

Newark Board of Education

ELA Integrated Science Curriculum- Grade 2



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Nicole T. Johnson, Deputy Superintendent

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2021 - 2022

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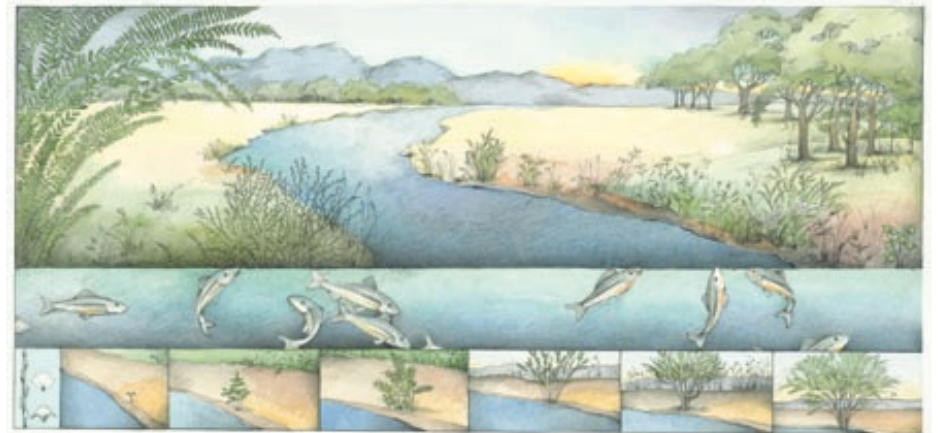
Curriculum Reviewers

Dr. Mary Ann Reilly, Assistant Superintendent for Teaching and Learning

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How Wind, Water, and Animals Disperse Seeds

In this five week read aloud/shared reading unit, students learn about seeds and how seeds are dispersed. Marie Clay (1991) writes that when teachers read aloud to students “meanings can be negotiated in discussion before, during, and after the story reading” (p.171). Reading aloud to students should include think-aloud or interactive elements and focus intentionally on the meaning “within the text,” “about the text,” and “beyond the text” (Fountas & Pinnell, 2006, p.33). Read aloud, as part of the gradual release of responsibility, feeds naturally into shared, guided, and independent reading as teachers demonstrate for students the ways the reading process works (Burkins & Croft, 2010). Books for guided and independent reading that relate to the topic of seed dispersal are included.



Learning Objectives

OUTCOMES

1. Understand content knowledge such as: plants depend on animals for pollination or to move their seeds around; designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
2. Build reading stamina and fluency through partner reading.
3. Develop and answer questions to demonstrate an understanding of key ideas and details in a text; to describe the connections among ideas, concepts, or a series of events.; to identify central ideas, and to state author's purpose.
4. Describe the overall structure of a text and identify examples of how illustrations, text features, and details support the point of view or purpose of the text.
5. Write informative/explanatory texts; create responses to a texts; develop questions and participate in shared research and explorations to answer questions and to build knowledge.
6. Recall and represent relevant information from experiences or gather information from provided sources to answer a question.

OUTCOMES CONTINUED

7. Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
8. Recount or describe key ideas or details of diverse texts and formats.
9. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.
10. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Essential Question:

How do animals help plants pollinate and spread their seeds?

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Lesson 1: <i>Up in the Garden and Down in the Dirt</i></p> <p>Read Aloud</p> <p>3-2-1</p>	<p>Lesson 2: <i>Up in the Garden and Down in the Dirt</i></p> <p>Read Aloud</p> <p>Retelling Story Map</p>	<p>Lesson 3: <i>Up in the Garden and Down in the Dirt</i></p> <p>Read Aloud</p> <p>PAVE Mapping</p>	<p>Lesson 4: <i>Up in the Garden and Down in the Dirt</i></p> <p>Read Aloud</p> <p>Text Dependent Questions</p> <p>Independent Writing</p>	<p>Lesson 5: <i>Up in the Garden and Down in the Dirt</i></p> <p>Read Aloud Author’s Message & About the animals pages, Data chart about animals from the text.</p>
<p>Lesson 6: <i>Planting The Wild Garden</i></p> <p>Read Aloud</p> <p>Turn and Talk, Independent Writing</p>	<p>Lesson 7: <i>Planting The Wild Garden</i></p> <p>Read Aloud</p> <p>Retelling Map</p>	<p>Lesson 8: <i>Planting The Wild Garden</i></p> <p>Text Dependent Questions</p> <p>Independent Writing</p>	<p>Lesson 9: <i>Planting The Wild Garden</i></p> <p>Vocabulary & Figurative Language, Shared Writing/ Anchor Chart</p>	<p>Lesson 10: <i>Planting The Wild Garden</i></p> <p>Verbs & Independent Writing</p>
<p>Lesson 11: <i>Notable Notebooks: Scientists and Their Writings</i></p> <p>Read Aloud, Set up Science Observation notebooks</p>	<p>Lesson 12: “Treasure in a Pine Cone”</p> <p>Shared Reading/Partner Reading 3-2-1, Quiz</p>	<p>Lesson 13: “Treasures in a Pinecone.”</p> <p>Retelling</p>	<p>Lesson 14: Treasure in a Pine Cone</p> <p>PAVE Mapping</p> <p>Test</p>	<p>Lesson 15: <i>Seeds, Bees, Butterflies, and More: Poems for Two Voices</i></p> <p>Fluency Practice: Two-Voice Poems</p>
<p>Lesson 16: <i>The Lotus Seed</i></p> <p>Directed Listening and Thinking Activity (DLTA), Performance of Two-voiced Poems</p>	<p>Lesson 17: <i>The Lotus Seed</i></p> <p>Retelling Story Map</p> <p>Performance of Two-voiced Poems</p>	<p>Lesson 18: <i>The Lotus Seed</i></p> <p>Read Aloud</p> <p>Frayer Model, Performance of Two-voiced Poems</p>	<p>Lesson 19: <i>The Lotus Seed</i></p> <p>Read Aloud, Asking Questions Performance of Two-voiced Poems</p>	<p>Lesson 20: “How Do Seeds Travel?”</p> <p>Partner Read, 3-2-1</p>
<p>Lesson 21: “How Do Seeds Travel?”</p> <p>Retelling</p>	<p>Lesson 22: How Do Seeds Travel?</p> <p>Ind. Rereading, Frayer Model</p>	<p>Lesson 23: Culminating Writing Task</p>		

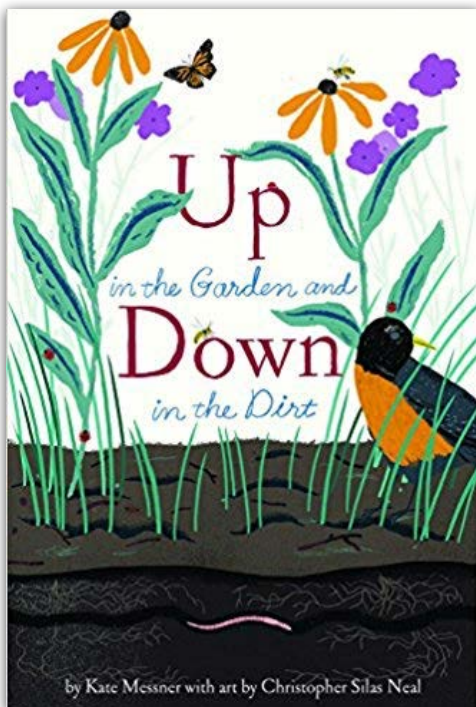
Guided Practice Books (F -O)

During guided reading and independent reading, students read books about the unit’s topic. See below and next page.

