AGENDA

Welcome (9 min.)

Identify Unknown Words

Launch (4 min.)

Learn (58 min.)

Notice and Wonder with Prior Knowledge (28 min.)

Investigate Meaning of Unknown Words (15 min.)

Examine Revision (15 min.)

Land (3 min.)

Answer the Framing Question

Wrap (1 min.)

Assign Homework

**Vocabulary Deep Dive:
Examine Academic Vocabulary:
Flutter, huddle (15 min.)**

STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

Reading

- RL.2.1, RL.2.4

Writing

- W.2.2, W.2.5

Speaking and Listening

- SL.2.1, SL.2.6

Language

- L.2.4.a, b, c
-  L.2.4.a, L.2.4.e, L.2.5

MATERIALS

- Handout 25C: Fluency Homework
- Handout 26A: Revision Paragraph
- Large chart paper, markers, highlighter
- Knowledge Journal Chart, from Lesson 24
- Sticky notes, 2 colors

Learning Goals

Generate and respond to student-generated questions about *Sky Tree*, including questions about the meaning of unknown words. (RL.2.1, L.2.4.a, b, c)

- ✓ Record inferred meanings of unknown words in their Vocabulary Journal.

Revise a sample paragraph about trees by inserting missing sentences. (W.2.5)

- ✓ Indicate sentence order on Handout 26A.

Vocabulary Deep Dive

Select the best definition of multiple-meaning words *flutter* and *huddle* and consider how a variety of verbs depict actions in *Sky Tree*. (L.2.4.a, L.2.4.e, L.2.5)

- ✓ Students enter keyword definitions in their Vocabulary Journal.

Prepare

FOCUSING QUESTION: Lessons 25–29

How does Sky Tree show the cycle of seasons?

CONTENT FRAMING QUESTION: Lesson 26

Notice and Wonder: What do I notice and wonder about Sky Tree?

CRAFT QUESTION: Lesson 26

Examine: Why is revision important?

Students apply all they have learned about change and story structure to this last text of the module.

Welcome 9 MIN.

IDENTIFY UNKNOWN WORDS

Assign students to small groups. Distribute large chart paper to each group. Groups preview *Sky Tree*, sharing words they do not recognize. One group member records the unknown words and page numbers on the chart paper.

Scaffold

Split the text into sections. Each group previews and records unknown words for one section.

Launch 4 MIN.

Post the Essential Question and Content Framing Question. Echo read the Essential Question.

Acknowledge all the learning students have done throughout the module. Tell them today they begin investigating the last of the texts in the module before they begin answering the module Essential Question.

With students, Choral Read the Content Framing Question. Ask: “What helps you notice and wonder about a new text?”

Learn 58 MIN.

NOTICE AND WONDER WITH PRIOR KNOWLEDGE 28 MIN.

Individuals

Refer students to the Knowledge Journal Chart from Lesson 24. Remind students they already know many things about this book since they investigated the illustrations and identified unknown words. Review the Knowledge Journal Chart and ask: “How might you use the information and skills you have learned in this module to learn more about *Sky Tree*?”

- *What we have learned about each of the seasons will connect to what is in this book. The information in Sky Tree might repeat what has been in other books, but there might be new information about the seasons too.*
- *I don't know if this book is a story or an informational text, so when I am listening to it I can listen to find out if it has the parts of a story like a beginning, middle, and end or a problem and resolution, or characters.*
- *We can also look for a table of contents or glossary. That will help us figure out if it is an informational text.*
- *There is definitely change in this book. We can look for the words that signal change.*

Distribute two different-colored sticky notes to all students. Assign one color for Notice and one color for Wonder. Tell students that during this reading of the text they will record what they notice and wonder about the text.

✓**SS** Remind students that this initial Read Aloud is a good time to practice their Listening Goal of noticing the whole message.

Read aloud *Sky Tree* without interruption, modeling fluent phrasing and pausing periodically for students to record what they notice and wonder on sticky notes. If necessary, support students by modeling some observations and questions. Read the narrative only, skipping the Author's Note, italicized questions, and “Connecting Art and Science in *Sky Tree*.”

Differentiation

Students read the text individually or with a partner. Read aloud the text to a small group of students.

Scaffold

Provide sticky notes to selected students with the sentence frames: **I notice** _____ or **I wonder** _____ or simply provide sticky notes with single question words. Instead of writing answers, students may post the notes on pages where they notice or wonder about something. These students may dictate the question to you when posting it on the chart.

Extension

As an extension, students record their observations and questions on individual Notice and Wonder T-Charts (see Handout 20A).

SAMPLE NOTICE AND WONDER CHART

 Notice	 Wonder
▪ The beginning and ending pages are similar. ▪ There isn't a problem in this story. ▪ Some of the same animals, like birds and squirrels, from other books are in this book also. ▪ The questions at the bottom of the page are different than the way the rest of the text is written.	▪ Why are there questions at the bottom of the pages? ▪ Why does he use the same tree in each illustration? ▪ I wonder how the turtle knows when it is time to bury herself in the mud? ▪ Is this an informational text or a story?

Students post their sticky notes on a class Notice and Wonder T-Chart. Quickly sort similar questions or observations together on the chart. Look for responses that indicate complexity of thought, such as comparing multiple texts, and that relate to prior knowledge such as changes in nature. Select several questions for students to answer, and tell students to Think–Pair–Share. If students do not ask questions about the text type and change, include the following questions for students to discuss.

1 Is *Sky Tree* an informational text or literary text? How can you tell?

- *There is information about what happens in nature during the seasons, so it could be an informational text.*
- *There are no characters or problem, so it must be an informational text.*
- *There is a setting and the story is describing what happens to the tree during the seasons. That makes me think it is a story about the tree.*
- *In the other informational texts we read there were labels and diagrams and a table of contents, fun facts, or experiments. This text doesn't have any of those, so I think it is a literary text.*

2 How does Thomas Locker communicate about change in this text?

- *He describes each of the seasons and what happens during them.*
- *He shows how the tree changes in each of the illustrations.*

INVESTIGATE THE MEANING OF UNKNOWN WORDS 15 MIN.

Pairs

Explain that students will build on their initial observations of *Sky Tree* to learn more about the unknown words they identified in the Welcome activity.

Post the lists of unknown words. Ask representatives from each group to read aloud the words they identified. On the charts, highlight the words identified by multiple groups. In preparation for the Vocabulary Deep Dive, add *huddle* and *flutter* to the chart if not identified by students.

- ✓ Pairs choose two or more of the highlighted words that they do not know, then use the Outside-In strategy to predict the meaning of their words. Students add the words and their inferred meaning to their Vocabulary Journal.

EXAMINE REVISION 15 MIN.

Pairs

Display and echo read the Craft Question: *Why is revision important?*

Explain to students that just as they read texts closely, it is important also to closely read their own writing. When they do, they find opportunities to revise, or change their writing to improve it. In this lesson, students will practice revising a paragraph about trees together.

Display and read aloud the question and draft response on Handout 26A: Revision Paragraph.

How do changing seasons impact the leaves of deciduous trees?

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Handout 26A: Revision Paragraph

Directions: Draw arrows to show where the Sentences to Add belong in the Draft Paragraph so all of the sentences make one informative paragraph.

Question: How do changing seasons impact the leaves of deciduous trees?

Draft Paragraph

In the spring and summer, trees grow green leaves. Trees do not have any leaves in the winter. Trees' leaves change with the seasons.

Sentences to Add

The leaves on trees change in every season.

In the autumn, the leaves change color and fall off.

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In the spring and summer, trees grow green leaves. Trees do not have any leaves in the winter. Trees' leaves change with the seasons.

Explain that when a paragraph is missing important pieces, writers can revise by adding more sentences.

✓ On Handout 26A, students draw arrows to show where to insert the sentences to add in the draft paragraph.

Display a version of Handout 26A with the sentences to add cut in strips. Call on students to move the sentences in sequence to show a revised paragraph.

Choral read the full paragraph:

The leaves on trees change in every season. In the spring and summer, trees grow green leaves. In the autumn, the leaves change color and fall off. Trees do not have any leaves in the winter. Trees' leaves change with the seasons.

Ask: "How did revising improve the paragraph?"

- *It makes more sense.*
- *I know what it's about because it has a topic statement.*
- *It tells about all the seasons. The first paragraph skipped autumn.*

Land 3 MIN.

ANSWER THE FRAMING QUESTION

Review the Content Framing Question.

Ask: "How did the paragraph we revised connect to our observations and questions about Sky Tree?"

- *I noticed Sky Tree showed the same tree changing. The paragraph was about how trees change in the seasons.*
- *I wondered what uncurled means in Sky Tree. It's when leaves open up, like the growing leaves from the paragraph.*

Wrap

1 MIN.

Complete Day 2 of Fluency Homework on Handout 25C.

Analyze

Context and Alignment

Students use the Outside-In strategy to infer the meanings of unknown words in *Sky Tree* (RL.2.1, L.2.4.a, b, c). They will continue developing this ability throughout the year as they encounter unknown words in complex texts.

Check for the following success criteria:

- Identifies context clues from words and illustrations when present.
- Identifies known root words and affixes when present.
- Infers a meaning that fits available context and morphological clues.

Next Steps

If students struggle with identifying context clues, ask them specific questions about available context clues. For example, identify the word *fluttered*, reread the last sentence on page 27, and ask: “A breeze is like a wind. What do leaves do when the wind is blowing softly?”

Lesson 26 Deep Dive: Vocabulary

Examine Academic Vocabulary: *Flutter, Huddle*

- **Time:** 15 min.
- **Text:** *Sky Tree*, Thomas Locker
- **Vocabulary Learning Goal:** Select the best definition of multiple-meaning words *flutter* and *huddle* and consider how a variety of verbs depict actions in *Sky Tree*. (L.2.4.a, L.2.4.e, L.2.5)

Launch

Direct students to browse the text with a partner, looking for interesting and detailed noun-verb pairs that help readers visualize the changes in the season and in the tree. Ask students to look for verbs ending with the suffix *-ed*. Students mark word pairs in the text with sticky notes.

- *Leaves fluttered.*
- *Stars twinkled.*
- *Clouds gathered then drifted.*
- *Squirrels huddled.*
- *Light streamed.*
- *Snow disappeared.*
- *Squirrels raced.*
- *Sap rose.*
- *Snapper crawled.*

Learn

Ask students to share noun-verb pairs. Ask students why, if the author has included illustrations, he also uses such descriptive verbs in his text. Invite students to notice and reflect on the author's use of verbs such as *fluttered*, *twinkled*, *drifted*, *huddled*, *streamed*, and *raced* as verbs that offer a sense of the action, or movement in the text.

- *Even though the author has illustrated the book, the verbs he uses add more details about the movement, or action, of nature, the tree, and the animals.*
- *These verbs build word pictures in our imaginations. The word pictures provide more information about the illustrations.*

Explain that students will look more closely at two of the verbs from the text, *fluttered* and *huddled*.

Post the following two sentences from the text:

- Through the long summer days, its leaves fluttered in the soft summer breeze.
- Snug in their nest, a family of squirrels huddled close through the cold winter days.

Ask students how these verbs help describe the seasons.

- *Summer days are usually warm, and we don't have a lot of wind. The sentence says "soft summer breeze," so the verb flutter shows that the leaves are waving softly.*
- *When football players huddle, they get close together. When cold, people want to be near something warm. The verb huddled shows that the squirrels move close together to share warmth.*

Direct students to show with their hands how a leaf might flutter in the breeze.

Distribute beginning dictionaries. Chorally spell the word *flutter*, and direct students to find the entry. Ask students which words in the entry connect with what they did with their hands.

- *I see the words wave, wind, and kite.*
- *I see the words fly, quick, light, and movements. These words connect with the way we moved our hands to show the leaves in the breeze.*

Chorally spell the word *huddle*, and ask students to show with their bodies how a squirrel or a person might huddle.

- *We gathered in a small, close group.*
- *The squirrels shared heat by moving very closely to one another.*

Land

- ✓ Students create illustrations for the words *flutter* and *huddle* in their Vocabulary Journal.

■ FOCUSING QUESTION: LESSONS 25-29

How does *Sky Tree*
show the cycle of seasons?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Lesson 27

TEXT

- *Sky Tree*, Thomas Locker

Lesson 27: At a Glance

AGENDA

Welcome (5 min.)

Practice Fluency

Launch (5 min.)

Learn (60 min.)

Determine Genre (12 min.)

Sequence Key Details (28 min.)

*Experiment with Revision
(20 min.)*

Land (4 min.)

Answer the Framing Question

Wrap (1 min.)

