



Lesson Guidance 2.3	
Grade	2nd
Unit	3 Module 2
Selected Text(s)	<ul style="list-style-type: none">• Suggested Texts and Materials:• Moth and Wasp, Soil and Ocean (book)• Moth and Wasp, Soil and Ocean (Epic book)• Background info from images and back-matter and first part of the text (reading is continued in Module 2.4)
Duration	2 days

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

Learning Goal(s)

What should students understand about today's selected text?

- Identify the cause and effect of the pesticides versus Pu Zhelong's research and write a recounting of the text.
- Gather details to support what the author wants readers to learn from the text (keeping our actions in balance with nature).
- Work together to organize student notes and begin to make a "Before and After book" from interviews.

CCSS Alignment

Priority Standards:

[CCSS.ELA-LITERACY.RL.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.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.RI.2.4](#) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

[CCSS.ELA-LITERACY.W.2.1](#) Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.


[CCSS.ELA-LITERACY.W.2.7](#) Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

[CCSS.ELA-LITERACY.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 (e.g., *When other kids are happy that makes me happy*).

Supporting Standards:

[CCSS.ELA-LITERACY.RI.2.6](#)



	<p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>CCSS.ELA-LITERACY.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>CCSS.ELA-LITERACY.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>CCSS.ELA-LITERACY.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-LITERACY.RF.2.3.C Decode regularly spelled two-syllable words with long vowels.</p> <p>CCSS.ELA-LITERACY.RF.2.3.F Recognize and read grade-appropriate irregularly spelled words.</p>
 WIDA Alignment	<p>ELD-SI.K-3.Explain: Share initial thinking with others; follow and describe causes and effects through a variety of clause structures to explain phenomenon (i.e. <i>because, caused, due to</i>).</p>
<p>End of lesson task <i>Formative assessment</i></p>	<ul style="list-style-type: none">• Check-in on interview progress, adjusting questions if needed.• Note-catcher for the cause-effect relationships in the text. Complete the cause/effect and recounting note-catcher for the events in <i>Moth and Wasp</i>; <i>Soil and Ocean</i> and the Lessons Learned Sheet for the characters in the text. (This can be completed in Module 2.4.)
<p>Knowledge Check <i>What do students need to know in order to access the text?</i></p>	<p>Background knowledge</p> <ul style="list-style-type: none">• Know how pesticides kill off both the bad bugs AND the good bugs and birds that we need for our environment to survive.• Use visuals to show how bugs grow in different stages. Students may be familiar with the idea of a caterpillar changing to a butterfly.• Locate where to find China and the Guangdong province using the map (one is provided on pg 15 of the book).• Learn how to correctly pronounce scientist Pu Zhelong's name (Found on pg 32 as “<i>Juh-lawng</i>”). <p>Key Terms</p> <ul style="list-style-type: none">• Key Details• Cause and Effect• Characters, Events, Plot• Word Meaning• Retelling of Events



Foundational Skills Connections

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.

Vocabulary Words *(words found in the text)*

Identify vocabulary based on selected text.

Example, from [Moth and Wasp](#), [Soil and Ocean](#)

- Pre-teach:
 - pesticide, chemicals, lychee, cautious
 - The bug-types (stem borers, leaf-roller moths, and stink bugs can be pre-taught; students only need to know that they are harmful to the plants)
- Define while reading: larvae, metamorphose, kerosene, sparrow, host



ELD Instructional Practices for Vocabulary: Use the [Act It Out!](#) [Total Physical Response \(TPR\)](#) strategy

“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,

- Effective vocabulary instruction for ELs includes:
 - (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 [Vocabulary Tracker](#), [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 pesticide, chemicals, lychee, cautious.

ELD

ELD Scaffolds

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

- [Think / Write / Pair / Share](#) provides time for students to share ideas about the topic / concept and build a sense of empowerment.
- 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:

- The Environment
- Environmental Activist
- Pesticides

Shared Reading:

Engaging with Texts: Students will begin reading the text [Moth and Wasp, Soil and Ocean](#). As students read, they should understand cause and effect, character traits of the scientists and the narrator, and the universal lessons they are learning from the story to apply to real life.