TITLE	AUTHOR	GENRE	GR LEVEL	LEXILE
<i>From Acorn to Oak Tree</i>	Berger	NF	F	410
<i>I'm A Seed</i>	Judith Moffatt	NF	G	360
<i>The Carrot Seed</i>	Ruth Kraus	F	G	400
<i>The Watermelon Seed</i>	Greg Pizzoli	F	H	180
<i>From Seed to Dandelion</i>	Jan Kotke	NF	H	n/a
<i>I Am an Apple</i>	Judith Moffatt	NF	H	310
<i>One Bean</i>	Anne Rockwell	NF	I	510
<i>Jack's Garden</i>	Henry Cole	F	I	N/A
<i>How a Seed Grows</i>	Helene Jordan	NF	J	470
<i>From Seed to Dandelion</i>	Ellen Weiss	NF	J	480
<i>Seed, Sprout, Pumpkin Pie</i>	Jill Esbaum	NF	J	570
<i>Nat. Geog. Seed to Plant</i>	K.Baird Rattini	NF	K	470

TITLE	AUTHOR	GENRE	GR LEVEL	LEXILE
<i>A Dandelion's Life</i>	John Himmelman	NF	K	520
<i>From Seed to Pumpkin</i>	James Hale	NF	K	550
<i>Dandelions: Stars of the Grass</i>	Mia Possada	NF	K	550
<i>The Tiny Seed</i>	Eric Carle	F	L	500
<i>From Seed to Sunflower</i>	Gerald Legg	NF	L	540
<i>Flip, Float, Fly</i>	Pamela Paparone	NF	M	520
<i>Oh Say Can You Seed? All About Flowering Plants</i>	Bonny Worth	NF	M	530
<i>How Does an Apple Grow?</i>	Betsy Maestro	NF	M	550
<i>The Dandelion Seed</i>	Joseph Anthony	F	M	560
<i>From Seed to Plant</i>	Gail Gibbons	NF	M	560
<i>The Pumpkin Book</i>	Gail Gibbons	NF	M	570
<i>The Reason for the Flower</i>	Ruth Heller	NF	N	N/A
<i>Seed, Soil Sun</i>	Cris Petersen	NF	N	1050
<i>The Reason for the Flower</i>	Ruth Heller	NF	N	N/A
<i>Pumpkin Circle: The Story of a Garden</i>	Levenson, George	NF	N/A	630
<i>What If There Were No Bees?: A Book About the Grassland Ecosystem</i>	Slade, Suzanne	NF	N/A	890
<i>A Seed is a Promise</i>	Susan Swann	NF	O	450

Lesson 1 - RL.2.1,RL.2.2



Messner, Kate. (2017). *Up in the Garden and Down in the Dirt*. Illustrated by Christopher Silas Neal. San Francisco, CA: Chronicle Books.

Learning Intentions:

1. I am learning to ask and answer questions.

Success Criteria:

1. I can complete a 3, 2, 1 chart to respond to the story.

Reading Strategy: After reading the text and identifying new information I continue to grow as a reader. My experiences with the text and understanding increases my interest and I have more questions. I am noticing that as the events continue to occur my questions continue to develop. When I feel puzzled I ask other questions and use what I already know to gather more information to make sense of the text.

Lexile Level: 730; GR Level: M

Book Introduction: In this book, we discover the wonders that lie hidden between stalks, under the shade of leaves, and down in the dirt. *Up in the garden*, the world is full of green—leaves and sprouts, growing vegetables, ripening fruit. But down in the dirt exists a busy world—earthworms dig, snakes hunt, skunks burrow—populated by all the animals that make a garden their home. Let’s read to learn more.

Note: *It is recommended that you read this book through once stopping only briefly to respond to children’s questions/wonderings. During subsequent re-readings, comprehension, vocabulary, and writing in response to the text can be explored.*

AFTER LISTENING TO THE STORY ASK STUDENTS TO COMPLETE A 3-2-1 SHEET BY WRITING A RESPONSE.

3	things that were new to you
2	things that you know but thought “I need to share!”
1	question you still have

Lesson 2: Retelling

Learning Intentions:

1. I am learning to retell the story using sequence words like first, second and later..

Success Criteria:

1. I can retell the story using sequence words to complete the story map.

***Reread the *Up in the Garden and Down in the Dirt*.**

Retelling Story Map

Have students create a story map with you. (RL 2.1-2.3, 2.5)

When retelling they should be able to:

1. Retell what happened
2. Why it happened
3. What caused the granddaughter's change of mind?
4. Make meaningful connections between the events that happened in the beginning and at the end of the story.

Reading Strategy: (1) I can identify the characters feelings, ideas and traits using the events in the story. I can learn about my character by studying the ways they solve their problems. As I read specific text evidence I can learn about the characters strengths and weaknesses. As a good reader I can evaluate and identify the characters' plan to solve and overcome problems. (2) I am going to review what we wrote and discussed about the text. This will help me identify the main idea and supporting details.

RETELLING STORY MAP <i>UP IN THE GARDEN AND DOWN IN THE DIRT</i> BY KATE MESSNER ILLUSTRATED BY CHRISTOPHER SILAS NEAL	
Setting (time and place):	
Main Characters:	
Problem:	
Events (In order they occur):	
Resolution:	

Lesson 3: Vocabulary (SL.2.1.A, SL.2.6, L.2.4, L.2.4.E)


Learning Intentions:

1. I am learning to use context clues.
2. I am learning to collaborate with my peers using classroom norms.

Success Criteria:

1. I can find the meaning of unfamiliar words using clues in the sentence.
2. I can listen to my classmates and share ideas.

Vocabulary

<i>If alligators are aggravated, they will either grumble or roar.</i>	
<i>aggravated</i> Word	
<i>angry</i> Predicted Definition	Association or Symbol
One Good Sentence: <i>I get very aggravated with my parents sometimes.</i>	
Verified Definition: <i>To be exasperated or provoked; to anger.</i>	
Another Good Sentence: <i>John aggravated me by calling me a name.</i>	

A PAVE Map

Using PAVE (Prediction-Association-Verification-Evaluation) to understand key terms from the text. Create 4 PAVE charts ahead of time so that students can help to fill in information, such as the sentence the class dictates (you write or use inter-

active writing) and the illustration as you read aloud and come to the word. Complete illustrations in learning center after read aloud.

Steps:

1. Write the sentence in which the word appears ahead of time and reveal this to students.
2. Write the the word again in isolation in front of the students.
3. Have the class help you to create a sentence using the word in order to show an initial understanding of the word's meaning.
5. Provide students with multiple opportunities to turn and talk to discuss their ideas.
4. Prepare a dictionary definition/explanation written on the chart and reveal it to students explaining that you had defined the word by using a dictionary. You may want to show them a dictionary if you have one that is age appropriate.
5. Invite the students to compare the dictionary's definition with the sentence the class wrote and, if necessary, write a new sentence.
6. Have students suggest a visual representation of the word to help the class remember. Have students complete this during centers.

Reading Strategies: When I come to a word I am unfamiliar with I can define it using specific clue words and by making inferences. When I use my prior knowledge and what the sentence is saying I can define and understand new vocabulary. I can collaborate with others to find the meaning of a word, I can reread the sentence and I can create an image in my mind to help me better understand and develop new vocabulary.

STIRRING

“Down in the dirt is a whole busy world of earthworms and insects, digging and building and **stirring** up soil.”

stirring

Illustration

STALKS

“Up in the garden, we snap brittle stalks, scoop rusty armfuls, and wheel away weeds for the chickens.”

stalk

Illustration

FURROW

"Up in the garden, it's time to plant. I trail a **furrow** with my finger and sprinkle seeds in a careful row."

furrow

Illustration

BURROW

"Down in the dirt, beetles burrow."

burrow

Illustration

Reference: Bannon, E., Fisher, P., Pozzi, L., & Wessel, D. (1990). "Effective definitions for word learning." *Journal of Reading: 34*, pp.301-302.

Lesson 4: Text Dependent Questions & Independent Writing RL.2.1, RI.2.3, RL.2.5)

Learning Intentions:

1. I am learning to answer questions to identify key details.

Success Criteria:

1. I can explain the main idea of the story using the WIN strategy.

Reread the text and pose these questions:

5. Based on the events of the story, what dreams might the narrator have?
6. What are some things that need to dry out? What is happening under the ground?
7. How is the book structured? Think about the title.
8. Write this quote on the board and read it aloud, **“Under the arms of trees and the blanketing snow, a whole new garden sleeps down in the dirt.”** What might the author mean? Provide students with an opportunity to illustrate what they visualize as they read. Student should study the illustration and then turn and tell their neighbor what they think.