Assign Homework

Vocabulary Deep Dive: Examine Academic Vocabulary: *Opened*, *drifted* (15 min.)

STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

Reading

- RL.2.2, RL.2.4, RL.2.5

Writing

- W.2.2, W.2.5, W.10*

Speaking and Listening

- SL.2.1, SL.2.6

Language

- L.2.1.e, L.2.1.f
-  L.2.5

MATERIALS

- Handout 25C: Fluency Homework
- Handout 27A: Sky Tree Timeline
- Handout 27B: Revision Paragraph and Checklist
- Large chart paper
- Markers
- Highlighters

Learning Goals

Identify and sequence key details in *Sky Tree*. (RL.2.2, W.10*)

- ✓ Complete a timeline of key details on Handout 27A: *Sky Tree* Timeline.

Identify and revise missing elements of a sample informative paragraph about the river in *Sky Tree*. (W.2.2, W.2.5)

- ✓ Complete checklist and add sentences on Handout 27B: Revision Paragraph and Checklist.

Vocabulary Deep Dive

Analyze how the author develops imagery using academic vocabulary *opened* and *drifted*. (L.2.5)

- ✓ Collaboratively develop keyword definitions and enter them on the Word Wall while students record entries in their Vocabulary Journal.

* This lesson prepares students for W.10, which first appears in the Grade 3 CCSS.

Prepare

FOCUSING QUESTION: Lessons 25–29

How does Sky Tree show the cycle of seasons?

FRAMING QUESTION: Lesson 27

Organize: What's happening in Sky Tree?

CRAFT QUESTION: Lesson 27

Experiment: How does revision work?

Students examine the structure of Sky Tree to determine what is happening in the text. They experiment with using a writing checklist to support revision.

Welcome 5 MIN.

PRACTICE FLUENCY

Fluency groups practice reading passages, adding any new understandings about the text to inform their fluent reading of their assigned passage.

Launch 5 MIN.

Post the Framing Question.

Direct students to Think–Pair–Share, and ask: “Which routine do you think would be best to learn more about what's happening in Sky Tree? Why?”

- *I think it is better to use Buttons and Boxes for this text, because there are characters, but they don't have a problem. The story just describes what they do during some of the seasons.*
- *Story Stones work for this story because there are characters (the squirrel, turtle, and birds) and a setting (the tree on the hill). The problem is that when the weather changes they have to get ready for winter.*
- *The resolution is when the weather changes again and warms up they come back out for the warmer seasons.*

- *Buttons and Bags* won't work for this story because it is a story. It is not an informational text. It is a story about the tree and the changes that happen around it, like *Little Yellow Leaf* and the chameleon.
- I think *Buttons and Bags* works best for this story because it gives a lot of information about each of the seasons. There are a lot of details about what happens to the tree and the animals around the tree.

Learn 60 MIN.

DETERMINE THE GENRE 12 MIN.

Whole Group

Explain to students that as they discovered in some of the other texts (*A Color of His Own*, *How Do You Know It's Fall?*), special text features can help readers better understand the text. Show the Author's Note. As the text is read aloud, students indicate with a nonverbal signal when they hear a clue that suggests a text is either informational or literature.

Reread the last sentence of the Author's Note, then discuss TDQs 1 and 2.

1. *Appreciation* can mean “the act of judging something important.” How does *Sky Tree* include “art appreciation”?

- *Each painted illustration is a piece of art.*
- *The paintings have titles. It shows they are special.*
- *The section in the back tells more about the paintings.*

2. What is “scientific exploration”? How does *Sky Tree* help readers explore science?

- *It uses facts about trees, animals, and the seasons.*
- *It tells a story about how the tree changes. Science helps us understand why the tree changes.*

Instruct students to Think–Pair–Share, and ask about TDQ 3.

3. What does the author communicate about the genre of the text?

- *He tells the reader that it is a story but that it has scientific information in it.*
- *He explains that he tried to tell about the life of the tree and the sky in different ways. He tells about it in the illustrations and he describes it in the story of the tree's life.*

Extension

Some students complete Buttons and Bags for *Sky Tree*, while others complete a Story Map. Provide students time to debrief their findings and discuss the text's.

SEQUENCE THE KEY DETAILS 28 MIN.**Pairs**

Explain to students that some stories describe a moment or moments in time, much like a painting can capture a moment in time. This story focuses on moments in time instead of a main character with a problem.

Tell students that they will use a timeline as a tool to organize their thinking about *Sky Tree* since its text structure differs from other stories they read in this module.

Display Handout 27A: *Sky Tree* Timeline. Model how to add a key detail in the first Summer section of the timeline. Then think aloud about how text evidence indicates a change of season on pages 3–5, and record a key detail in the Autumn section of the handout.

Tell students to take their best guess about how to categorize the details by seasons. In the next lesson, students will examine the transitions between seasons more carefully.

✓ Pairs reread the text and note key details on Handout 27A.

Handout 27A: *Sky Tree* Timeline

Directions: Read *Sky Tree* with attention to key details. Write key details under each season as you read.

Summer →	Autumn →	Winter →
Spring →	Summer	

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Scaffold

Assign students one section of pages: 5–16 for Autumn, 17–22 for Winter, or 23–26 for Spring. Students record details for their section, then share information with students who studied other sections in a Jigsaw share. Complete 1–2 and 27–28 for Summer as a whole group.

EXPERIMENT WITH REVISION 20 MIN.**Small Groups**

Display the Craft Question: *How does revision work?*

Ask: “How did we revise the paragraph about trees yesterday?”

Students will revise a draft paragraph about the river in *Sky Tree*. As they write, encourage them to use a writing checklist, a tool that helps writers decide how to revise their drafts.

Display Handout 27B: Revision Paragraph and Checklist. Read aloud the question and draft paragraph.

How does the river change in Sky Tree?

First, ice forms at the river's edges in autumn. Then, winter ice and snow cover the river. The river's water changes as temperatures change with the seasons.

Have students Choral Read the first checklist criterion. Students use a nonverbal signal to show whether the paragraph meets the topic statement criterion.

Ask: "What topic statement could we add?"

As needed, prompt students to form a statement that answers the question and connects to the evidence and conclusion in the draft paragraph. Remind students to insert a topic statement to the draft paragraph on Handout 27B.

✓ Students independently check the rest of the criteria and continue revising the paragraph on Handout 27B.

- *The river changes when temperatures go up and down. First, ice forms at the river's edges in autumn. Then, winter ice and snow cover the river. Finally, the ice melts in the warm spring. The river's water changes as temperatures change with the seasons.*

Handout 27B: Revision Paragraph and Checklist

Directions: Using the Informative Writing Checklist below, revise the Draft Paragraph. On the checklist, mark + for "yes" and Δ for "not yet."

Question: How does the river change in Sky Tree?

Draft Paragraph:
First, ice forms at the river's edges in autumn. Then, winter ice and snow cover the river. The river's water changes as temperatures change with the seasons.

Informative Writing Checklist	
	Self +/ Δ
Structure	
I introduce the topic with a topic statement.	
I include at least three sentences with evidence.	
I conclude the paragraph with a conclusion.	
Total number of +s	

Page 1 of 1

Land

4 MIN.

ANSWER THE CONTENT FRAMING QUESTION

Review the Content Framing Question.

Ask: "In our lesson today, how did we tell what was happening in Sky Tree? What did we learn about text types?"

- *We decided which routine would help us figure out what was happening in Sky Tree.*
- *We made a timeline because it's not like a normal story.*
- *We learned that some literary texts are not like other stories with characters and problem and resolutions.*
- *We learned that we can learn information from a literary text.*

Wrap

1 MIN.

ASSIGN HOMEWORK

Complete Day 3 of Fluency Homework on Handout 25C: Fluency Homework.

Analyze

Context and Alignment

Revision is a complex, multi-step process that challenges many students. In this lesson, students complete Handout 27B: Revision Paragraph and Checklist to identify and revise missing elements of a sample informative paragraph (W.2.2, W.2.5).

Check student work for the following success criteria:

- Accurately assesses criteria on checklist.
- Adds a topic statement.
- Adds at least one sentence with evidence about how the river changes.

Next Steps

If students do not successfully add sentences, assess whether they're struggling with the physical writing space or with the ideas in the writing piece. Offer alternate physical formats such as adding sentences on sticky notes or in a word-processing program.

↓ Lesson 27 Deep Dive: Vocabulary

Examine Academic Vocabulary: *Opened, drifted*

- **Time:** 15 min.
- **Text:** Sky Tree, Thomas Locker
- **Vocabulary Learning Goal:** Analyze how the author develops imagery using academic vocabulary *opened* and *drifted*. (L.2.5)

Launch

Post the following sentences from the text:

- *The clouds opened, and for a moment, the sky filled the branches.*
- *Clouds gathered and filled the tree's empty branches and then drifted away.*

Ask students to sketch a drawing of each sentence. Students may draw the same kind of tree as in the text, or sketch their own trees. Share illustrations on a Graffiti Wall.

Learn

Have students Choral Read the sentences above. Ask: “How does the author describe the season?”

- *The first line describes the sky as covered with clouds. When the clouds move, it looks like a curtain opening across a window. We can see the sky, but only for a moment. Then the clouds will cover the sky again.*
- *The two illustrations and the text show that the wind moves the clouds. The first sentence describes how the sky fills the tree's branches. The second sentence describes how the clouds fill the tree's branches where the leaves used to be. The wind will send the clouds drifting away.*

Ask students what kind of weather might cause the clouds to move as the author describes. For example: “Would the weather be stormy? How strong would winds be?”

- *I think the author is describing a quiet time in the weather. The clouds are moving, because the author says they are open “for a moment.” That sounds as though in another moment, the clouds will close, covering the sky again.*
- *If clouds are drifting, they probably aren't moving very fast. The author does not say that the clouds are racing through the sky.*
- *Cold, stormy weather is probably on the way! In the next spread, ice starts to form.*

Distribute beginner dictionaries. Echo read the definitions of *open*.

Ask students whether the first or second definition is the one that matches the context of the word in the text.

- *The author isn't talking about a store or business. He's talking about something in nature that is not closed. The first definition fits the text.*

Ask students to predict the definition of the verb *drift*.

- *If clouds gather, they're not moving fast. The illustration doesn't show any of the branches bent over, so the wind isn't blowing too hard. I think drift means "not moving quickly."*

Ask students to use their dictionaries to confirm predictions and Echo Read the definition.

Ask students whether the dictionary definition and examples help clarify the meaning.

- *Yes, because if I think about snow blowing on the road, it isn't usually moving too fast.*
- *The related words coast and wander mean something that isn't moving too fast. If the related words were race or hurry, then drift would mean something different.*
- *I get the idea that the clouds are moving, but not as fast as if there were a storm already here.*

✔ Collaboratively develop keyword definitions and enter them on the Word Wall while students record entries in their Vocabulary Journal.

Ask students to record the following definitions to their Vocabulary Journal. Choral or Echo Read each definition with students.

Word	Meaning
open	Not covered or closed.
drift	Carried by wind or water.

Land

Ask: “How does the author use language to help tell his story about seasons?”

- *The author uses words that help us visualize the weather and the setting.*
- *“The clouds open to show the sky” is a poetic way to show that the sky is very cloudy.*
- *“Clouds fill the tree’s empty branches and then drift away,” means that the tree has already lost all its leaves. Clouds are moving across the sky. The author tells us that winter is on the way by showing how the weather affects the tree and the sky.*

■ FOCUSING QUESTION: LESSONS 25-29

How does *Sky Tree*
show the cycle of seasons?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Lesson 28

TEXT

- *Sky Tree*, Thomas Locker

Lesson 28: At a Glance

AGENDA

Welcome (9 min.)

Illustrate Seasons

Launch (7 min.)

Learn (55 min.)

Interpret Key Words (25 min.)

*Identify Change of Seasons
(30 min.)*

Land (3 min.)

*Answer the Content Framing
Question*

Wrap (1 min.)

Assign Homework

Style and Conventions Deep Dive: Experiment with Sentence Variety and Pacing (15 min.)

STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

Reading

- RL.2.2, RL.2.4, RL.2.5, RL.2.7

Speaking and Listening

- SL.2.1, SL.2.6

Language

- L.2.4.a
-  L.2.1.f

MATERIALS

- Handout 25C: Fluency Homework
- Handout 27A: Sky Tree Timeline
- Handout 28A: Season Trees
- Handout 28B: Matching Key Terms
- Unknown words lists from Lesson 26
- Coloring implements
- Sticky flags
- Sticky notes
- Student copies of *The Little Yellow Leaf*

Learning Goals

Describe the structure of *Sky Tree* by interpreting specific references to seasons. (RL.2.4, RL.2.5)

- ✓ Discuss and label pages on which a season begins.

