

Lesson Guidance 3.2	
Grade	2nd
Unit	3 Module 3
Selected Text(s)	<ul style="list-style-type: none"> • From Garbage to Compost by Lisa Owings • How Compost Is Made: A Field Trip! (video) from SciShow Kids • Food Waste Warriors Lesson Plan and Handouts
Duration	2 days

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

- Use understandings to sort food-waste into categories
- Engage in discussion about where unwanted food can go
- Ask and answer questions about an informational text to outline components of the compost process.
- Use details from the story to develop an understanding of what the main idea is and develop a clear understanding of the reading.
- Using information from the text, explain how the character solved the problem and overcame adversity or challenges.

CCSS Alignment

Priority Standards:

CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.



Supporting Standards:

CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-LITERACY.RF.2.3.B Know spelling-sound correspondences for additional common vowel teams.

CCSS.ELA-LITERACY.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.



 WIDA Alignment	<ul style="list-style-type: none">● ELD-LA.2-3.Inform.Interpretive: Interpret informational texts in language arts by identifying the main idea and key details through nouns to add details about the composting process.
End of lesson task <i>Formative assessment</i>	<ul style="list-style-type: none">● Ask and answer questions about the information in <i>From Garbage to Compost</i>● Students will complete the “Food is Not Trash” sorting activity in groups of 3-5 students (located HERE beginning at slide 5)
Knowledge Check <i>What do students need to know in order to access the text?</i>	<p>Background knowledge</p> <ul style="list-style-type: none">● Discuss what students already know about nutrients and nutritious foods, as this can help with the ideas in the text.● Composting itself may be new for students, so use images from the text to anchor the discussion. <p>Key Terms</p> <ul style="list-style-type: none">● Key Details● Descriptive Details● Word Meaning● Opinion Writing <p>Foundational Skills Connections</p> <p>Look for ways throughout the text to apply and transfer the learning from your phonics lesson into shared reading. The foundational skills integration document will call out sample teacher moves to incorporate during instruction and add the link to the foundational skills integration document.</p> <p>Vocabulary Words (<i>words found in the text</i>)</p> <p>Identify vocabulary based on selected text.</p> <ul style="list-style-type: none">● Pre-teach: food waste, gardeners, compost, soil● Define while reading: microorganisms, decompose, nutrients <p> ELD Instructional Practices for Vocabulary: Use the Thumbs Up, Thumbs in Neutral or Thumbs Down strategy</p> <p>“Vocabulary instruction is throughout the lesson/unit with only key terms/phrases introduced at the beginning of the lesson. All vocabulary should include illustrations/gifs/photographs. Utilizing hand signals when targeted vocabulary is heard, cements learning,</p> <ul style="list-style-type: none">● Effective vocabulary instruction for ELs includes:<ul style="list-style-type: none">○ (1) “multiple exposures to target words over several days and across reading, writing, and speaking opportunities” with a variety of instructional activities,○ (2) “student-friendly” definitions○ (3) ensuring students can use the terms for “communication and future learning.” (Baker, Lesaux, et al)○ (4) teaching affixes / words that can be altered by adding prefixes and or suffixes,○ (5) pointing out cross-language similarities (e.g., cognates),

- (6) noting multiple meanings across domains (e.g., the definition of “volume” in math and science vs. ELA).
- Students can complete a [notebook configuration](#), [vocabulary log](#) or [Frayer Model](#) activity to increase understanding

SPED Accommodation/Differentiation:

- When orally responding to text dependent questions, prompt students to “Turn the Question Around” or provide students with sentence stems/frames to aid their ability to speak and write complete sentences.

Core Instruction

Text-centered questions and ways students will engage with the text

Opening Activity:

Start by pre teaching the following vocabulary terms; food waste, gardeners, compost, soil. Next play the video on [How Compost Is Made: A Field Trip!](#) (video) from SciShow Kids.

ELD

[ELD Scaffolds](#)

When introducing a new concept, students need time to think about the concept and academic or technical language associated with it.

- [Novel Ideas Only](#) provides an opportunity to share ideas with the whole class.
- Please reference [English Language Development Instructional Guide](#) (pages 64-68) for additional tasks that support ELs as they interact with texts/concepts.
- During the formative assessment, students will use the story map responses to give them the language they need to orally rehearse the story elements. Have children practice in pairs prior to sharing with the class to give sufficient oral practice on academically relevant and challenging content.

Content Knowledge:

- Garbage
- Food Waste
- Compost
- Food Audit
- Gardeners

Shared Reading:

Engaging with Texts:

- Share the purpose:
 - Garbage to Compost: This book shows us what gardeners do with scraps of food. Some of what keeps us healthy could keep soil healthy for more plants and food. As we read, we will ask and answer questions in order to better understand the composting process.



- Read text aloud; Sample text dependent questions:
 - What kinds of food scraps make good compost?
 - What food scraps do not?
 - Why do gardeners like soil from compost?
- Practice and apply skills; Students will:
 - Discuss their own habits about the food they eat and do not eat.

Sentence Comprehension: “Gardeners can help it along by stirring it often and making sure it has the right amounts of water and heat.”

Guided Question: What details are important in this sentence?

- What is another word for “stirring” as it is used in this sentence? (mixing, turning, churning)
- What is “it” in this sentence? (the compost)
- What is the author describing in this sentence? (how gardeners can help the compost decompose)
- Speaking and Writing Sample: Restate this sentence in your own words. ____ (noun) needs help to ____ (verb). Gardeners can help by ____ (verb phrase). Example: Compost needs help to decompose. Gardeners can help by mixing the compost often.

Discourse:

- During the sorting activity, let students debate kindly if they disagree. The more they think about their food waste, the bigger the learning!