9. WIN

WIN STRATEGY	
W	What was this book mostly about?
I	What was the most important information?
N	Write the main idea in the smallest number of words.

10. Independent Writing: Think about the text we have read. How do plants depend on water and light to grow?

Lesson Five - Author’s Note and About the Animals

Learning Intentions:

1. I am learning to identify the author's purpose.

Success Criteria:

1. I can create a chart to explain the animals in the text.

Part 1:

Show students that the author has written a note to the reader. Read the note aloud.

1. What did Kate Messner want us to know?

Part II.

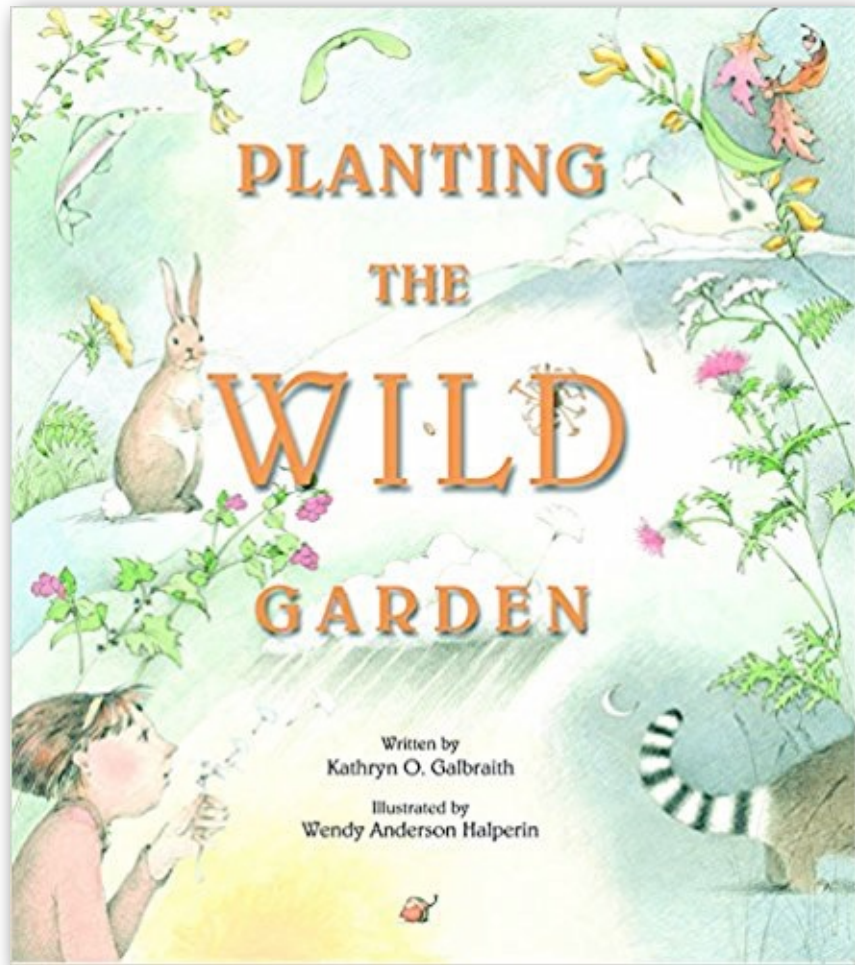
During the remainder of the unit, show students that the author has included information about the animals (chickens, pill bugs, tomato hornworms, honeybees, earthworms, long- legged spiders, bats, robin, cut worms, praying mantis, grass- hopper, garter snakes orb-weaver spiders and ants) mentioned in the text. You may want to give each pair of students one of the descriptions to read or read and record information about one pair each day.

1. What information does the author provide about each animal?
2. What do we learn?
3. (Make chart - see next page)

Reading Strategies: As I listen to the story I will pay close attention to interesting details, any information that is new learning for me and relationships between characters or events. Looking closely at illustrations and actions will help me understand what is happening in the story.

ANIMALS	WHAT WE LEARN
chickens	
pill bugs	
tomato hornworms	
honeybees	
earthworms	
long-legged spiders	
bats	
robins	
cut worms	
praying mantises	
grasshoppers	
garter snakes	
orb-weaver spiders	
ants	

Lesson 6 - RI.2.1., SL.2.1.A.)



Galbraith, Kathryn O. (2011). *Planting The Wild Garden*. Illustrated by Wendy Anderson Halperin. Atlanta, GA: Peachtree Publishers.

Outstanding Science Trade Books for Students K-12 –National Science Teachers Association, Children’s Book Council, 2012.

Learning Intentions:

1. I am learning to plan for a collaborative discussion.
2. I am learning to respond to a text-dependent question.

Success Criteria:

1. I can share my ideas with a partner.
2. I can explain how a wild garden is planted by using one detail from the text in my notebook writing.

***Note:** It is recommended that you read this book through once stopping only briefly to respond to children’s questions/wonderings. During subsequent re-readings, comprehension, vocabulary, and writing in response to the text can be explored.*

Lexile Level: 490

Book Introduction: A farmer and her son plant vegetables in their garden, and the wind carries a few seeds away. Birds and animals may carry some along with them on their travels. As I read your job is to listen for different ways that seeds get planted.

Turn & Talk & Then Independent Writing: Think about the title of the story, *Planting the Wild Garden*. According to the text, how is the wild garden planted? Turn and tell your partner one way seeds get planted. Then answer the question in your notebook.

Lesson 7: Retelling - RI.2.1.02.2.,RI.2.4.,RI.2.6.)

Learning Intentions:

1. I am learning to retell a story using facts.

Success Criteria:

1. I can complete a retelling map to explain the topic, main idea and facts from the text.

Reread the *Planting the Wild Garden*. Complete the retelling chart after reading. Refer to the text (written and illustrations) as needed.

Retelling Chart

Have students create a retelling map with you. When retelling they should be able to: (RI.2.1-2.6)

1. State the topic
2. State the main idea and author purpose
3. Provide facts that support the main idea
4. Explain academic vocabulary essential to comprehension
5. Be able to emphasize new learning.

Reading Strategies: (1) When I come to a word that is new and unfamiliar I reread and stop and pause to reflect on what the word means. Sometimes I can ask for help or look up the meaning of a word to understand it. (2) By completing a graphic organizer I can remember the information to write a summary. Using the headings and writing in complete sentences will help me recall the information.

RETELLING MAP <i>PLANTING THE WILD GARDEN</i> WRITTEN BY KATHRYN O. GALBRAITH ILLUSTRATED BY WENDY ANDERSON HALPERIN	
State the Topic: What is the overall idea of the book?	
State the Main Idea & Author's Purpose: The author wants us to...	
Provide facts of the main idea from the text.	
1.	2.
3.	4.
5.	6.
7.	8.
Academic Vocabulary (Explanations) Vocabulary: meadow	
New Learning	
Somethings We Didn't Know	Somethings We Wonder

Lesson 8: Text Dependent Questions /Independent Writing (L.2.4.A., RI.2.1., RI.2.4.)

Learning Intentions:

1. I am learning the meaning of the word disperse.

Success Criteria:

1. I can explain how the weather and animals help to disperse seeds by completing a graphic organizer.

1. Introduce the word disperse using the PAVE chart from Lesson 3.
2. Prepare to read the text, preparing the students to focus on specific examples of who and how seeds are dispersed.
3. As we read today, let's take note about the specific examples that we read about seed dispersal to complete a classroom chart.
4. As we reread today, let's identify important pieces of information (what they are learning) about seed dispersal. I'll list your responses on chart.
5. Let's review our chart and look for patterns. Talk with a partner about the seeds that are dispersed by wind and animals. What do they have in common? (Possible answers include: Wind dispersed seeds: small, light, have wings or "fluff" Seeds eaten by animals: Edible fruit around seed, sweet, smell good, colorful; Seeds that "hitch-hike" on animals: have hooks or are sticky).

Reading Strategies: I can reread slowly and carefully to figure out and understand unfamiliar concepts. I can rewrite the details in my own words to understand new ideas.