Style and Conventions Deep Dive

Analyze how Locker uses varied sentence structure to give his text rhythm. (L.2.1.f)

- ✓ Students use sticky notes to choose and mark a page in text where the author makes an interesting use of varied sentence lengths, and note reason for the choice.

Prepare

FOCUSING QUESTION: Lessons 25–29

How does Sky Tree show the cycle of seasons?

CONTENT FRAMING QUESTION: Lesson 28

Reveal: What does a deeper exploration of the seasons reveal about Sky Tree?

Students examine the words and story structure of *Sky Tree*, interpreting the changes from season to season. When preparing Handout 28B: Matching Key Terms, be sure to mix up the word, definition, and season cards prior to distributing them to students.

Welcome 9 MIN.

ILLUSTRATE SEASONS

Divide students into four groups, one for each season. Each group illustrates and colors Handout 28A: Season Trees for one season. Encourage students to add specific details from the text by referring to their completed Handout 27A: *Sky Tree* Timeline, as well as the text's words and illustrations.

Launch 7 MIN.

Display one student illustration of each season.

Post and echo read the Content Framing Question.

Ask: "What do you already know about the seasons in *Sky Tree*?" Students Mix and Mingle to respond.

Learn 55 MIN.

INTERPRET KEY WORDS 25 MIN.

Small Groups

Remind students of the work they have done with the unknown words lists from Lesson 26. Tell students that today they are going to evaluate some words that may or may not be on the chart, but are important to the story. Students will define these words and decide what season they relate to in *Sky Tree*.

Distribute Handout 28B: Matching Key Terms. Review the directions, and if necessary, the words, definitions, and sentences with students. In groups of two or three, students match words, definitions, and seasons with the sentences. Circulate around the room confirming students' understanding of the words and definitions.

If time allows, assign a word to each group. Groups plan a pantomime, or action, to represent that word. Call on groups in the order of seasons as described in the text. For their turn, each group reads aloud their sentence while pantomiming their word.

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Name: _____

Handout 28B: Matching Key Terms

Directions: Read through each of the sentences, words, and definitions with your team. Match the correct word, definition, and season with each sentence.

Word	Definition	Season

"Through the long days, its leaves _____ in the soft breeze."

Word	Definition	Season

"Snug in their nest, a family of squirrels _____ close through the cold winter days."

Word	Definition	Season

"The tree's leaves _____ in the spring sunlight, and the birds returned to build nests for their young."

Word	Definition	Season

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Scaffold

Explain to students that the number of dashes in the missing words indicates the number of letters in a word. Distribute just a few words to each group. Color-code words and definitions to indicate they belong together; students determine in which season and sentence the matching word and definition belong. On the back of a matching set, write a number. Students self-check their matches by flipping over the cards and checking for matching numbers. Alternatively, remove the definitions from Handout 28B: Matching Key Terms so students only match words and seasons to the sentences.

IDENTIFY THE CHANGE OF SEASONS 30 MIN.

Pairs

Ask: "When you made your timeline of *Sky Tree*, how did you guess what season it was?" Explain that the words and illustrations give many clues about the seasonal settings, including sentences that refer to the seasons by name.

Students reread *Sky Tree*, placing sticky flags on sentences with the words *winter*, *spring*, *summer*, or *autumn*. Post the questions: "What does the sentence mean? What season does this page describe?" For each sentence they flag, students discuss the questions with partners.

- Page 1: “Through the long days, its leaves fluttered in the soft summer breeze.”
- Page 5: “Autumn came.”
- Page 9: “... where she would sleep until spring.”
- Page 15: “With its roots deep in the earth, the tree stood ready for winter.”
- Page 17: “... huddled close through the cold winter days.”
- Page 19: “The world was waiting for spring.”
- Page 25: “The tree’s leaves uncurled in the spring sunlight...”
- Page 27: “Once again, its leaves fluttered in the soft summer breeze.”

✓ In pairs, students discuss where in the text each season begins. They write each season’s name on a sticky note and place it on the appropriate page.

- Fall starts on page 5. “Autumn came” means fall started.
- Winter starts on page 17. The page before says “ready for winter.” I think that means it wasn’t winter yet.
- I think spring starts on page 25. It says there was “spring sunlight.”
- I disagree, because I think spring starts on page 23. It could be spring because the tree has buds. Also grass is growing.
- Summer starts on page 27. It says there was “summer breeze,” and the page before had “spring sunlight.”

Instruct students to Jot–Pair–Share, and ask: “What do you notice about the way time is presented in Sky Tree?”

- The tree goes through all four seasons.
- The story goes through a year that begins in summer, then goes through the other seasons, then comes back to summer.

Land 3 MIN.

ANSWER THE CONTENT FRAMING QUESTION

Review the Content Framing Question.

Ask: “In our lesson today, how did you uncover more information in Sky Tree?”

- I looked for sentences with season words. I saw that the author talks about all the seasons.
- I found the pages where a new season starts. The book ends with summer, and begins with summer.

Wrap

1 MIN.

ASSIGN HOMEWORK

Complete Day 4 of Fluency Homework on Handout 25C.

Analyze

Context and Alignment

Students discuss and label pages on which a season begins (RL.2.4, RL.2.5). This CFU prepares students for Lesson 29, in which they discuss how *Sky Tree*'s circular text structure represents the cycle of seasons, order of events, and the passing of time. Check for the following success criteria:

- Marks *autumn* or *fall* on page 5, *winter* on page 15 or 17, *spring* on page 23 or 25, and *summer* on page 27.
- Explains choices with relevant text evidence, including sentences that directly reference a season.

Next Steps

If students identify incorrect pages, underline key sentences that indicate a change in season with wiki sticks, highlighter tape, etc. Help students paraphrase the key sentences, or state them in their own words. Paraphrasing supports comprehension of complex text.

↓ Lesson 28 Deep Dive: Style and Conventions

Experiment with Sentence Variety and Pacing

- **Time:** 15 min.
- **Text:** *Sky Tree*, Thomas Locker
- **Style and Conventions Learning Goal:** Analyze how Locker uses varied sentence structure to give his text rhythm. (L.2.1.f)

Craft: *How do authors use varied sentence lengths to make their stories interesting?*

Launch

Students have just heard sections of the text read aloud during the main lesson. In this Deep Dive students listen to and determine the effects of sentence variety on the rhythm of the story when read aloud. Post and with students Echo Read the following sentences: “Snows fell. Snug in their nest, a family of squirrels huddled close through the cold winter days.”

Instruct students to Think–Pair–Share, and ask: “How does Locker create rhythm with these sentences? What do readers have to do when they read aloud these sentences?”

Learn

Students share responses.

TEACHER NOTE

In addition to noticing sentence length, some students may also respond that both sentences begin with short words with an *sn* consonant blend, which also contributes to rhythm.

- *The length of the sentences is very different.*
- *The first sentence is only two words, but it is a complete sentence because it has one subject and one verb. The second sentence is much longer.*
- *When we read a short sentence out loud, we have to use our voice to show that the sentence finishes quickly.*
- *The second sentence sounds very different from the first sentence because it is so much longer.*
- *The two sentences together are more interesting than two short sentences or two long sentences.*

Explain that authors are always learning from other authors. Studying examples of good writing helps writers become better writers. One characteristic of good writing is that it flows and has a rhythm—some sentences long and flowing, some short. Sentences that work together well sound interesting when read aloud. Sometimes writers play with the length of sentences to create rhythm when reading aloud the sentences. This grabs the listener’s attention.

Instruct students to Think–Pair–Share, and ask: “Are there other areas in the text where Locker uses this technique of short sentence followed by a longer sentence?”

TEACHER NOTE

Record the sentences students identify on sentence strips and post near the sentences used earlier.

- On page 8, “Autumn came. The leaves of the tree turned gold, orange, and red.”

Ask: “What do you notice about what these pairs of sentences, where one is short and the next longer, describe?”

- The first sentence describes or tells the season. The next sentence describes what is happening to the tree.

✓ Distribute student copies of *The Little Yellow Leaf*. Pairs skim the text looking for examples of pairs of sentences in which one sentence is shorter and the second is longer. Students record the page number and sentences in their Response Journal.

TEACHER NOTE

Some students will notice the sentences on pages 20 and 27–30 vary in sentence length, but not in the same order as the sentences Locker created for *Sky Tree*. Use this as an opportunity to discuss and reinforce the purpose of the contrasting sentence length—to create a rhythm in the text. Read aloud the sentences in question. Ask students to examine how the reversal (longer first, shorter sentence second) affects the purpose.

- On page 2, “It was autumn. In the hush of the forest a lone yellow leaf clung to the branch of a great oak tree.”
- On page 20, “Alone. He searched the bare, bare branches covered only with a shimmer of snow.”
- On pages 27–30, “Into the waiting wind they danced off and away and away and away. Together.”

Land

Ask: “What did we learn about how authors craft sentences?”

- *A combination of shorter and longer sentences makes the text interesting.*
- *Pairs of sentences where one is longer than the other catch the reader's attention. If we're reading those sentences out loud, we have to make sure to show with our voice that it's such a short sentence. Then when we read longer sentences, we have to show the difference.*
- *Learning about what authors do to make their stories interesting gives us things we can try out in our writing.*

■ FOCUSING QUESTION: LESSONS 25-29

How does *Sky Tree*
show the cycle of seasons?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Lesson 29

TEXT

- *Sky Tree*, Thomas Locker

Lesson 29: At a Glance

AGENDA

Welcome (3 min.)

Preview Vocabulary

Launch (3 min.)

Learn (65 min.)

Determine the Central Message (20 min.)

Process Evidence (20 min.)

Draft Informative Paragraph (25 min.)

Land (3 min.)

Wrap (1 min.)

Assign Homework

Vocabulary Deep Dive: Prepare for Vocabulary Assessment (15 min.)

STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

Reading

- RL.2.2, RL.2.5

Writing

- W.2.2, W.2.5, W.2.8, W.4*, W.10**

Speaking and Listening

- SL.2.1.b, SL.2.1.c, SL.2.6

Language

- L.2.1.e, L.2.1.f
-  L.2.6

MATERIALS

- Assessment 29A: Focusing Question Task 4
- Handout 29A: Informative Paragraph Parts Cards
- Handout 29B: Informative Writing Checklist

Learning Goals

Determine the central message of *Sky Tree*. (RL.2.2, W.10*)

 Quick Write about TDQ 3.

Plan and draft an informative paragraph about how *Sky Tree* shows the cycle of seasons. (W.2.2, W.2.8, L.2.1.e, L.2.1.f, W.4*)

 Respond to the Focusing Question Task

Vocabulary Deep Dive

Demonstrate understanding of module vocabulary by analyzing correct or incorrect word use in context. (L.2.6)

* This lesson prepares students for W.4, which first appears in the Grade 3 CCSS.

** This lesson prepares students for W.10, which first appears in the Grade 3 CCSS.

Prepare

FOCUSING QUESTION: Lessons 26–29

How does Sky Tree show the cycle of seasons?

CONTENT FRAMING QUESTION: Lesson 29

Distill: What is the central message of Sky Tree?

Students determine the central message of *Sky Tree*. Accept multiple interpretations of this genre-bending story's message, as long as students support their ideas with evidence. Students capture this understanding in a response to the Focusing Question. In the next lesson, they will apply newly acquired revision skills to their informative paragraph.

Welcome 3 MIN.

PREVIEW VOCABULARY

Ask: “What do you know or think about with the word *cycle*?” Students Stop and Jot or Draw.

- *Cycle is in other words I know: bicycle, tricycle, motorcycle, recycle.*
- *I know washing machines have cycles, like when my dad says to wait for the cycle to finish before getting out my favorite shirt.*
- *We learned about the life cycle of butterflies once.*

Launch 3 MIN.

Post and have students Choral Read the Focusing and Content Framing Questions.

Invite one or two students to share their knowledge of the word *cycle*. Explain that students will investigate the meaning of this word and its connections to the central message of *Sky Tree*.

Learn 65 MIN.

DETERMINE THE CENTRAL MESSAGE 20 MIN.

Whole Group

Reread aloud the first and last pages of the story.

Instruct students to Think-Pair-Share, and ask about TDQs 1 and 2.

1. How are the beginning and ending of the text similar?

- *The text begins and ends with the same season—summer.*
- *The descriptions of the tree on the two pages are very similar. They both have a lot of the same words: “stood on a [or the] hill by the river,” “once,” “its leaves fluttered in the soft summer breeze.”*

2. What messages do these similarities communicate to the reader?

- *This communicates that the seasons are going to start all over again.*
- *It also tells that they will be similar to how they were the last time.*

✓ Students complete a Quick Write in their Response Journal about TDQ 3.