ELD

[ELD Scaffolds](#)

Support for all levels: In a small group, create an anchor T-chart while reading the text. Encourage students to come up and write down what is/can be used for compost. Students may write words or draw pictures. After reading the text, ask students to list items they think would not be used for compost based off of the items that are.

[Classroom Compost Idea](#)

SPED Accommodation/Differentiation:

- Prior to reading, use an explicit instruction routine to teach vocabulary critical to understanding the text as a whole in order to facilitate text comprehension and foster deep processing and retention of word meaning, so that students are able to readily use the targeted words in their speaking and writing. [Click here to see an explicit instruction vocabulary routine.](#)
- Prior to reading, lead a discussion to evoke prior knowledge related to information previously taught in the Module. Use a structured discussion protocol like De Bono’s hat linked [here](#).
 - Modify as necessary for this discussion.
- Prior to reading the text, pre assign students questions to focus attention and increase engagement
 - Be sure that students understand the questions and that they will be required to discuss answers to these questions after reading the text
- During reading, pause and ask standards based questions to check for student understanding
 - Who is this text about?
 - Where does the text take place?
 - When does the text take place?
 - What is one of the most important details? Why?
 - How does knowing where the text takes place help you understand the information?
 - What do you wonder about?
- During discourse, provide students with sentence frames/ starters to guide academic conversation and focus content related material
 - For students who may need additional support, pair with a peer mentor who understands the task at hand and grasps the content.

Small Group Reading Instruction:

Based on student needs (i.e. foundational skills and language comprehension), teachers will scaffold instruction by looking at the [vertical progression](#) of the priority standards in order to differentiate instruction so that students can access text.

Formative Assessment:

- Ask and answer questions about the information in *From Garbage to Compost*
- Students will complete the “Food is Not Trash” sorting activity in groups of 3-5 students (located [HERE](#) beginning at slide 5)

ELD

[ELD Scaffolds](#)

- Label the items in the sorting activity to support vocabulary development in newcomer and beginner learners (save this work for module 4.1)

SPED Accommodation/Differentiation:

- Before engaging in the formative assessment, review information that is critical from the Module
- Before completing the formative assessment, host small group discussions with students to generate ideas for task
 - Create an anchor chart of other graphic organizer to help students visualize information
- Before completing the formative assessment, host small group discussions with students to review and reteach information taught in the text
 - Draw students’ attention to critical information that can be used throughout the completion of the task
 - Allow students to make annotations directly on their text to help aid in student comprehension
- Before completing the formative assessment, provide students with an exemplar for completion
 - Post exemplar for students to access throughout the completion of the task
 - Consider creating a checklist for students to help organize / manage time and tasks
- During the formative assessment, provide frequent feedback by checking in with students
- During the completion of the formative assessment, guide students in the process of writing a paragraph, transferring information from the text in order to complete the text based questions
- During the writing, reinforce (with tapping) sound-grapheme correspondence for spelling in order to strengthen encoding skills.
- During the formative assessment, allow students to dictate their responses
- To further modify the formative assessment, it may be appropriate to provide students with cloze sentences in which they have to provide a limited amount of information
 - Allow students to complete the modified assessment using any of the above listed accommodations

Optional Extension Activity:


Have the students complete the Where Does Food Come Activity that begins on page 13. (located [HERE](#))

Foundational Skills, Fluency, Comprehension and Writing Supports

Foundational Skills

[Saxon](#)

	Foundations Sounds First: Phonemic Awareness Resource Weeks 1-8 Sounds First: Phonemic Awareness Resource Weeks 9-18 Sounds First: Assessments Sounds First: K-2 Video Demonstrations
Fluency	Fluency Protocols
Sentence Comprehension	<p>Focus on Syntax</p> <p>Sample Sentence: <i>"Gardners can help it along by stirring it often and making sure it has the right amounts of water and heat."</i></p> <p>Guided Question: What details are important in this sentence?</p> <ul style="list-style-type: none"> • What is another word for "stirring" as it is used in this sentence? (mixing, turning, churning) • What is "it" in this sentence? (the compost) • What is the author describing in this sentence? (how gardeners can help the compost decompose) • Speaking and Writing Sample: Restate this sentence in your own words. ____ (noun) needs help to ____ (verb). Gardeners can help by ____ (verb phrase). Example: Compost needs help to decompose. Gardeners can help by mixing the compost often.
Writing	Pattan Writing Scope and Sequence

Additional Supports	
 ELD Practices	<ul style="list-style-type: none"> • English Language Development Instructional Guide • Strategies for English Learners • Argumentative Student Language Support Sheet(ELD) • Narrative Student Language Support Sheet(ELD) • Informational Student Language Support Sheet(ELD) • Sample Linguistic Frames
SpEd Practice	<ul style="list-style-type: none"> • Model what it looks and sounds like to summarize a group discussion when it is your turn to speak and then to elaborate on the discussion, so that students have a clear mental picture of what to do. • Prompt students to summarize the discussion when it is their time to speak and to elaborate on what has been said in order to elicit participation and practice and to assess the skill level of each student. • Instruct students in the use of outlining what they intend to write for both the summary and scenario. Assist students to outline the topic sentence, concluding sentence, and three supporting sentences in order to assist students to write proficiently. • Provide sentence starters if necessary to help generate ideas for sentences.



	<ul style="list-style-type: none">• Allow for the use of Google Docs or Google Slides to construct the written composition as an alternative to handwritten composition for students whose writing is more efficient and effective when using technology, and for students who have challenges gripping pencils and pens .• Encourage the use of spell checker, grammar checker, and word prediction when using Google Docs and Google Slides in order to reinforce correct spelling and grammar, and to encourage precise word usage.
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access