Who/What Disperses Seeds?	HOW?
Wind	Blows seeds to new places
Bird	Shakes seeds loose, eats seeds and releases them in droppings
Heat	Seeds pop after heat dries pods.
Rain	Washes seeds to new places
Stream	Carries seeds to new places
Rabbit	Shakes seeds loose
Fox	Seeds catch on fur and fall off in new places
Raccoon	Carries seeds to new places
Squirrel	Buries seeds
Person	Carries seeds to new places, blows seeds to new places

Lesson 9: Vocabulary & Language (SL.2.2.-2.3., RL.2.4., L.2.4.)

Learning Intentions:

1. I am learning about why authors' use figurative language.

Success Criteria:

1. I can search for examples of onomatopoeia, metaphors and similes.

“Today as I read we will stop and notice examples of onomatopoeia, similes and metaphors that the author uses in the text (Note: If necessary provide an example of each). I’ll chart what we find.”

FROM THE TEXT	FIGURATIVE LANGUAGE (O,S,M)
Oooooo—whishhhh!	O
Per-chik-o-ree! Per-chik-o-ree!; PEck.Peck. Peck	O
Waves of black and gold dip into the meadow.	M
Snap! Snap!	O
Out pop their seeds, like popcorn from a pan.	S
Plip-plop!	O
Gulp! Gulp!	O
Nibble, nibble. Hop, hop.	O
A hungry shadow watches.	M
JUMP!	O
Thump, bump. Quick! Quick! scratch, scratch. Scratch.	O
Stomp! Stomp! whoosh!	O

FIGURATIVE LANGUAGE

Figurative language makes writing colorful and interesting, but the words and sentences don't mean exactly what they say!

SIMILE

A simile compares two different things using the word **like** or **as**.



She's as busy as a bee.

HYPERBOLE

A hyperbole is a statement that is so crazy it can't be true.

Her smile was a mile wide.



IDIOM

An idiom is a phrase that means something different from its everyday meaning.



It was raining cats and dogs!

Reading Strategies: When I use text clues to understand ideas and I am making inferences. I reread sentences that have clue words and combine my prior knowledge to understand and create pictures in my mind. Specific words help me understand what the text is saying and helps me understand figurative language.

Lesson 10: Strong Verbs

Learning Intentions:

1. I am learning to identify strong verbs.

Success Criteria:

1. I can identify synonyms for verbs like drop, dip, grow and eat to use in my writing.

"Today as I read we will stop and notice examples of strong verbs. When you hear a strong verb being used, put your thumb up and I'll record it on our sheet." Anchor chart of verbs on next page.

STRONG VERBS FROM THE TEXT
They drop seeds
The wind scatters ... It spills them. And spins them. And sweeps them...
Waves of black and gold dip into the meadow.
The flock of goldfinches bobbles and sways . Some thistle seeds float to the earth. Others are strewn across the meadow in droppings.
...the pods of the Scotch broom grow hot and dry. Snap! Snap! Out pop their seeds...
The rain patters on dusty leaves. Raindrops splash and splatter the dry earth, washing seeds to new places in the meadow.
The stream carries seeds too. Minnows dine on some. Others lodge along the bank.
...a rabbit nibbles a stalk of yarrow.
She slips past...She creeps through...Seeds catch on her thick coat. They hook onto her white-tipped tail and-- JUMP! -- fly off everywhere.
A family of raccoons feasts on blackberries. Chomp. Chomp. When they amble home again, bits of berries and seeds go with them....canes will pop up everywhere.

2. **Independent Writing:** Think about the text we have read and when you return to your seat, you will be developing two paragraphs to answer these two questions: (paragraph anchor chart on next page)

- What does disperse mean?
- Based on what you have learned from the book and our discussion, how are seeds dispersed?
- Remember to use strong verbs as you write.


Verb

A **verb** is a word that shows actions, motions, doing something, or states of being.

past played jumped cleaned walked	present play jump clean walk	future will play will jump will clean will walk
--	---	--

I CAN DO ANYTHING!

She can save the world!
She will save the world!
She saved the world!




STRONG VERBS

help our readers picture our stories!

Weak	Strong
went go goes	hurried, climbed, trickled, rushed, rumbled, limped, skipped, hopped, ran, jumped, walked, dragged his feet, slid, stomped, slipped
said	screamed, yelled, mumbled, whispered, asks, murmurs, cheered, sighed, shouted
looked	glanced
came out	sprouted
sat	sank

POW!



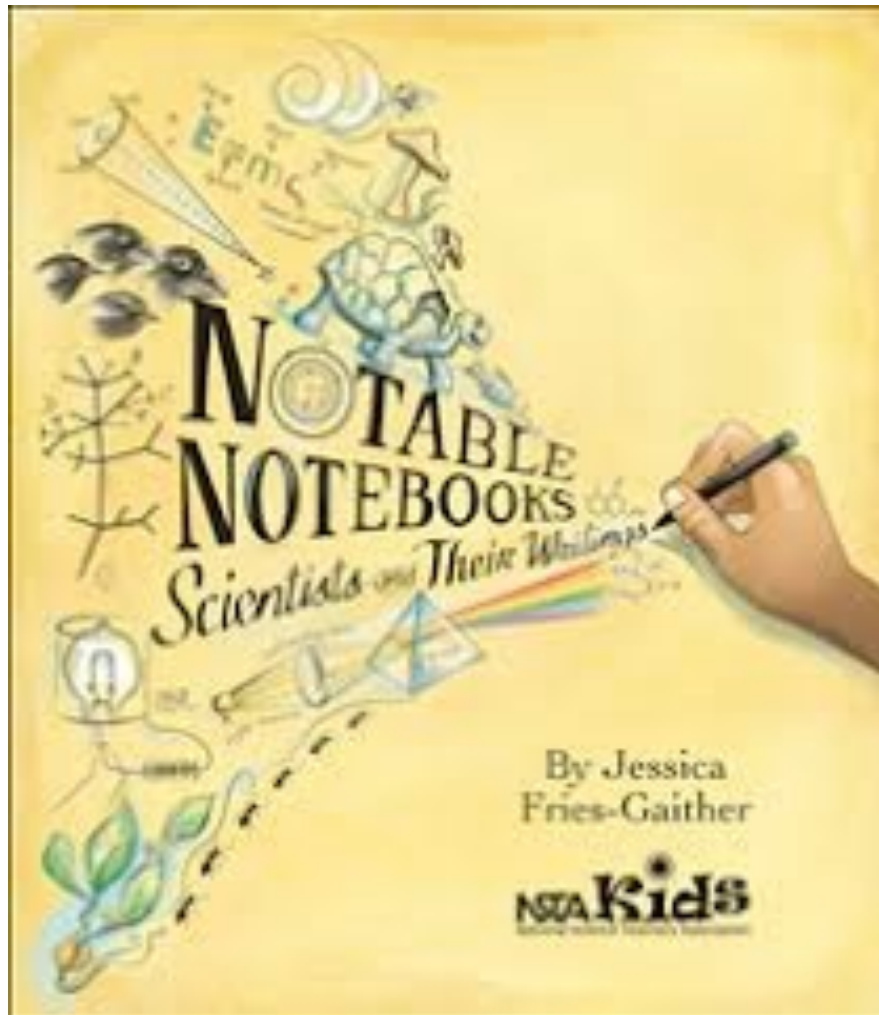
Parts of a Paragraph

Main Idea: is clearly stated
in the **TOPIC SENTENCE**.

Supporting: sentences
that explain the main idea.
They develop the idea with
**logically related details, facts,
reasons and examples.**

Closing: a sentence that
reinforces the main idea.

Lesson 11: Observing (RI.2.7.,W2.8.,SL.2.6.)



Fries-Gaither, Jessica. (2017). *Notable Notebooks: Scientists and Their Writings*. Washington, DC: NSTA Kids.

Lexile Level: 770

Reading Strategies: As I read and make claims I find that I already know some information. When I reread I realize that I remember information that allows me to make a connection. When I connect what I already know with what I am learning I am more likely to remember the information.