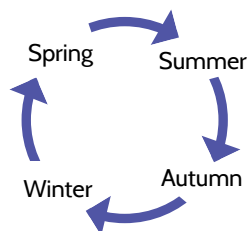
3. What is a central message of *Sky Tree*?

- *Things happen again and again.*
- *Some things change, and some stay the same.*

Extension

Discuss multiple interpretations of the central message in more detail. For example, facilitate a close reading and discussion of pages 9–14, which support a central message like “things around us interact in many ways.”

Post the word *cycle* with an illustration. Define it as “a series of events that repeat.” Ask: “What season comes first in *Sky Tree*? Next?” Sketch a diagram showing the cycle of seasons:



Instruct students to Think–Pair–Share, and ask: “How does the word *cycle* connect to *Sky Tree*?”

- *Sky Tree describes the cycle of seasons! That is why the author starts with summer and ends with summer, to show us that the seasons are going to start again.*
- *The same kinds of things happen in summer from one year to the next.*
- *This is a great word to describe what Sky Tree is all about.*

If time allows, students add *cycle* to their Vocabulary Journal. While students write, add the word to the Word Wall.

Extension

Share the definition of cycle without the diagram. Invite students to brainstorm a diagram that shows the meaning of the word and connects to what they associate with the word cycle.

Tell students to reread their response to TDQ 3, and revise it with any new ideas from their discussion.

PROCESS EVIDENCE 20 MIN.

Pairs

Explain that students will apply their knowledge of cycles in *Sky Tree* to respond to the Focusing Question. Read aloud the FQT on Assessment 29A: Focusing Question Task 4.

Pairs note evidence that responds to the question on Assessment 29A. As needed, review how to choose evidence, organize it in sequence, and record it in note form.

Once students finish recording evidence, distribute the cards from Handout 29: Informative Paragraph Parts Cards. Instruct students to use the cards alongside the evidence organizer to rehearse a paragraph in response to the FQT.

Each partner takes a turn rehearsing sentences. Save the cards for use in Lesson 30.

Scaffold

Provide students with cards preprinted with key phrases to place in the evidence organizer. Alternately, record evidence collaboratively as a class or with a small group.

SAMPLE EVIDENCE ORGANIZER

First	Then			Finally
Summer →	Autumn →	Winter →	Spring →	Summer →
leaves flutter soft breeze	leaves turn color leaves fall	snow river ice	snow melts buds grow	leaves flutter soft breeze

DRAFT INFORMATIVE PARAGRAPH 25 MIN.

Individuals

- ✓ Individuals use their evidence chart to write an informative paragraph.

See sample response in Appendix C.

Land 3 MIN.

Ask: “How does your Focusing Question Task connect to the central message of Sky Tree?”

- *I think the central message is that things change in cycles. In my Focusing Question Task, I wrote about how the tree’s leaves change in a cycle. It goes through the four seasons, then starts again.*
- *I think the central message is that things connect to each other. I wrote about how the snow and sky filled the tree branches. Also, the wind fluttered the leaves.*

Wrap

1 MIN.

ASSIGN HOMEWORK

Encourage students to read their fluency passage to someone new.

Analyze

Context and Alignment

Assess students' understanding of the text and informative writing using Handout 29B: Informative Writing Checklist. Reflect on the progress that students have made writing informative paragraphs with topic sentences, temporal order, and concluding sentences.

Next Steps

Use the data from the students' paragraphs and Handout 29B: Informative Writing Checklist to determine which skills are commonly understood and which are not and need to be retaught.

↓ Lesson 29 Deep Dive: Vocabulary

Prepare for Vocabulary Assessment

- **Time:** 15 min.
- **Texts:** All module texts
- **Vocabulary Learning Goal:** Demonstrate understanding of module vocabulary by analyzing correct or incorrect usage of words in context. (L.2.5)

Launch

Students review vocabulary learning from the module to prepare for Direct Vocabulary Assessment in Deep Dives 30 and 32.

Ask students to review the classroom Word Wall and their Vocabulary Journal, then Think–Pair–Share about their vocabulary learning during the first module of Grade 2.

Call students together to share responses.

- *The Word Wall and our Vocabulary Journals include many words.*
- *We can figure out the meanings of the difficult words in our books, and look in our dictionaries if we need the definitions.*
- *We know how to read the text to make predictions about what words mean.*

Learn

Explain to students that during Deep Dives 30 and 32, they will answer questions about the words in their Vocabulary Journal. These questions will give students the chance to show what they have learned.

Students review module vocabulary work.

Play a classroom quiz game by inviting students to stand. Use Equity Sticks or other strategies to randomly call on a student to answer a question about a vocabulary word. If the student misses the question, the student sits down. Remind students of the word meaning.

The questions that follow provide practice for answering vocabulary words in context. Call out the word and then read the question. Practice with one or two questions first.

Exemplar questions:

- Contents: Does a table of contents explain what difficult words mean? (No)
- Change: If you get caught in a rainstorm, do you change into dry clothes? (Yes)
- Uncurl: If I uncurl my hair, did I straighten it? (Yes)
- Separate: If two students go to lunch and sit down together, did they separate? (No)
- Usual: If your classroom has assigned tables for lunch, do you have a usual place to sit? (Yes)
- Survive: Do some animals survive by changing their behavior when the weather changes? (Yes)
- Drift: If a boat drifts away, is it racing? (No)
- Migrate: Do animals migrate to follow warmer weather? (Yes)
- Observe: If we look away from the actors, are we observing the play? (No)
- Huddle: Do we huddle together on a warm day? (No)
- Open: When it's time to read, do you open your book? (Yes)
- Flick: If we have a large area to paint, would we flick with our brush? (No)
- Soar: Would a stone soar to the bottom of a lake? (No)
- Shape: Are all leaves of the same shape also the same color? (No)
- Flutter: Does a butterfly flutter on its way to a flower? (Yes)
- Glossary: Does a glossary list the steps to an experiment? (No)
- Disappear: Did the principal disappear when he came to the classroom to say good morning? (No)

Land

Congratulate students on their knowledge of words. Ask students: “What strategies have we learned this year for building our vocabularies?”

- *We can read books that use difficult words.*
- *We can try to predict what words mean by using the Outside-In strategy.*
- *We can use dictionaries or glossaries.*

■ FOCUSING QUESTION: LESSONS 30-32

How does change impact
people and nature?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Lesson 30

TEXT

- All module texts

Lesson 30: At a Glance

AGENDA

Welcome (10 min.)

Revise Informative Paragraphs

Launch (5 min.)

Learn (53 min.)

Review Module Learning (10 min.)

Preview EOM Task (11 min.)

Practice Recording Evidence (20 min.)

Rehearse an Informative Paragraph (12 min.)

Land (5 min.)

Answer the Essential Question

Wrap (2 min.)

Assign Homework

Vocabulary Deep Dive: Vocabulary Assessment, Part 1 (15 min.)

STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

Reading

- RI.2.1, RI.2.2

Writing

- W.2.7, W.2.8

Speaking and Listening

- SL.2.1, SL.2.2, SL.2.6

Language

-  L.2.6

MATERIALS

- Handout 29A: Informative Paragraph Parts Cards
- Handout 29B: Informative Writing Checklist
- Assessment 30A: End-of-Module Task
- Handout 30A: Evidence Organizer
- Assessment 30B: Vocabulary Assessment
- All module Focusing Questions
- Highlighters
- All charts (Notice and Wonder, Key Terms, Details and Main Topic, Evidence Organizers) from *How Do You Know It's Fall?*, *Why Do Leaves Change Color?*, and *Sky Tree*

Learning Goals

Synthesize evidence from two texts in a verbal paragraph about how changes in fall impact people. (RI.2.2, W.2.8, SL.2.2)

- ✓ Rehearse an informative paragraph.

Vocabulary Deep Dive

Demonstrate understanding of module vocabulary by analyzing correct or incorrect use in context. (L.2.6)

- ✓ Assessment 30B: Vocabulary Assessment

Prepare

ESSENTIAL QUESTION: Lessons 30–32

How does change impact people and nature?

CONTENT FRAMING QUESTION: Lesson 30

Know: How do the module texts build my knowledge of the Essential Question?

CRAFT QUESTION: Lesson 30

Experiment: How can evidence from multiple texts work together?

Students prepare for the End-of-Module Task by collaboratively recording evidence from two texts and synthesizing it in a verbal paragraph. They analyze the EOM Task of writing an informative paragraph to be published in a book for the school library. If the student book cannot be donated to the school library, choose another audience (e.g., families, local library, nature center, school office, etc.) and revise the first two sections of the Assessment 30A: End-of-Module Task as needed.

Welcome 10 MIN.

REVISE INFORMATIVE PARAGRAPHS

Remind students that good writers review and revise their work several times to make it better. Return students' responses to the FQT draft from Lesson 29, along with Handout 29B: Informative Writing Checklist. Tell students to circle the Structure section of the checklist to help them focus on revising for Structure criteria.

Students assess their draft for the Structure criteria, writing + or Δ next to each criterion. Then students add, delete, or change words to improve relevant elements of their writing. At the bottom of the handout, students record a writing goal.

Launch

5 MIN.

Post the Essential Question and all the Focusing Questions.

Have students Choral Read the Essential Question and Echo Read each of the Focusing Questions. Congratulate students on all the learning they have done in this module!

Ask: “What was your favorite Focusing Question? Why?”

Explain that students will prepare for the EOM Task, applying all their learning from the module. First, students will review their module work.

Learn

53 MIN.

REVIEW MODULE LEARNING 10 MIN.

Pairs

In pairs, students do a Gallery Walk of all the charts and organizers completed by the class or groups throughout the module. Instruct students to look for connections between the charts.

Ask student pairs to discuss connections they see between texts and/or charts.

- *We investigated information about the weather in almost all the books we read.*
- *Most of the charts use the change words first, then, finally.*
- *Almost all the evidence organizers are color-coded.*

PREVIEW THE EOM TASK 11 MIN.

Whole Group

Tell students they will apply all their knowledge from the module in their EOM Task. Display and distribute Assessment 30A: End-of-Module Task and highlighters. Explain the situation and task detailed on the assessment page to students.

Post and echo read the Focusing Question: *How do changes in weather impact plants or animals in fall?*

G2 > M1 > Assessment 30A - WIT & WISDOM®

Name: _____

Assessment 30A: End-of-Module Task

The Situation
The school library needs some more informational text on changes in fall. Our class has been asked to create a book to meet this need.

Your Task
You are invited to serve as an author to the *Changes in Fall* informational text for the school library. Everyone's paragraph will be used for a chapter in the book.

What do you need to do to complete this task?
Write an informative paragraph in response to the question: How do changes in weather impact plants or animals in fall?

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Invite students to highlight the parts of the question about which they know a lot. Acknowledge that students may be able to highlight the whole question!

Read the directions checklist with students. Ask students to highlight steps on the directions checklist they have already done in another module task.

Ask: “Which steps on the checklist are familiar or steps that you have done before? Which of the steps are new?”

- *We have done a lot of these steps with other books. We have made an evidence organizer; we have rehearsed our paragraphs; we have used colored pencils to write our paragraphs; we have revised our paragraphs; and we have used the informative writing checklist to help us write and check our paragraphs.*
- *We have not made a choice of category for our writing.*
- *We have not written about two texts in one paragraph.*

Express your confidence in their ability to find, record, and write about evidence from two texts. Explain that today they will experiment with doing this step of the EOM Task.

Display Handout 30A: Practice Question Evidence Organizer.

Ask: “What do you notice about this evidence chart?”

- *It is similar to other evidence charts we have used because it has the question we are writing about at the top and space to write evidence.*
- *It is different from other evidence charts we have used because it doesn't have first, then, and finally in the evidence section of the chart.*
- *The question at the top is a practice question. It is similar to the EOM Task question, but it is about people instead of plants or animals.*

Highlight that they do not need to use the change words *first, then, finally* in their paragraphs, since this is a new type of task.

PRACTICE RECORDING EVIDENCE 20 MIN.

Whole Group

Display and read aloud the Craft Question: *How can evidence from multiple texts work together?*

Explain to students that they are going to practice the skill of using evidence from two texts with a different category—people.

Post Handout 30A: Evidence Organizer. Have students Choral Read the practice question.

Ask: “Which words in the practice question are important words for preparing our response?”