- Share the purpose:
 - You have learned about lots of living beings that live in the water and how the actions of humans affect them. We will read a story about a scientist named Pu Zhelong who helped farmers with their problem-bugs without destroying the environment.
- Read text aloud; Sample text dependent questions:
 - What are two important foods for the narrator's community? What is happening to them?
 - What methods did the narrator try to stop the bugs?
 - What was the effect of spraying pesticides for years?
 - Why did the farmers see **more** bugs after spraying the pesticides?
 - What was the effect after Pu Zhelong suggested that they stop using the pesticides?
- Practice and apply skills; Students will:
 - Use [the cause/effect and recounting note-catcher](#) to organize the information in the text to show cause and effect; how human behavior (spraying pesticides) impacted the environment

Sentence Comprehension: *"Then, the scientist from the city took off his shoes, planted a bare foot against a board, and picked up a saw."* p. 21

Guiding Question: How does the author use details in the sentence?

- Who is the sentence about? (the scientist from the city)
- What does the word "planted" mean as used in the sentence? (to place firmly)
- What does the word "saw" mean as used in the sentence? (a hand tool for cutting wood)



- Speaking and Writing Sample: Some words have multiple meanings. Write a sentence that uses the words “planted” and “saw” in different a context/meaning. The scientist planted _____. We saw _____. Example: The scientist planted seeds in the garden. We saw the seeds begin to sprout after a few weeks.

Discourse:

- How did the scientists use their understanding to keep nature in balance?
- Have you learned about another example of a cycle like the life-cycles in this book?

ELD

[ELD Scaffolds](#)

- **Support for all levels:** While reading, provide students with a [Cause/Effect Organizer](#) to track Pu Zhelong’s research.
- **Heavy Support:** To facilitate academic conversations, provide frames for discussing Pu Zhelong’s research (i.e. ____ resulted in _____. ____ because _____. ____ caused _____.)
- **Moderate/Light Support:** To facilitate academic conversations, provide frames for discussing Pu Zhelong’s research (i.e. Due to _____, _____. ____ had a significant impact on _____.)

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
- Prior to engaging with the text, review concepts of cause and effect
 - Allow students to provide examples
 - Create or review previously created anchor charts that focus on the topic
 - Answer any clarifying questions the students may have about cause and effect
- During reading, pause and ask standards based questions to check for student understanding
 - Who are the characters in the story?
 - Where does the story take place?
 - When does the story take place?
 - What is one of the most important details? Why?
 - Why is ____ a key detail?
 - How does knowing where the story takes place help you understand the story?
 - What do you wonder about ____?
 - What words help you understand the story?
 - Are there words that repeat or rhyme? How do these words add to your understanding of the story?
 - Who is the text about?
 - Where does the text take place?
 - When does the text take place?
 - What do you think ____ means?
 - What words do you not understand?
 - What do you do when you get to an unknown word?



- During Practice and Apply Skills, brainstorm ideas with students to complete the anchor chart/ graphic organizer
 - Model for students strategies to gain information from the text
 - If possible, provide students with a copy of the text and allow them to make annotations directly on the text using any kind of visual marker (highlighting, underlining, sticky notes, etc)
- 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:

- Check-in on interview progress, adjusting questions if needed.
- Note-catcher for the cause-effect relationships in the text. [Complete the cause/effect and recounting note-catcher](#) for the events in *Moth and Wasp*; *Soil and Ocean* and the [Lessons Learned Sheet](#) for the characters in the text.
(This can be completed in Module 2.4.)

ELD

[ELD Scaffolds](#)

- Provide cause/effect frames for students to reference when discussing events in the text (i.e. ____ *because* _____. *Due to* _____, _____. ____ *caused* _____). Stick to frames that have been previously used to accurately assess understanding.

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: N/A

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>“Then, the scientist from the city took off his shoes, planted a bare foot against a board, and picked up a saw.”</i> p. 21</p> <p>Guiding Question: How does the author use details in the sentence?</p> <ul style="list-style-type: none"> • Who is the sentence about? (the scientist from the city) • What does the word “planted” mean as used in the sentence? (to place firmly) • What does the word “saw” mean as used in the sentence? (a hand tool for cutting wood) • Speaking and Writing Sample: Some words have multiple meanings. Write a sentence that uses the words “planted” and “saw” in different a context/meaning. The scientist planted _____. We saw _____. Example: The scientist planted seeds in the garden. We saw the seeds begin to sprout after a few weeks.
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)



	<ul style="list-style-type: none">• 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.• 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.
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access