Read aloud *Notable Notebooks: Scientists and Their Writings*

Learning Intentions:

1. I am learning to observe and create a science journal entry.

Success Criteria:

1. I can recall what I know about seed dispersal to make three claims.

Task

1. Provide students with two-page science journal format.
2. Students work in pairs. Each student draws 3 different seeds as seen with naked eye and then some magnified details that might explain the method of dispersal.
3. Students make claims about seed dispersal method and use observations as evidence.

I think this seed gets dispersed by

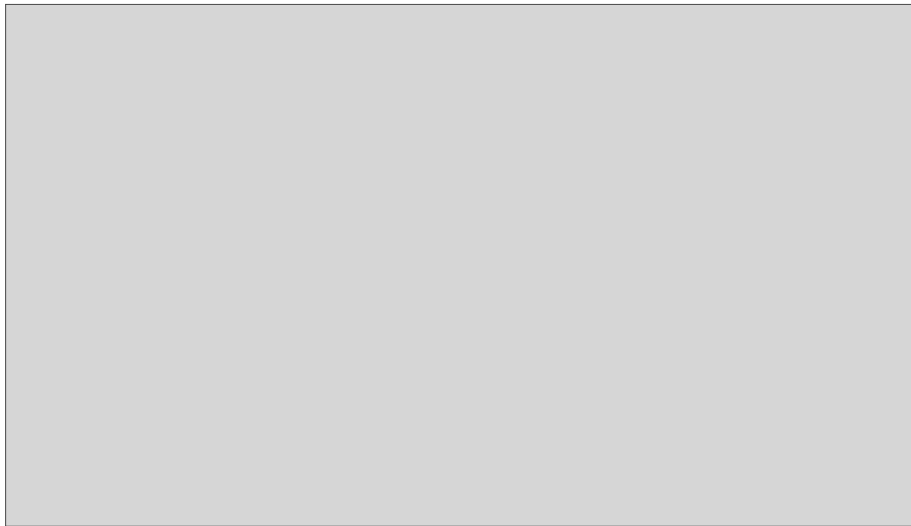
_____, because
_____.

4. Students share their observations and claims with their partner. Have students share out their ideas about how seeds are getting dispersed. Make sure that students use their observations as evidence for their claim.

Name: _____



1ST DRAWING OF SEED

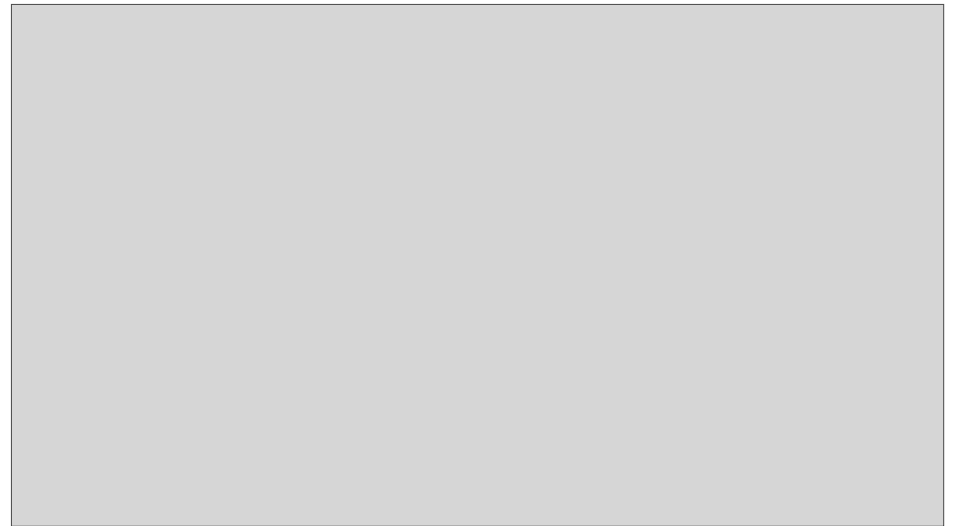


2ND DRAWING OF SEED

Date: _____



LAST DRAWING OF SEED



LAST DRAWING OF SEED with Magnification

Name: _____ Date: _____

I think _____ disperses this seed

because _____

_____.

Lesson 12: Shared Reading - Treasure in a Pine Cone (710L) - RI.2.1., RI.2.2., RF.2.4., SL2.1)

Learning Intentions:

1. I am learning to monitor my comprehension. I am learning to participate in a shared reading.

Success Criteria:

1. I can ask questions and share new learning using the 3-2-1 chart.

2. I can listen to my peer and offer support and feedback during the reading.

Partner Reading

1. Provide partners with the text, *Treasure in a Pine Cone*.
2. Explain to students that they will be working with their partner to read the text. They will be reading it two times.
3. Have each member of the teacher-assigned pair take turns being "Coach" and "Player." Note: It is important to monitor and support students as they work together.
4. Ask the stronger reader to begin this activity as the "Player" and to read paragraphs 1 through 5.

5. Have the "Coach" follow along and correct any mistakes when necessary.
6. Have the pair switch roles and ask the weaker reader to become the "Player." The "Player" rereads the same passage and the "Coach" provides corrective feedback.
7. Have students repeat the process as they read the remainder of the article.
8. Remind students that they should sit side-by-side, read with soft voices, and take time to discuss what they have read.
9. When they are finished they should summarize the article using the 3-2-1 prompt (Included) and then a quiz (if necessary).

Reading Strategies: After reading the text and identifying new information I continue to grow as a reader. My experiences with the text and understanding increases my interest and I have more questions. I am noticing that as the events continue to occur my questions continue to develop. When I feel puzzled I ask other questions and use what I already know to gather more information to make sense of the text.

TREASURES IN A PINECONE



by Jan Black 2016

*Jan Black has written for Highlights Magazine for Kids. In this informational text, Black explores what causes pinecones to open and close. **As you read, take notes on how pinecones benefit the forest.***

(1) One warm day when I was walking in my backyard, I saw a pinecone on the ground. I picked it up, and some seeds

fell out of it. Those seeds would be a tasty treat for a squirrel, I thought. Would a squirrel find the seeds in time for dinner?

I realized that pinecones were not always open like this one. Sometimes cones were **tightly** closed. I decided to find out why.

I read about pinecones in books and on the Internet. I **interviewed** a pinecone expert. I gathered pinecones from my backyard and kept them outside on my deck. I watched them for over a year. Here's what I learned.

Pinecones open and close slowly as the weather changes. When it's cold or wet, cones are tightly closed. This protects the seeds inside from rain and snow.

(5) When the weather becomes warm and dry, pinecones open. In a forest of pine trees on a hot day, you might even hear the crackling sound of cones popping open. The

seeds inside may then fall to the ground. The wind may blow the seeds to places where they can grow into new pine trees. A seed has a better chance of taking root and growing when the weather is warm.

SEEDS ARE FOOD, TOO

(6) “Pine seeds are an important source of food for many animals,” says Monty Maldonado. He is a pinecone expert with the United States Forest Service. He says squirrels depend on pinecone seeds for most of their meals. They spend lots of time gathering and storing the cones. Maldonado says some animals eat only the seeds from a pinecone. But red squirrels and gray squirrels will eat the whole thing.

Small animals aren’t the only creatures who eat pine seeds. Maldonado says big grizzly bears and people eat them, too.

You may have eaten the seeds of the pinyon pine, which grows in the western United States. These seeds are

also known as pinyon nuts, or pine nuts. They are used in salads, puddings, cakes, candy, cookies, and pesto sauce.

(9) Seeds inside a pinecone are important for the growth of new trees and as food for animals. It is the pinecone’s job to **protect** and **release** them. So take note of the pinecones you see on the ground. They hold treasures inside.

**AFTER READING THE ARTICLE
COMPLETE A 3-2-1 SHEET BY WRITING A RESPONSE.**

3	things that were new to you
2	things that you know but thought “I need to share!”
1	question you still have

Quiz: Treasure in a Pine Cone

Name: _____

Underline the correct answer.

1. The author's approach to the pinecone is...

- A. curious.
- B. uninterested.
- C. frustrated.
- D. excited.

2. Which of the following describes why pinecones open and close?

- A. to release or protect seeds
- B. to take in water when it rains
- C. to warm themselves in the cold
- D. to grow faster and larger

3. Which of the following is NOT an important job for pine seeds?

- A. feeding animals
- B. growing more trees
- C. feeding humans
- D. improving the soil

Quiz Answer Key

Name: _____

Underline the correct Answer.