- *changes, weather, impact, people, fall*

Ask for volunteers to tell the meaning of the words *change*, *weather*, and *impact*. Instruct students to sort through their texts to determine which texts have information about changes in fall weather and their impact on people. Students hold up the texts when they determine which texts have information about changes in fall weather and people. Add the text titles to the Evidence Organizer Chart.

- How Do You Know It's Fall? *and* Why Do Leaves Change Color?

Distribute Handout 30A: Evidence Organizer. Remind students of their Gallery Walk earlier in the lesson. Ask: “Which charts can we use to help us find evidence for our practice question?”

- *We can use the evidence chart from How Do You Know It's Fall? It is all about how weather impacts people in fall.*

Read aloud the row of information about people on the evidence organizer from Lesson 8. Model how to choose evidence from Lesson 8 and record in this evidence organizer. Instruct students to add the evidence to their organizers.

Handout 30A: Evidence Organizer

Directions: Add information from the two texts to the chart below to provide evidence of changes in weather and the impact on people.

Practice Question: How do changes in weather impact people in fall?		
	Text 1	Text 2
Change in Weather		
Impact on People		

Ask: “Where can we look next for evidence on the change in weather, or its impact on people in *How Do Leaves Change Color?*?”

- *There is evidence on the evidence organizer from Lesson 23 about the change in weather. On our evidence organizer we tell what happens to the weather in fall. We can include that information here.*
- *There is no evidence on our organizer about the impact on people.*

Ask: “Where else can we find information on the impact of this change in weather on people?”

- *We'll find information in the text! The front cover shows people playing in leaves and on pages 28–29 it explains what people do with leaves once the leaves have fallen on the ground.*
- *On pages 30–31 it tells how to make a leaf rubbing and press.*

Record students' responses on the posted Evidence Organizer Chart.

Students record more evidence on Handout 30A: Evidence Organizer.

Practice Question: How do the changes in weather impact people in fall?		
	How Do You Know It's Fall?	Why Do Leaves Change Color?
Change in weather	▪ Cooler, windy air.	▪ Temperature colder. ▪ Less sunlight, water.
Impact	▪ Wear warm clothing. ▪ Pants, jackets.	▪ Leaves die, fall from trees. ▪ Work raking leaves. ▪ Activities, jumping, raking, making art.

Scaffold

Students use the class evidence organizer rather than record on their own organizer.

REHEARSE AN INFORMATIVE PARAGRAPH 12 MIN.

Pairs

- ✔ Distribute the informative cards from Handout 29A: Informative Paragraph Parts Cards. Instruct students to use the cards alongside the Evidence Organizer Chart to rehearse a paragraph in response to the practice question. Each partner takes a turn rehearsing sentences.

The changes in weather in fall impact what people wear and do. The weather gets cooler and people wear heavier clothes to stay warm. Coats and pants help protect people from the windy weather while outdoors. Jumping in or raking the piles of leaves that have separated from trees and piled up is just one of the many activities people do in fall. It's not just nature that changes in fall!

Scaffold

The class rehearses each part of the paragraph together, writing their sentences for each part of the paragraph on an erasable board to be reviewed as they finish. Select some of the students' sentences to collaboratively write an exemplar response to the practice question.

Land

5 MIN.

ANSWER THE ESSENTIAL QUESTION

Echo read the Essential Question.

Ask: “How did recording evidence from multiple texts help us learn more about the Essential Question?”

Wrap

2 MIN.

ASSIGN HOMEWORK

Select and practice your favorite fluency passage from the entire module.

Analyze

Context and Alignment

In their verbal paragraphs, students practice the new skill of synthesizing evidence from two texts (RL.2.2, RI.2.2, W.2.8, SL.2.2). The familiar content of changes in fall allows students to focus on organizing evidence from multiple texts.

Review student work and check for the following success criteria:

- States a topic that responds to the question.
- Chooses evidence that supports the topic.
- Synthesizes evidence from two texts in a logical discussion of the topic.

Next Steps

If students do not synthesize evidence from multiple texts into a smooth, logical oral paragraph, discuss the topic in an informal conversation. Keep a complete evidence organizer visible during the conversation, and periodically pause to point out pieces of evidence that came up in the conversation. This combination of discussion and evidence reflection may help students connect the coherence of a conversation to the structure of an evidence organizer.

Lesson 30B Deep Dive: Vocabulary

Vocabulary Assessment, Part 1

- Time: 15 min.
- Text: N/A
- **Vocabulary Learning Goal:** Demonstrate understanding of module vocabulary by analyzing correct or incorrect use in context.

Launch

Introduce Assessment 30B to students. Explain you are going to ask them questions about the new words they have studied in this module.

Pass out the response sheets and pencils.

Explain to students how to fill out the response sheet: each question can be answered with a yes or a no. If students think the answer is yes, they should draw a circle around the smiley face. If they think the answer is no, they should draw a circle around the frowny face.

Practice with a word that is not found on the assessment. Read students the sentence twice and think aloud how you consider the meaning of the word, and then whether the answer is yes or no. Think-Pair-Share: Which answer did you pick and why?

Example:



Yes



No

Learn

Begin the assessment. Read each questions two times before students fill out their answers. As students work, make sure they are following directions correctly.

Provide oral cues as necessary if students need help locating the proper row and where to mark their answers.

Land

TEACHER NOTE

Make sure to save the student answer sheets, Assessment 30B, for completion during the Deep Dive in Lesson 32.

Give students feedback on their effort. Point out positive effort such as students who took their time, students who revisited their answers to double check, and students who wrote neatly.

This material is based on research from and materials based on the study created by Gail Kearns:

Kearns, Gail, & Andrew Biemiller (2010). Two-Questions vocabulary assessment: Developing a new method for group testing in kindergarten through second grade. *Journal of Education*, 190 (1/2), 31-41.

■ FOCUSING QUESTION: LESSONS 30-32

How does change impact
people and nature?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
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Lesson 31

TEXT

- All module texts

Lesson 31: At a Glance

AGENDA

Welcome (5 min.)

Compare Module Texts

Launch (7 min.)

Learn (53 min.)

Record Evidence (20 min.)

Rehearse EOM Paragraph (8 min.)

Draft EOM Paragraph (25 min.)

Land (8 min.)

Give and Get Feedback

Wrap (2 min.)

Assign Homework

Style and Conventions Deep Dive: Execute Self-Assessment (15 min.)

STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

Reading

- RI.2.2, RL.2.2

Writing

- W.2.2, W.2.8, W.4*

Speaking and Listening

- SL.2.1.a, SL.2.1.c, SL.2.6

Language

-  L.2.1.f

MATERIALS

- All module Focusing Questions
- All charts (Notice and Wonder, Key Words, Details and Main Topic, Evidence) from *How Do You Know It's Fall?*, *Why Do Leaves Change Color?*, and *Sky Tree*
- Assessment 30A: End-of-Module Task
- Handout 29A: Informative Paragraph Parts Cards
- Handout 31A: Informative Writing Checklist
- Handout 31B: Evidence Organizer

Learning Goals

Synthesize evidence from two texts in an informative paragraph about how changes in fall impact plants or animals. (RI.2.2, RL.2.2, W.2.2, W.2.8, L.2.1.f, W.4*)

 Draft EOM Task.

Vocabulary Deep Dive

Revise draft for using a checklist. (L.2.1.f)

* This lesson prepares students for W.4, which first appears in the Grade 3 CCSS.

Prepare

END-OF-MODULE QUESTION: Lessons 30–32

How does change impact people and nature?

CONTENT FRAMING QUESTION: Lesson 31

Know: How do the module texts build my knowledge of the Essential Question?

CRAFT QUESTION: Lesson 31

Execute: How do I use evidence from multiple texts in my EOM Task?

Students begin the EOM Task. Suggested times for each part of the lesson can be modified according to the needs of students. After the explanation and expectation setting for the task, students can move through the steps at their own pace.

Welcome 5 MIN.

COMPARE TEXTS

Students sort the module texts into as many categories as they can. If time permits, compare students' sorting of the texts to the sorts they identified in Lesson 20.

Launch 7 MIN.

Invite students to share the categories they created with the texts. Celebrate all their learning.

Post the Essential Question and the Focusing Question. Choral Read both questions with students. Explain that students will draft their EOM Task today.

Solicit a few volunteers to remind the class of the EOM Task, audience, and directions. Post Handout 31A: Informative Writing Checklist. Review the checklist, answering any questions students have about what to include in their informative paragraphs.

Learn

53 MIN.

RECORD EVIDENCE

20 MIN.

Small Groups

Display Handout 31B: Evidence Organizer. Acknowledge that it is the same as the evidence chart from Lesson 30, except for the question. Remind students that they do not need to use the change words *first, then, finally* in their paragraph.

Sort students investigating plants into small groups and those investigating animals into small groups. Students work together to record evidence in the evidence organizer.

Extension

Students record evidence independently and/or use evidence from more than two texts.

Scaffold

Instruct students to begin finding evidence from one text first. When they finish recording evidence from one text, they move on their next text. Meet with small groups of students to support them with finding evidence.

REHEARSE THE EOM PARAGRAPH

8 MIN.

Pairs

Once students have completed their evidence chart, give them a set of informative paragraph cards from Handout 29A: Informative Paragraph Parts Cards to use for rehearsing their paragraph. Students can rehearse independently, with a partner, or with you.

Remind students to use their Vocabulary Journal to incorporate module vocabulary words in their paragraphs.

DRAFT EOM PARAGRAPH 25 MIN.

Individuals

- ✓ Students draft their paragraphs, referring to their evidence organizers and informative writing checklists as needed.

If students finish their draft early, instruct them to self-assess their paragraph on Handout 31A: Informative Writing Checklist.

Land 8 MIN.

GIVE AND GET FEEDBACK

Pairs exchange drafts and give a Praise and Suggestion*.

Wrap

2 MIN.

ASSIGN HOMEWORK

Select and practice your favorite fluency passage from the entire module.

Analyze

Context and Alignment

In this EOM Task, students express their understanding of the module's Essential Question, synthesizing evidence from multiple texts to support their response (RI.2.2, RL.2.2, W.2.2, W.2.8, L.2.1.f). Review students' drafts using the success criteria on Handout 31A: Informative Writing Checklist.

Next Steps

If students' drafts demonstrate significant misunderstandings, meet with students in small groups or one on one to collaboratively revise their drafts before Lesson 32.

↓ Lesson 31 Deep Dive: Style and Conventions

Execute Self-Assessment

- **Time:** 15 min.
- **Text:** All modules
- **Style and Conventions Learning Goal:** Revise Draft for End-of-Module Task Using a Checklist (L.2.1.f)

Launch

Direct students to read Handout 31A: Informative Writing Checklist. As they read the checklist, students should look for ways to include module vocabulary or revise sentences.

Learn

Call students together. Invite volunteers to share any revisions they made to their paragraph.

Model for students how writers revise their work. Post exemplar paragraph:

In fall, the change in weather signals to animals that it is time to prepare for colder weather. Butterflies and birds leave for warmer weather. Other animals, like the snapping turtle, dig a home in the mud to stay warm. Squirrels collect and store food for the colder weather. Change in fall weather is important to many animals.

Invite students to suggest places to use module vocabulary.

- *Instead of “leave for warmer weather,” I could write “migrate.”*
- *I could add the idea of how animals “survive” during winter, because that explains some of the changes animals go through during fall.*

Ask: “Do you see any places to combine sentences?”

- *I could write, “Butterflies and birds migrate for warmer weather, and snapping turtles dig a home in the mud to stay warm.”*
- *I could combine sentences to make, “Change in fall weather is important to many animals, but they all find a way to survive.”*

Read the checklist aloud to make sure that students understand the items. Direct students to read their drafts to make sure they have a subject and verb in each sentence, that they use module vocabulary, and that they combine sentences where possible.

Land

Ask: “How does using a checklist help us improve our writing?”

- *When I combine information from more than one book, I have a lot to think about. Sometimes I might forget to look in my Vocabulary Journal for the best words to use, or to make sure all my sentences are complete.*

■ FOCUSING QUESTION: LESSONS 30-32

How does change impact
people and nature?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Lesson 32

TEXT

- All module texts

Lesson 32: At a Glance

AGENDA

Welcome (5 min.)

Review EOM Task

Launch (5 min.)

Learn (60 min.)

Revise EOM Paragraph (10 min.)

Publish EOM Paragraph (30 min.)

Reflect on Module (20 min.)

Land (5 min.)

Respond to Essential Question

Wrap (2 min.)

Assign Homework

Vocabulary Deep Dive: Vocabulary Assessment, Part 2 (15 min.)

STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

Reading

- RI.2.2, RL.2.2

Writing

- W.2.2, W.2.5, W.2.8

Speaking and Listening

- SL.2.1, SL.2.2, SL.2.6
-  L.2.6

MATERIALS

- Assessment 30A: End-of-Module Task
- Handout 29A: Informative Paragraph Parts Cards
- Handout 31A: Informative Writing Checklist
- Handout 31B: Evidence Organizer
- Knowledge Journal Charts
- Assessment 30B: Vocabulary Assessment

Learning Goals

Revise and publish an informative paragraph about how changes in fall impact plants or animals. (W.2.2, W.2.5, W.2.8, L.2.1.f)

- ✓ Complete EOM paragraph.

Describe knowledge and skills gained from studying module texts. (RL.2.1, RI.2.1, W.10*)

- ✓ Write Three-Two-One Reflection.

-  **Vocabulary Deep Dive**
Vocabulary Assessment, Part 2.

Prepare

FOCUSING QUESTION: Lessons 30–32

How does change impact people and nature?

CONTENT FRAMING QUESTION: Lesson 32

Know: How do the module texts build my knowledge of the Essential Question?

Students complete the EOM Task and reflect on all the learning they have accomplished. The lesson begins with revising; however, students who need to complete evidence charts or drafts begin the lesson doing those steps prior to revising.

Welcome 5 MIN.

REVIEW EOM TASK

Pairs use Assessment 30A: End-of-Module Task to update their partner on what they have completed of their EOM Task and what they need to complete in this lesson.

Launch 5 MIN.

Post the Essential Question and EOM Question.

Ask: “What information in your End-of-Module Task answers the Essential Question?”

Learn 55 MIN.

REVISE EOM PARAGRAPH 10 MIN.

Pairs

After completing their draft, students self-assess their paragraph using Handout 31A: Informative Writing Checklist.

Then, if time permits, they meet with a partner for a peer review.

PUBLISH EOM PARAGRAPH 30 MIN.

Individuals

- ✓ Students rewrite/revise their final copy for publication. Students may add illustrations.

TEACHER NOTE

Share the bound book of their paragraphs with students prior to delivering it to the library. Consider organizing a publishing party where students read the book to another class with each student reading his or her own page.

REFLECT ON THE MODULE 20 MIN.

Individuals

- ✓ Post all the Knowledge Journal Charts with the learning from each of the books in the module. Students do a Gallery Walk of all the charts and then complete a 3-2-1 Response in their Response Journal:

- Three things I learned about change
- Two questions about change I want to answer
- One thing about change I will teach to others

Extension

Students do an additional 3-2-1 Response on new skills they have learned: three new skills I learned, two skills I want to practice more, one skill I will help others learn.

Land

3 MIN.

RESPOND TO ESSENTIAL QUESTION

Use Equity Sticks to call on students to share part of their 3-2-1 Response.

Congratulate students on learning so much about change, and growing their skills in reading, writing, speaking, and listening. They will apply those skills to become experts on a new topic in Module 2.

Wrap

2 MIN.

ASSIGN HOMEWORK

Students share their 3-2-1 Response with someone in your family.

Analyze

Context and Alignment

Evaluate students' final EOM Task paragraphs using the success criteria on the Informative Writing Rubric (RL.2.2, RI.2.2, W.2.2, W.2.8, L.2.1.f).

Next Steps

Note which students completed the task with targeted support such as teacher-facilitated revision, and which students completed it independently. Keep in mind the Informative Writing Rubric expresses end-of-year expectations for Grade 2. Students will continue practicing the Structure and Development rubric criteria in upcoming modules.

↓ Lesson 32 Deep Dive: Vocabulary

Vocabulary Assessment, Part 2

- **Time:** 15 min.
- **Texts:** All module texts
- **Vocabulary Learning Goal:** Demonstrate understanding of module vocabulary by analyzing correct or incorrect use in context. (L.2.6)

Launch

Repeat directions from Assessment 30B. Give students time to complete the remaining assessment questions, 15–28, on the teacher-facing version of Assessment 30B: Vocabulary Assessment located in Appendix C.

Learn

Begin the assessment. Read each questions two times before students fill out their answers. As students work, make sure they are following directions correctly.

Provide oral cues as necessary if students need help locating the proper row and where to mark their answers.

Land

Give students feedback on their effort. Point out positive effort such as students who took their time, students who revisited their answers to double check, and students who wrote neatly.

Appendix A: Text Complexity

Great Minds® carefully selects content-rich, complex module texts. Module texts, especially the core texts, must be appropriately challenging so that students develop their literacy skills and progress toward meeting Anchor Standard for Reading 10 by year’s end. Great Minds evaluates each core module text using quantitative and qualitative criteria outlined in both the Common Core State Standards (CCSS) (<http://witeng.link/0483>) and the updated CCSS Appendix A guidance on text complexity (<http://witeng.link/0093>).

This Appendix provides text-complexity details for each core text in order of appearance in the module. The analysis supports teachers and administrators in understanding the texts’ richness and complexity and the module’s knowledge building and goals. Alongside the Family Tip Sheets, this information can also support conversations with families about texts.

For ideas to support multilingual learners, see the Wit & Wisdom® Multilingual Learner Resource.

Core module texts:

Title and Author	“Weather,” Eve Merriam	
Description of Text	This beautifully crafted poem draws students in with its engaging, playful description of a rainstorm.	
Complexity Ratings	Quantitative: N/A (poetry)	Qualitative: Meaning/Purpose: While the structured pattern of the poem helps readers follow the rhythm and development of the rainstorm, many of the words will challenge readers. Structure: Structure is somewhat predictable and grade-level appropriate. There is an irregular rhyming pattern that repeats throughout the poem. Language: The use of onomatopoeic words and unfamiliar vocabulary may challenge students at first. Knowledge Demands: Nonsense words will be unfamiliar to students. Some of the descriptive words may be challenging for students.
Text-Reader-Task Considerations	“Weather” requires readers to juggle a complex combination of alliteration, onomatopoeia, and challenging words—real and nonsense—while offering opportunities to discuss changes in nature and to develop fluency. The relative brevity of the poem as well as its extended treatment across several lessons allows students to access this complex text.	
Rationale for Placement	Analysis of “Weather” establishes themes of change in relationship to the weather, which students continue to explore throughout the module.	

Title and Author	<i>How Do You Know It's Fall?</i> , Lisa M. Herrington	
Description of Text	This basic informational text details characteristics of fall in a series of short, straightforward chapters with relevant photographs, and features an index and word list with accompanying photographs.	
Complexity Ratings	Quantitative: 520L	Qualitative: Meaning/Purpose: This text is deceptively complex (hence its nonconforming Lexile rating) as it uses challenging vocabulary and complex sentence structures to detail characteristics of fall. Structure: While the organization and graphics are predictable, there are few signposts, such as headers or subheadings, to organize the text. Language: Students will recognize the general information and content. Knowledge Demands: Background knowledge of fall, especially for students in geographic regions with subtle or no shifts of season, will be helpful.
Text-Reader-Task Considerations	Students investigate key terms and details to determine the meaning while also identifying the main topic of the chapters in this text. Students build knowledge about fall and synthesize their learning before moving to the next section of the module. Students may enjoy the opportunity to try the suggested science experiment, included in the back of the text.	
Rationale for Placement	This text provides students with information on seasonal changes in weather and traditional fall activities, knowledge essential to the subsequent module learning. Transitioning to an informational text after their work with a poem allows students to draw connections between different types of texts.	

Title and Author	<i>The Little Yellow Leaf</i> , Carin Berger	
Description of Text	The beautiful illustrations and precise descriptive language of this story communicate a powerful theme of bravery with company, which resonates with Grade 2 students.	
Complexity Ratings	Quantitative: N/A	Qualitative: Meaning/Purpose: While the story is straightforward, readers may be challenged by the complex sentences spread across pages. The brief dialogue between the leaves requires students to infer characters' intent. Structure: The narrator is reliable, however a switch from narration to dialogue may provide a challenge for students. Language: The various iterations of "not ready yet" will support readers interpreting the message of the story. Knowledge Demands: At this point in the module, some of the fall-specific words will be familiar to students; however, many of the rich descriptive words will be unfamiliar to readers.
Text-Reader-Task Considerations	Students apply their knowledge of fall to understand the narrative of <i>The Little Yellow Leaf</i> . Repetition throughout the story supports students' exploration of story structure while developing their content knowledge of change and fall.	
Rationale for Placement	<i>The Little Yellow Leaf</i> provides students the opportunity to apply what they have learned about fall from Herrington's text to a work of literary fiction and continue to develop that knowledge.	

Title and Author	<i>A Color of His Own</i>, Leo Lionni	
Description of Text	This classic Lionni tale about friendship and identity entices students with bright watercolor illustrations and elegant language.	
Complexity Ratings	Quantitative: AD64OL	Qualitative: Meaning/Purpose: While seemingly simple, there are some complex sentences that will challenge students. Structure: Strong illustrations support the text, and the simple structure of problem and resolution will help readers follow the storyline. The relatively lengthy introduction about animals' colors will provide opportunity for discussion and analysis. Language: While some sentences are complex, the language is grade appropriate. Knowledge Demands: Background knowledge of fall, chameleons, and camouflage will strengthen students' understanding of the text.
Text-Reader-Task Considerations	Students recount the narrative, building skill with sequencing story events and identifying a central message. Students also continue to develop their understanding of problem and resolution within a text and identify evidence independently to use in their analytical writing.	
Rationale for Placement	<i>A Color of His Own</i> echoes the theme of <i>The Little Yellow Leaf</i> , underscoring the power of friends to help us through change. After they have read both texts, students draw connections between them.	

Title and Author	<i>Why Do Leaves Change Color?</i>, Betsy Maestro	
Description of Text	This Let's Read and Find Out Science book focuses on leaves and their importance to deciduous trees. The text begins with a broad view of leaves and then details the complex biology of leaves and their life cycle, returning at the end to leaves beyond deciduous trees.	
Complexity Ratings	Quantitative: 580L	Qualitative: Meaning/Purpose: There is an abundance of information on every page and in every illustration of this text. While most of the information in the text centers around the importance of leaves and their life cycle, the text also details different types of leaves, where to see foliage, and activities to do with leaves. Structure: The text switches between a variety of structures and rich descriptions. Most illustrations support the text, some with labels; however, some do not. Language: Some of the content-specific language, especially around the complex process that causes leaves to change color and separate from trees, will be challenging for students. Knowledge Demands: Knowledge of the science of seasonal changes in fall will be very helpful.
Text-Reader-Task Considerations	Over the course of several lessons, students analyze key details in order to determine how and why leaves change color. This highly accessible text also provides an opportunity to assess students' independent reading skills through a New-Read Assessment.	
Rationale for Placement	This informative text explains and illustrates an iconic and important autumn change and provides students an opportunity to synthesize their learning from the module thus far.	

Title and Author	<i>Sky Tree</i> , Thomas Locker	
Description of Text	This Seeing Science Through Art book depicts the seasonal changes of one tree. This lovely text captures the cyclical nature of seasonal changes in nature, detailing the many multifaceted changes in fall.	
Complexity Ratings	Quantitative: AD560L	Qualitative: Meaning/Purpose: The dual narrations of the tree and the illustrations require readers to attend to multiple purposes in the text. Structure: While the story of the tree is appropriately leveled for second-graders, the dual narrations, coupled with complex sentences will challenge readers. Language: Some of the descriptive language may be unfamiliar to students. Knowledge Demands: Knowledge of seasonal changes will support students' comprehension of the text.
Text-Reader-Task Considerations	Students apply all they have learned about change and story structure to this last text in the module. The illustrations, coupled with questions about the feeling and mood the images evoke, encourage students to attend to the choices the artist made with color and composition.	
Rationale for Placement	This final text in the module provides students an opportunity to deepen their understanding of the role of art within narrative storytelling as they read <i>Sky Tree</i> and return to their work with Eve Merriam's "Weather."	

Appendix B: Vocabulary

Wit & Wisdom focuses on teaching and learning words from texts. Students develop an awareness of how words are built, how they function within sentences, and how word choice affects meaning and reveals an author's purpose.

The purpose of vocabulary study in *Wit & Wisdom* is to achieve the following three key student outcomes:

- Improve comprehension of complex texts.
- Increase students' knowledge of words and word parts (including affixes, Latin or Greek roots, etc.).
- Increase students' ability to solve for unknown words on their own.