1. The author's approach to the pinecone is...

A. curious.

B. uninterested.

C. frustrated.

D. excited.

2. Which of the following describes why pinecones open and close?

A. to release or protect seeds

B. to take in water when it rains

C. to warm themselves in the cold

D. to grow faster and larger

3. Which of the following is **NOT** an important job for pine seeds?

A. feeding animals

B. growing more trees

C. feeding humans

D. improving the soil

Lesson 13: Retelling “Treasures in a Pinecone.”

Learning Intentions:

1. I am learning to retell a story using facts.
2. I am learning to define vocabulary words from text.

Success Criteria:

1. I can complete a story map to explain the topic, main idea, facts, and vocabulary words from the text.

Reread the article, “Treasures in a Pinecone.” Complete the retelling chart after reading. Refer to the text as needed.

Retelling Chart

Create a retelling map. When retelling you should be able to: (RI.2.1-2.6)

1. State the topic
2. State the main idea and author purpose
3. Provide facts that support the main idea
4. Explain academic vocabulary essential to comprehension
5. Be able to emphasize new learning.

Reading Strategies: I am going to review what we wrote and discussed about the text. This will help me identify the main idea and supporting details.

RETELLING MAP <i>TREASURES IN A PINECONE</i> <i>WRITTEN BY JAN BLACK</i>	
State the Topic: What is the overall idea of the article?	
State the Main Idea & Author’s Purpose: Jan Black wants us to...	
Provide facts of the main idea from the text.	
1.	2.
3.	4.
5.	6.
7.	8.
Academic Vocabulary (Explanations) Vocabulary: tightly, interviewed, protect, release	
New Learning	
Some things We Didn’t Know	Some things We Wonder

Lesson 14: PAVE vocabulary - RI.2.2., 2.4.

Learning Intentions:

1. I am learning to use context clues.
2. I am learning to identify the main idea, supporting details, and author's point of view in a text.

Success Criteria:

1. I can work with my class to find the meaning of unfamiliar words using clues in the sentence.
2. I can complete a quiz independently to answer questions from the text. (Content Words anchor chart on next page.)

Using PAVE (Prediction-Association-Verification-Evaluation) to understand key terms from the text. Create **4 PAVE charts** ahead of time so that students can help to fill in information, such as the sentence the class dictates (you write or use interactive writing) and the illustration as you read aloud and come to the word. Complete illustrations in learning center after read aloud. **Finally, students will complete quiz independently.**

Steps:

1. Write the sentence in which the word appears ahead of time and reveal this to students.
2. Write the the word again in isolation in front of the students.

3. Have the class help you to create a sentence using the word in order to show an initial understanding of the word's meaning.
4. Prepare a dictionary definition/explanation written on the chart and reveal it to students explaining that you had defined the word by using a dictionary. You may want to show them a dictionary if you have one that is age appropriate.
5. Invite the students to compare the dictionary's definition with the sentence the class wrote and, if necessary, write a new sentence.
6. Have students suggest a visual representation of the word to help the class remember. Have students complete this during centers.
7. **Ask students to complete quiz independently either during lesson or during center time.**

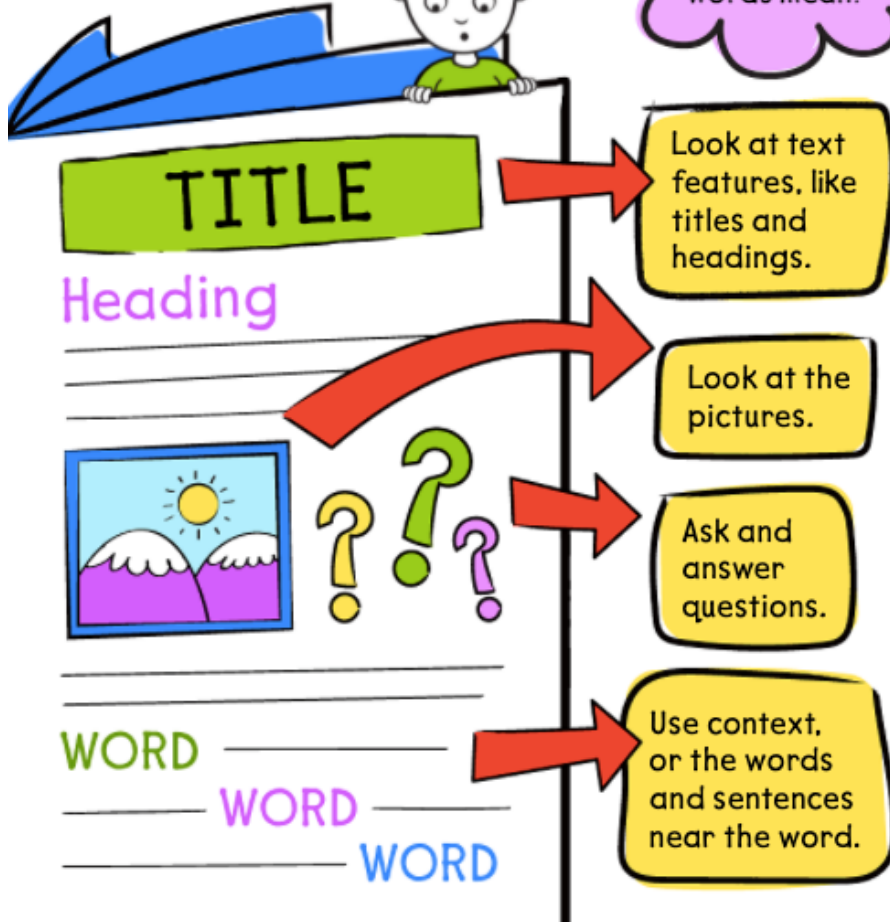
Reading Strategies: I noticed certain word are sometimes repeated in a text or are highlighted to draw attention to the word. This is a clue to me that the word is important. Naming key words and using each word in a sentence can help me to understand the meaning of a word.

CONTENT-AREA WORDS

Informational texts often use words from science and social studies to tell about a topic.

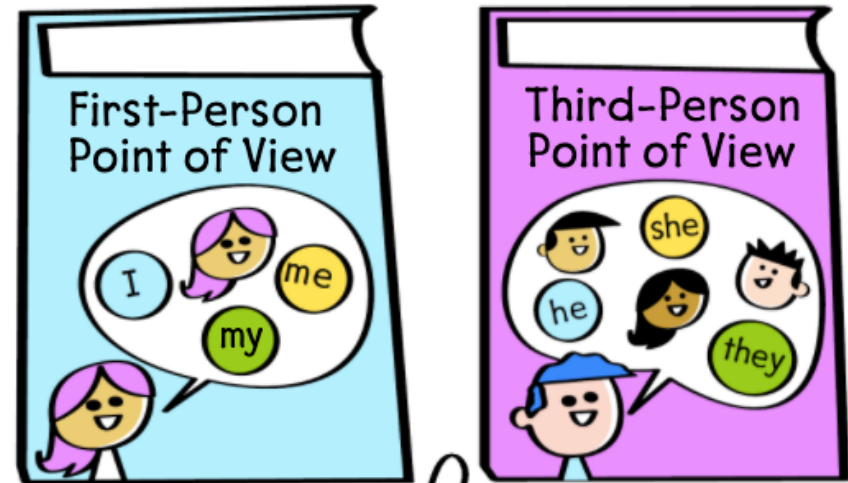


How can I figure out what these words mean?



Point of View

Someone's point of view is the way he or she sees things happen. Characters have different points of view.



A story written in first-person point of view has a character in the story as the narrator. Look for a narrator who uses the words **I**, **me**, or **my**.

A story written in third-person point of view has an outside narrator. The narrator uses the words **he**, **she**, or **they**. An outside narrator can tell about all the characters.