In order to achieve these outcomes, vocabulary study in *Wit & Wisdom* emphasizes the following three categories of vocabulary words:

- Content Vocabulary: Necessary for understanding a central idea of the domain-specific text and/or module topic).
- Academic Vocabulary: "High-priority" words that can be used across disciplines and are likely to be encountered in other texts. Often abstract and with multiple meanings, these words are unlikely to be known by students with limited vocabularies.
- Text-Critical Vocabulary: Words and phrases that are essential to students' understanding of a particular text or excerpt.

Vocabulary study in *Wit & Wisdom* will occur within the following types of instruction:

- Core 75-min. daily lessons: Vocabulary study that is essential to understanding the text at-hand. Instructional strategies are explicitly introduced and practiced during vocabulary instruction and put into practice during a reading of a text.
- Vocabulary Deep Dives: Vocabulary instruction and practice that advances students' knowledge of high-value words and word-solving strategies, focusing on aspects such as abstract or multiple meanings, connotation, relationships across words, and morphology.

Vocabulary learning is assessed indirectly through application, and directly through two-question assessments (Grades K–2) and sentence assessments (Grades 3–8).

- Indirect Assessment: Students are expected to use and incorporate words from the below list into their academic discourse, through speaking and listening (during Socratic Seminars) and writing (during formal writing tasks, such as the EOM Task).

- Assessment words are selected because of their importance to the module's content as well as their relevance and transferability to other texts and subject areas. Teachers should make this list available to students. (List of assessment words can also be broken down into smaller word banks for ease of use.)
- You will note that indirect assessments in Module 1 of Grade 2 do not include specific word banks; rather, there are reminders about using previously studied vocabulary in conversations and writing when appropriate. This is an instructional decision to reduce the cognitive load required of beginning Grade 2 students, allowing them to focus on acclimating to academic procedures and expectations. Indirect assessments will begin in Module 2.

MODULE WORD LIST

The following is a complete list of all words taught and practiced in the module. Those that are assessed, directly or indirectly, are indicated.

“Weather”

Lesson	Word	Content	Academic	Text Critical	Strategy	Assessment
1, 1 DD	change	✓	✓		Teacher-provided definition; Interactive Word Wall; Deep Dive	Indirect assessment in FQT Lesson 8; Socratic Seminar in Lesson 9; Direct assessment in Deep Dives 30, 32
2, 2 DD	flick	✓			TDQ; Interactive Word Wall; Deep Dive	Direct assessment in Deep Dives 30, 32
2	galosh, slosh, rumble, bumbershoot, clatter			✓	TDQ	
3	knowledge	✓			Teacher-provided definition; Interactive Word Wall	

How Do You Know It's Fall?

Lesson	Word	Content	Academic	Text Critical	Strategy	Assessment
9	celebrate			✓	TDQs	Indirect assessment in Lesson 9
4 DD	contents		✓		Deep Dive	
6–9	cooler	✓		✓	Teacher-provided definition; Interactive Word Wall	Indirect assessment in Lesson 8
6 DD	direct		✓		Deep Dive	
4, 4 DD	glossary		✓		TDQ Deep Dive	Indirect assessment in Deep Dive 4
4	inform		✓		Teacher-provided definition; Interactive Word Wall	
5–9	journal		✓			
5, 5 DD	migrate	✓	✓	✓	TDQs; Deep Dive	Direct assessment in Deep Dives 30, 31
6 DD	observe		✓		Deep Dive	Direct assessment in Deep Dives 30, 32
6–9	occasion		✓		Context clues	
7	ripe			✓	TDQs	Indirect assessment in Lesson 7
6–9, 20 DD	shape		✓		Deep Dive	Direct assessment in Deep Dives 30, 32
6	store		✓	✓	TDQs	

The Little Yellow Leaf

Lesson	Word	Content	Academic	Text Critical	Strategy	Assessment
10	clung			✓	TDQ	
12	lone			✓	Inside-Out	
11	riot		✓	✓	Teacher-provided definition	
13	bare			✓	Inside-Out	
14	heaps			✓	Teacher-provided definition	
14	scarlet			✓	Teacher-provided definition	
14	flurried			✓	Teacher-provided definition	
14	flocks			✓	Teacher-provided definition	
11	resolution		✓		Teacher-provided definition	
11	evidence		✓		Teacher-provided definition	Indirect assessment Lesson 11
11 DD	soar		✓	✓	Word line; Interactive Word Wall; Deep Dive	Direct assessment in Deep Dives 30, 32

A Color of His Own

Lesson	Word	Content	Academic	Text Critical	Strategy	Assessment
15, 15 DD	camouflage	✓			Teacher-provided definition; Interactive Word Wall; Deep Dive	
15 DD	chameleon	✓			Deep Dive	
16	remain			✓	Context clues	

Why Do Leaves Change Color?

Lesson	Word	Content	Academic	Text Critical	Strategy	Assessment
21, 20 DD	absorb		✓		TDQ Link Up Teacher-provided definition	
22-23	changing*		✓		Link Up	
22-23	chlorophyll*	✓		✓	Link Up, TDQ	
21 DD	disappear	✓			Deep Dive	
26 DD	open		✓		Deep Dive	
21, 20 DD	separate		✓		Link Up, Teacher-provided definition	Direct assessment in Deep Deep Dives 30, 32
22 DD	survive		✓		Deep Dive	Direct assessment in Deep Dives 30, 32
22-23	temperature				Link Up	
22 DD	usual		✓		Deep Dive	Direct assessment in Deep Dives 30, 32
21 DD	uncurl				Deep Dive	Direct assessment in Deep Dives 30, 32
22-23	pigment		✓		Link Up, TDQ	

Sky Tree

Lesson	Word	Content	Academic	Text Critical	Strategy	Assessment
26 DD	drift		✓		Deep Dive	
26–29, 25 DD	flutter		✓		TDQ Teacher-provided definition	
26–29, 25 DD	huddle		✓		TDQ; Teacher-provided definition; Deep Dive	Direct assessment in Deep Dives 30, 32
27	streaming			✓	TDQ	
26 DD	open		✓		Deep Dive	Direct assessment in Deep Dives 30, 32
25	palette	✓			Teacher-provided definition; Interactive Word Wall	
27	hurrying			✓	TDQ	
28	cycle			✓	TDQ	

WORDS TO KNOW

Understanding vocabulary and building background knowledge are essential for students' comprehension of complex text. *Wit & Wisdom* students study topics for an extended period of time, building background knowledge. However, students may need additional support with unfamiliar vocabulary as they access complex text.

The words listed here may pose a challenge to student comprehension. Provide definitions or a glossary for these challenging words so students will comprehend complex text. Use a free resource such as Wordsmyth (<http://witeng.link/glossary>) to generate glossaries for students.

“Weather,” Eve Merriam

- *flick*
- *galosh*
- *slosh*
- *rumble*
- *bumbershoot*
- *clatter*

How Do You Know It's Fall?, Lisa M. Herrington

- *migrate*
- *journal*
- *direct*
- *observe*

The Little Yellow Leaf, Carin Berger

- *clung*
- *lone*
- *bare*
- *scarlet*
- *flurried*
- *flocks*

A Color of His Own, Leo Lionni

- *remain*

Why Do Leaves Change Color?, Betsy Maestro

- *uncurl*
- *absorb*
- *separate*
- *survive*
- *usual*
- *changing*
- *chlorophyll*

Sky Tree, Thomas Locker

- *open*
- *drift*
- *flutter*
- *huddle*

Appendix C: Answer Keys, Rubrics, and Sample Responses

Please Note: There is no task for Focusing Question 1.

Lesson 8: Focusing Question Task 2

Text: How Do You Know It’s Fall?, Lisa Herrington

Focusing Question: *How do changes in fall weather impact people and nature?*

Prompt: How does the change in fall weather impact people, plants, and animals? (RI.2.2, W.2.2)

Include in your answer:

- Key terms from the Focusing Question.
- A module vocabulary word.
- *One change in fall weather makes a difference for people, animals, and plants.*
- *In the fall, the cooler air impacts people and nature.*
- *One change can have a big impact.*

Lessons 9, 19: Socratic Seminar Grade 2
2 Speaking and Listening Process Rubric

Grade 2 – Speaking and Listening Process Rubric				
	4 (Exceeds expectations)	3 (Meets expectations)	2 (Partially meets expectations)	1 (Does not yet meet expectations)
Process	▪ Alternates speaking and listening in conversations through multiple exchanges. ▪ Follows all agreed-upon rules for conversations. ▪ Links comments to comments of others effectively. ▪ Uses kind words and tone.	▪ Speaks in conversations through multiple exchanges. ▪ Follows most agreed-upon rules for conversations. ▪ Links comments to comments of others . ▪ Uses kind words.	▪ Speaks in conversations. ▪ Follows some agreed-upon rules for conversations. ▪ Sometimes links comments to comments of others. ▪ Sometimes uses kind words.	▪ Does not yet speak in conversations. ▪ Follows few, if any, agreed-upon rules for conversations. ▪ Rarely, if ever, links comments to comments of others. ▪ Does not yet use kind words.

Listening	▪ Eye contact and body language demonstrate interest. ▪ Can repeat back what is heard in sequence from memory. ▪ Listens actively and cues the speaker with gestures and facial expressions.	▪ Eye contact and body language demonstrate attention. ▪ Can repeat back what is heard in sequence. ▪ Cues the speaker with gestures and/or facial expressions.	▪ Tracks speakers. ▪ Can repeat back what is heard. ▪ Sometimes gives the speaker cues.	▪ Sometimes tracks speakers. ▪ Doesn't yet remember what is heard. ▪ Does not yet cue the speaker.
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Assessment 13A: Focusing Question Task

Text: *The Little Yellow Leaf*, Carin Berger

Focusing Question: *How does the Little Yellow Leaf change?*

Prompt: How does the Little Yellow Leaf change? (RL.2.2, W.2.2, L.2.1.e, L.2.1.f)

Include in your answer:

- Topic statement.
- At least three sentences with evidence.
- The words *first*, *then*, and *finally*.

Sample Responses:

- *The Little Yellow Leaf changes when he finds a friend. At first the Little Yellow Leaf is lonely and afraid to let go of his branch and thinks "I'm not ready yet." Then the Little Yellow Leaf sees the Little Scarlet Leaf and they agree to let go together. Finally, the leaves soar and dance into the wind together.*
- *The Little Yellow Leaf changes when he meets the Little Scarlet Leaf. First he is scared and alone and clings to his branch in the fall. Then, it gets colder and he sees another leaf on an icy branch up high. Finally, the two leaves agree to let go together. They fly off into the wind together.*

Assessment 15A: New-Read Assessment Answer Key

Text: *A Color of His Own*

(RL.2.1, RL.2.2, RL.2.3, W.2.2, W.2.8)

Story Stones Chart

Setting: Outside in nature in the fall, winter, and spring.

Character(s): The chameleon and the older, wiser chameleon.

Problem: The chameleon wants to have a color of his own.

Resolution: He finds a friend. They stay together and have a color of their own together.

Change Chart:

Beginning	Middle	End
▪ Chameleon alone. ▪ Wants color of his own. ▪ Tries to sit on a leaf but it changes color and falls off tree. ▪ Sad and alone in the winter night.	▪ In the spring he walks out into grass. ▪ Meets another chameleon ▪ Older chameleon says "if we stay together we can have a color of our own together." ▪ They agree to stay together.	▪ Side by side. ▪ They change colors together. ▪ They live happily ever after.

Lesson 18: Focusing Question Task 4

Text: *A Color of His Own*, Leo Lionni

Focusing Question: *How does the chameleon change?*

Prompt: How does the chameleon change? (RL.2.2, W.2.2, L.2.1.e, L.2.1.f)

Include in your answer:

- Topic statement.
- At least three sentences with evidence.
- The words *first*, *then*, and *finally*.

Sample Responses:

- *The chameleon changes when he finds a friend. At first the chameleon tries to find a color of his own by remaining on a green leaf, but the leaf changes colors and falls off the tree. Then he meets an older, wiser chameleon and they agree to stay side by side. Finally, the two chameleons live happily ever after with a color of their own together!*
- *The chameleon changes when he becomes friends with the older chameleon. First the chameleon doesn't like that he changes colors all the time, and wants a color of his own. Then he meets another chameleon and they decide that if they stay side by side they can have a color of their own together. Finally, they live together happily ever after.*

Assessment 20A: New-Read Assessment Answer Key**Text:** *Why Do Leaves Change Color?*

Answer	Relevant Standards
1. sun, water, sugar	RI.2.1
2. leaves, grow	RI.2.1
3. The change in sun (or light or sunlight) tells the tree it is time to get ready for winter.	RI.2.1
4. The tree rests during winter.	RI.2.1
5. 6. The tree needs to get ready for winter because it will have to live with less water and sunlight.	RI.2.1
All of these things change.	RI.2.1

Lesson 24: Focusing Question Task 5**Text:** *Why Do Leaves Change Color?***Focusing Question:** *How does weather impact leaves in fall?***Prompt:** How does weather impact leaves in fall? (RI.2.2, W.2.2, L.2.1.f)

Include in your answer:

- A topic statement.
- At least three sentences with evidence.
- The words *first*, *then*, and *finally*.
- A conclusion.