TIGHTLY

Sometimes cones were **tightly** closed.

tightly

Student sentence

Illustration

INTERVIEWED

I **interviewed** a pinecone expert.

interviewed

(student sentence)

Illustration

PROTECT

It is the pinecone's job to **protect** and **release** them.

protect

(student sentence)

Illustration

RELEASE

It is the pinecone's job to **protect** and **release** them.

release

(student sentence)

Illustration

TREASURES IN A PINECONE

Name: _____

Underline the correct answer.

1. **PART A:** What is the main idea of the text? (RI.2.2)

- A. The seeds guarded in pinecones grow the forest and provide food for animals.
- B. Humans often don't appreciate the importance of pinecones.
- C. It's important to be curious when presented with a mystery in nature.
- D. Pine seeds are tasty to humans and animals but not necessary to the forest.

2. **PART B:** Which detail from the text best supports the answer to Part A? (RI.2.2)

- A. "One warm day when I was walking in my backyard, I saw a pinecone on the ground. I picked it up, and some seeds fell out of it." (Paragraph 1)
- B. "I gathered pinecones from my backyard and kept them outside on my deck. I watched them for over a year. Here's what I learned." (Paragraph 3)

C. "You may have eaten the seeds of the pinyon pine, which grows in the western United States. These seeds are also known as pinyon nuts, or pine nuts." (Paragraph 7)

D. "Seeds inside a pinecone are important for the growth of new trees and as food for animals. It is the pinecone's job to protect and release them." (Paragraph 8)

3. Which of the following best describes the author's point of view? (RI.2.6)

- A. Pinecones are very important part of nature for many different reasons.
- B. The United States Forest Service should protect pinecones.
- C. Readers should do their own research when they're curious about something.
- D. There are many different ways one can explore nature and learn about pinecones.

Answer Key : TREASURES IN A PINECONE

Name: _____

Underline the correct answer.

1. **PART A:** What is the main idea of the text? (RI.2.2)

A. The seeds guarded in pinecones grow the forest and provide food for animals.

B. Humans often don't appreciate the importance of pinecones.

C. It's important to be curious when presented with a mystery in nature.

D. Pine seeds are tasty to humans and animals but not necessary to the forest.

2. **PART B:** Which detail from the text best supports the answer to Part A? (RI.2.2)

A. "One warm day when I was walking in my backyard, I saw a pinecone on the ground. I picked it up, and some seeds fell out of it." (Paragraph 1)

B. "I gathered pinecones from my backyard and kept them outside on my deck. I watched them for over a year. Here's what I learned." (Paragraph 3)

C. "You may have eaten the seeds of the pinyon pine, which grows in the western United States. These seeds are also known as pinyon nuts, or pine nuts." (Paragraph 7)

D. "Seeds inside a pinecone are important for the growth of new trees and as food for animals. It is the pinecone's job to protect and release them." (Paragraph 8)

3. Which of the following best describes the author's point of view? (RI.2.6)

A. Pinecones are very important part of nature for many different reasons.

B. The United States Forest Service should protect pinecones.

C. Readers should do their own research when they're curious about something.

D. There are many different ways one can explore nature and learn about pinecones.

4. What is the relationship between the weather and the appearance of pinecones? (RI.2.3)

Answers will vary; students should discuss how the temperature of the weather directly affects whether or not a pinecone is open to release seeds, or closed to protect them. The text says that “When it’s cold or wet, cones are tightly closed. This protects the seeds inside from rain and snow” (Paragraph 4). This is because the seeds are less likely to grow in during this type of weather. However, when it’s warm, a pinecone opens to let seeds fall out because “a seed has a better chance of taking root and growing when the weather is warm” (Paragraph 5). In other words, how cold or warm the weather is determines if a pinecone is open or closed.

Honey and Bumble

I like your black and yellow suit.

I love your tiny waist. Next to you,
I'm awkward and I take up too much space.

Bumble, you're a perfect bee.

Thanks, Honey, so are you.
Want to share my flower?
There's room enough for two!

—from *Seeds, Bees, Butterflies, and More!*

Lesson 15: Read Aloud, Two Voice Poems (RF.2.4)

Learning Intentions:

1. I am learning to read a 2 voice poem.
2. I am learning to support my partner when reading.

Success Criteria:

1. I can read a 2 voice poem with fluency and expression.

1. Read aloud selected poem, “Honey and Bumble,” from *Seeds, Bees, Butterflies, and More! Poems for Two Voices*.

2. Show students how the different color ink indicates a shift in who is speaking. Divide the class in half: purple ink and red ink. Then practice until students get a handle on how to read a two-voice poem.

3. Provide pairs of students with poems from the book to practice.

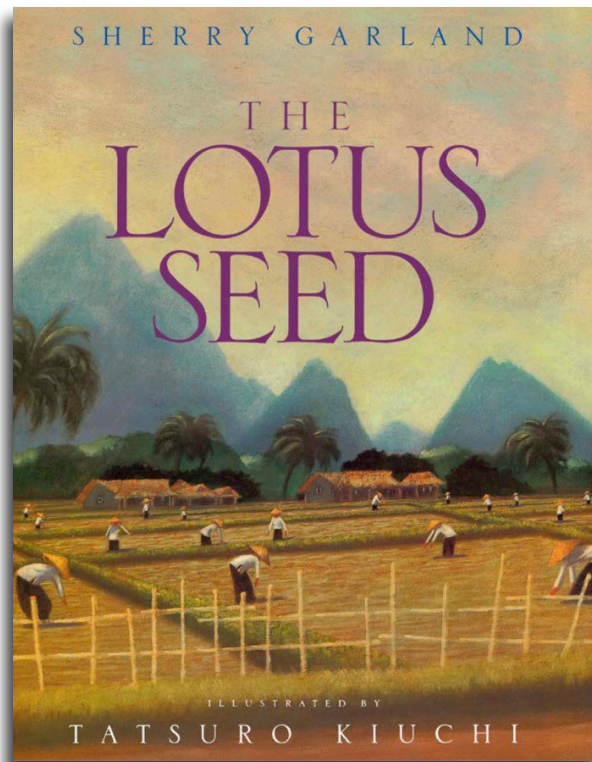
4. Have students practice reading the poem until they can read the poem fluently and with expression.

5. Schedule the performance of poems for later in the period and the next week.

Gerber, Carol. (2013). *Seeds, Bees, Butterflies, and More!: Poems for Two Voices*. Illustrated by Eugene Yelchin. New York: Henry Holt & CO.

Reading Strategies: Sometimes, good readers ask others for help. When participating in shared reading it is a good idea to talk to your partner when you need support and for your partner to answer in a positive way. We should always speak politely to each other. Working collaboratively helps us to be better readers.

Lesson 16: Lotus Seed - DLTA (RL.2.7, SL.2.1.)



Garland, Sherry. (1993). *The Lotus Seed*. Illustrated by Tatsuhiro Kiuchi. New York: Houghton Mifflin.

Lexile Level: 850

Learning Intentions:

1. I am learning to make predictions for how a problem can be resolved.
2. I am learning to identify the problem and solution in a story.

Success Criteria:

1. I can predict the ending of the story.
2. I can identify the problem and solution in a story.

Guided Reading Level: N

Directed Listening and Thinking Activity (DLTA)

Prepare for Listening:

Say: "Today I am going to read you a story, *The Lotus Seed*. (Show children the book cover). This is a story about a nameless Vietnamese narrator who tells of her grandmother who, as a girl, accidentally saw the last emperor. (Turn the pages of the book slowly...) She entered the palace gardens and took a lotus seed as a remembrance of that day and her ruler. She kept the seed with her through war, flight, and emigration. While I'm reading, think about what may happen at the end of the story. What will happen to the precious seed? As I read, try to remember what the problem in the story is and how that problem is solved."

Read the story with few interruptions.

Be sure to show the children the pictures in the book as you read aloud. Stop only once or twice for reactions, comments, or questions. Remind the children to study the pictures. Prompt their thinking as you read (remember you are focusing on problem and solution). *What happens to the seed? How does the grandmother feel? Turn and tell your partner. How will this problem be resolved? Finish reading the story.*

Turn and tell your partner what the problem was in the story?
How was it resolved? Perform poem from previous day.