Sample Response:

- *Changes in weather cause the many different colors of leaves. At first, the summer air holds lots of sun and water. The chlorophyll in the leaves helps the leaves absorb this sun, water, and air. Then, the temperature gets colder in fall, so there is not as much sun for the leaves to absorb. The leaves stop making chlorophyll and the green color begins to disappear. Finally, the other colors in the leaves can be seen! All these changes in weather help trees get ready for the cold winter.*

Assessment 29A: Focusing Question Task 4 Answer Key

Text: Sky Tree

Focusing Question: How does Sky Tree show the cycle of seasons?

Prompt: How does Sky Tree show the cycle of seasons? (RL.2.2, RL.2.5, W.2.2, W.2.8, L.2.1.e, L.2.1.f)

Include in your answer:

- A topic statement.
- At least three sentences with evidence.
- The words *first*, *then*, and *finally*.
- A conclusion.

Sample Response:

- *The Sky Tree changes with the cycle of seasons. First, its leaves flutter in the summer wind. Then, its colorful leaves fall in autumn. In winter, snow covers the empty branches. Then spring buds grow, and the freezing snow melts. Finally, the summer breeze shakes the leaves again. The cycle of seasons begins again.*

Assessment 30A: End-of-Module Task Paragraph

EOM Question: How do changes in weather impact plants or animals in fall?

The change in fall weather tells animals to prepare for cold. Butterflies and birds migrate to warmer weather, and snapping turtles stay warm in the mud. Squirrels store food for the colder weather. The weather gets colder in fall, so animals do things to survive.	W.2.2, The topic statement states the essential idea (change in weather tells animals to prepare for cold) and answers the Focusing Question (addresses the category of animals). RL.2.2, RI.2.2, W.2.8, Evidence is drawn from multiple texts (<i>How Do You Know It's Fall?</i>, <i>Sky Tree</i>). W.2.2, The conclusion reinforces the essential idea (animals prepare to survive in colder weather). W.2.5, Refer to students' Informative Writing Checklist and draft for evidence of revision. L.2.1.f, Uses compound sentences with clauses joined by and and so.
Content knowledge: The paragraph details change that happens to one category—animals (squirrels, butterflies, birds, snapping turtles) as indicated in the End-of-Module question. It uses content vocabulary such as <i>migrate</i> and <i>survive</i>. Throughout, the paragraph conveys a coherent understanding of the topic of the paragraph: how changes in weather impact animals in fall.	

Lesson 32: EOM Writing Rubric

Grade 2 – Informative Writing				
	4 (Exceeds expectations)	3 (Meets expectations)	2 (Partially meets expectations)	1 (Does not yet meet expectations)
Structure	- Responds thoroughly to all elements of prompt. - Introduces topic thoroughly. - Provides three or more additional pieces of information about the topic in middle. - Provides a strong concluding statement or section.	- Responds to all elements of prompt. - Introduces topic. - Provides two additional pieces of information about the topic in middle. - Provides a concluding statement or section.	- Responds to some elements of prompt. - References topic but does not clearly introduce it. - Provides one piece of information about the topic in middle. - Provides a brief or unclear sense of closure.	- Does not respond to prompt; off-topic. - Does not introduce or reference topic. - Does not provide additional information. - Does not provide closure.
Development	- Develops topic with a variety of evidence from text(s). - Evidence provided strongly and clearly develops points.	- Develops topic with evidence from text(s). - Evidence provided relates to topic and develops points.	- Develops topic with general evidence that may not come from text or may not be factually accurate. - Evidence may not consistently relate to topic.	Does not provide evidence.

Style	▪ Uses a variety of appropriately-chosen simple and compound sentences. ▪ Uses several words and phrases specific to the text and topic.	▪ Uses simple and compound sentences. ▪ Uses several words and phrases relevant to the text and topic.	▪ Attempts to use one or two compound sentences but may be improperly used. ▪ Uses one or two words and phrases related to the topic.	▪ Does not use compound sentences. ▪ Uses limited vocabulary inappropriate to the content.
Conventions	▪ Shows consistent command of end-of-grade-level Language standards for conventional written English, including mechanics, usage, and spelling; occasional errors may interfere with meaning but main points are intelligible to reader.	▪ Shows general command of end-of-grade-level Language standards for conventional written English, including mechanics, usage, and spelling; some errors interfere with meaning.	▪ Shows partial command of end-of-grade-level Language standards for conventional written English, including mechanics, usage, and spelling; errors interfere with meaning and some main points are not intelligible to reader.	▪ Does not show command of end-of-grade-level Language standards for conventional written English, including mechanics, usage, and spelling; errors significantly interfere with overall meaning and writing is difficult to follow.

Assessment 30B: Vocabulary Assessment Teacher-Facing Version, With Answer Key

1. Uncurl: If flower petals uncurl, does the flower open? (Yes)
2. Soar: Did we hear the jet plane soar overhead? (Yes)
3. Change: Could you change a room by coming in through a window? (No)
4. Separate: If we glue two pieces together, did we separate them? (No)
5. Usual: On the beautiful summer day, was the sky its usual blue? (Yes)
6. Flick: Could you flick an insect off your shirt? (Yes)
7. Survive: With good camping equipment, can people survive in the wild? (Yes)
8. Huddle: If you go to opposite sides of the couch, did you huddle? (No)
9. Disappear: Does snow disappear when spring and summer come? (Yes)
10. Migrate: If you have lived in one place for a long time, did you just migrate there? (No)
11. Observe: If you looked away when the goalie made the play, did you observe it? (No)
12. Contents: Does a package of food list the contents? (Yes)
13. Open: Did the baby bird finally open its eyes? (Yes)
14. Shape: Is a maple leaf a different shape than an oak leaf? (Yes)
15. Flick: Could you flick a football across the goal line? (No)
16. Observe: If you watch the kitten carefully, did you observe it? (Yes)
17. Soar: Did the injured bird soar back to the nest? (No)
18. Huddle: If you shared a blanket on a cold night, did you huddle? (Yes)
19. Contents: Is the Table of contents the same as an illustration? (No)
20. Separate: Does the teacher separate the students who are talking too much? (Yes)
21. Uncurl: If I uncurl my hair, did I make it more curly? (No)
22. Shape: Does a book have a square shape? (Yes)
23. Disappear: When you put on a jacket, do you disappear? (No)
24. Survive: Can a butterfly survive a snowstorm? (No)
25. Usual: Was everything the same as usual during the blackout? (No)
26. Migrate: Do butterflies migrate because snow is on the way? (Yes)
27. Change: Could you change a room by painting it a different color? (Yes)
28. Open: Did we shut the window when it got cold outside? (Yes)

Appendix D: Volume of Reading

Students may select from these recommended titles that support the module content or themes. These texts can be used as part of small-group instruction or as part of an independent and/or choice reading program.

In addition, the Volume of Reading Reflection handout located in the back of the Student Edition provides response questions for these texts.

Lexile measures are listed below when available. The Lexile code AD (Adult Directed) refers to a book that is usually read aloud to a child and includes difficult language or text elements. A text labeled with NC (Non-Conforming) Lexile indicates a developmentally appropriate text that is better suited for high-ability readers.

TECHNICAL ACCOUNT

- (NC1010L) *The Longest Day: Celebrating the Summer Solstice*, Wendy Pfeffer*
- (NC1010L) *The Shortest Day: Celebrating the Winter Solstice*, Wendy Pfeffer

PICTURE BOOK

- (360L) *Poppleton in Winter*, Cynthia Rylant
- (300L) *Frog and Toad All Year*, Arnold Lobel
- (560L) *Henry and Mudge in the Sparkle Days*, Cynthia Rylant*
- (840L) *Snow*, Cynthia Rylant
- (AD 700L) *Over and Under the Snow*, Kate Messner

* This title is currently out of print.

Appendix E: Works Cited

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ACKNOWLEDGMENTS

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The following writers, editors, reviewers, and support staff contributed to the development of this curriculum.

Karen Aleo, Elizabeth Bailey, Ashley Bessicks, Sarah Brenner, Ann Brigham, Catherine Cafferty, Sheila Byrd-Carmichael, Lauren Chapalee, Emily Climer, Rebecca Cohen, Elaine Collins, Julia Dantchev, Beverly Davis, Shana Dinner de Vaca, Kristy Ellis, Moira Clarkin Evans, Marty Gephart, Mamie Goodson, Nora Graham, Lindsay Griffith, Lorraine Griffith, Christina Gonzalez, Emily Gula, Brenna Haffner, Joanna Hawkins, Elizabeth Haydel, Sarah Henchey, Trish Huerster, Ashley Hymel, Carol Jago, Mica Jochim, Jennifer Johnson, Mason Judy, Sara Judy, Lior Klirs, Shelly Knupp, Liana Krissoff, Sarah Kushner, Suzanne Lauchaire, Diana Leddy, David Liben, Farren Liben, Brittany Lowe, Whitney Lyle, Stephanie Kane-Mainier, Liz Manolis, Jennifer Marin, Audrey Mastroleo, Maya Marquez, Susannah Maynard, Cathy McGath, Emily McKean, Andrea Minich, Rebecca Moore, Lynne Munson, Carol Paiva, Michelle Palmieri, Tricia Parker, Marya Myers Parr, Meredith Phillips, Eden Plantz, Shilpa Raman, Rachel Rooney, Jennifer Ruppel, Julie Sawyer-Wood, Nicole Shivers, Danielle Shylit, Rachel Stack, Amelia Swabb, Vicki Taylor, Melissa Thomson, Lindsay Tomlinson, Tsianina Tovar, Sarah Turnage, Melissa Vail, Keenan Walsh, Michelle Warner, Julia Wasson, Katie Waters, Sarah Webb, Lynn Welch, Yvonne Guerrero Welch, Amy Wierzbicki, Margaret Wilson, Sarah Woodard, Lynn Woods, and Rachel Zindler

Colleagues and Contributors

We are grateful for the many educators, writers, and subject-matter experts who made this program possible.

David Abel, Robin Agurkis, Sarah Ambrose, Rebeca Barroso, Julianne Barto, Amy Benjamin, Andrew Biemiller, Charlotte Boucher, Adam Cardais, Eric Carey, Jessica Carloni, Dawn Cavalieri, Janine Cody, Tequila Cornelious, David Cummings, Matt Davis, Thomas Easterling, Jeanette Edelstein, Sandra Engleman, Charles Fischer, Kath Gibbs, Natalie Goldstein, Laurie Gonsoulin, Dennis Hamel, Kristen Hayes, Steve Hettleman, Cara Hoppe, Libby Howard, Gail Kearns, Lisa King, Sarah Kopec, Andrew Krepp, Shannon Last, Ted MacInnis, Christina Martire, Alisha McCarthy, Cindy Medici, Brian Methe, Ivonne Mercado, Patricia Mickelberry, Jane Miller, Cathy Newton, Turi Nilsson, Julie Norris, Tara O'Hare, Galemari Ola, Tamara Otto, Christine Palmtag, Dave Powers, Jeff Robinson, Karen Rollhauser, Tonya Romaine, Emmet Rosenfeld, Mike Russoniello, Deborah Samley, Casey Schultz, Renee Simpson, Rebecca Sklepovich, Kim Taylor, Tracy Vigliotti, Charmaine Whitman, Glenda Wisenburn-Burke, and Howard Yaffe

Early Adopters

The following early adopters provided invaluable insight and guidance for Wit & Wisdom:

- Bourbonnais School District 53 • Bourbonnais, IL
- Coney Island Prep Middle School • Brooklyn, NY
- Gate City Charter School for the Arts • Merrimack, NH
- Hebrew Academy for Special Children • Brooklyn, NY
- Paris Independent Schools • Paris, KY
- Saydel Community School District • Saydel, IA
- Strive Collegiate Academy • Nashville, TN

- Valiente College Preparatory Charter School • South Gate, CA
- Voyageur Academy • Detroit, MI

Design Direction provided by Alton Creative, Inc.

Project management support, production design, and copyediting services provided by ScribeConcepts.com

Copyediting services provided by Fine Lines Editing

Product management support provided by Sandhill Consulting