Lesson 17: Lotus Seed: Story Map

Learning Intentions:

1. I am learning to retell a story using facts.

Success Criteria:

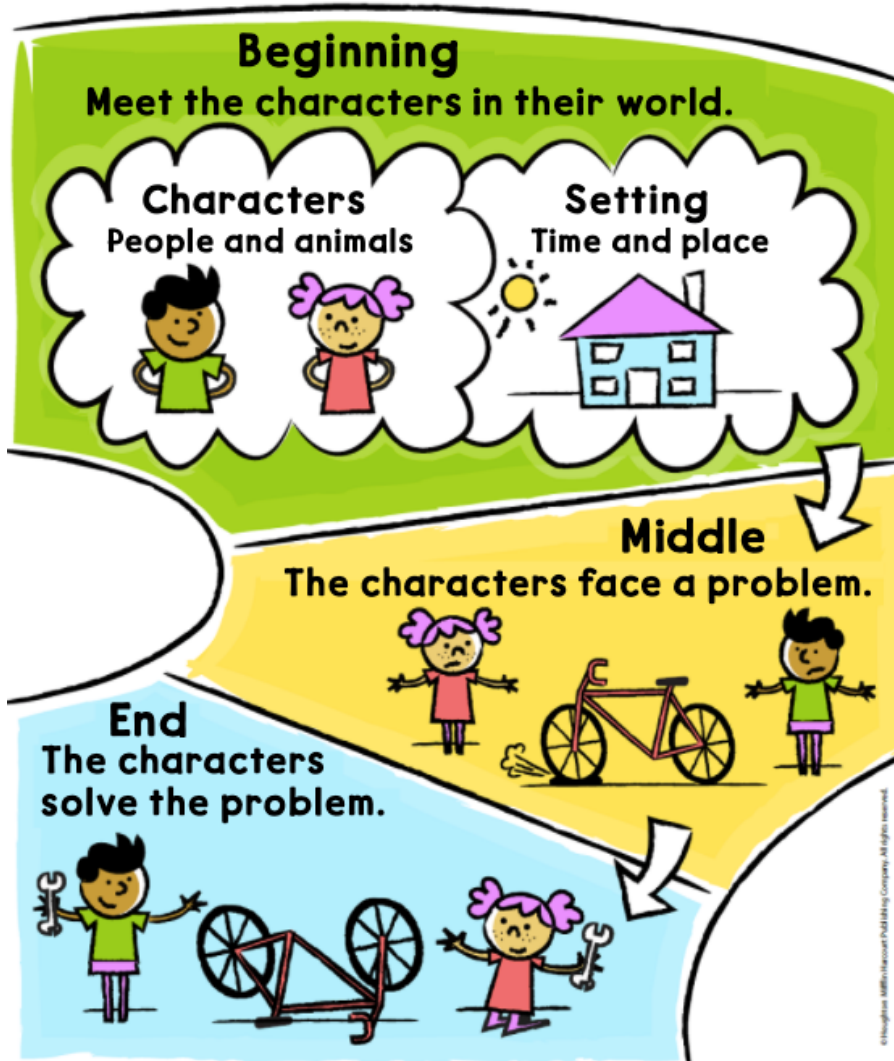
1. I can complete a retelling map to explain the setting, characters, problem, solution, and sequence of events in a story.

Have students create a story map with you. When retelling they should be able to: (RL.2.1-3, 2.5), **Anchor charts on next page.**

1. Retell what happened
2. Why it happened
3. The effect on narrator's mental state
4. Be able to emphasize connections between earlier and later parts in the story.
5. Continue to perform 2 person poems.

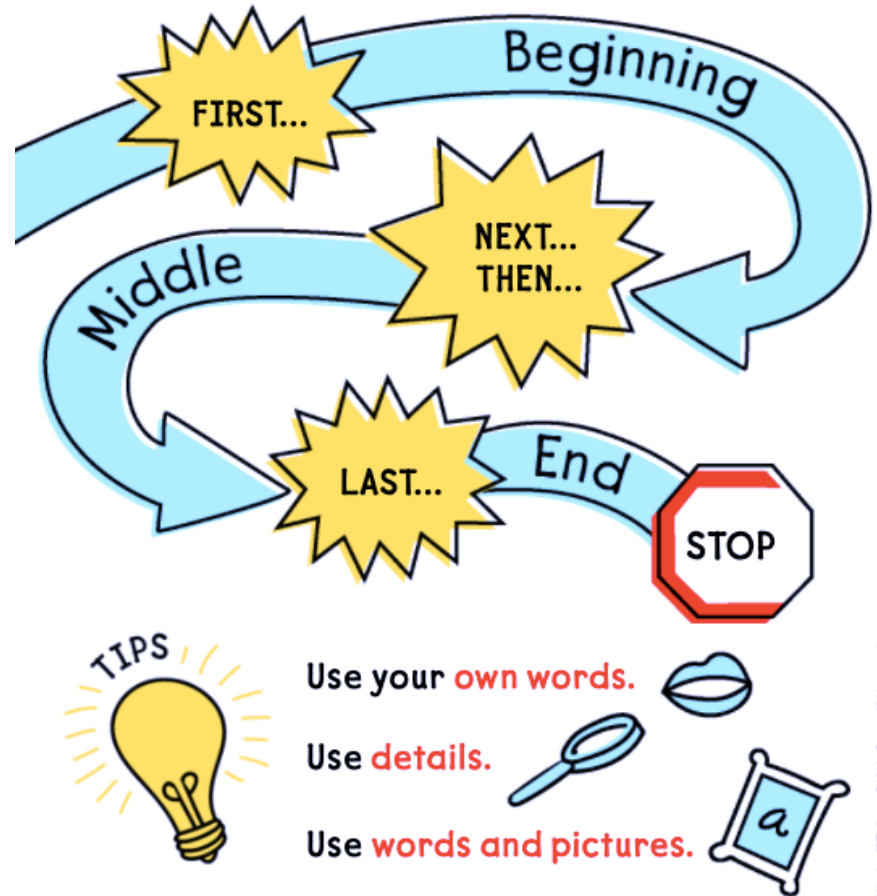
STORY MAP: <i>THE LOTUS SEED</i> BY SHERRY GARLAND ILLUSTRATED BY TATSURO KIUCHI	
Setting (time and place):	
Main Characters:	
Problem:	
Events (In order they occur):	
Resolution:	

Elements of a Narrative



RETELL

When you retell, you describe what happens in a story in order.



Lesson 18: Vocabulary: Frayer Model (L.2.4.)

Learning Intentions:

1. I am learning to listen for vocabulary words in a story.
2. I am learning to explain vocabulary words using the Frayer Model.

Success Criteria:

1. I can work with a partner using classroom norms.
2. I can work with a partner to define one vocabulary word by giving characteristics, examples, and non examples of the word.

1. Read aloud the story and ask student listen to for these five words (Display the sentence with the word on chart paper). When they hear the word have them out a thumbs up. Stop and discuss the meaning of the word before reading on.

1 “She wanted something to **remember** him by, so she snuck down to the silent palace, near the River of Perfumes, and plucked a seed from a lotus pod that rattled in the Imperial garden.”

remember: to think of something again

2. “One day bombs fell all around, and soldiers **clamored** door to door.”

clamored: uttered or proclaimed insistently and noisily

3. “One terrible day her family **scrambled** into a crowded boat and set out on a stormy sea.”

scrambled: climbed awkwardly, as if by rushing hastily

4. “No matter how ugly the mud or how long the seed lies **dor-**
mant, the **bloom** will be beautiful.”

dormant: inactive but capable of becoming active

bloom: produce or yield flowers

2. After reading, display the first chart paper with the word remember written on it and explain the process.

3. Model the Process

- Show the Frayer graphic organizer to the class and explain each of the sections.
- Use a common vocabulary word to demonstrate the various components of the form.
- Model the type and quality of desired answers when giving this example.
- Remind children that examples and non-examples can be drawn and labeled.

4. Divide the class into student pairs. Assign each pair one of the vocabulary words and have them complete the four-square organizer for this concept.

5. Post the vocabulary in the room and review. Later the charts can be bound and placed in a reading center or library.

6. Continue to perform two-person poems.

Find a Word's Meaning

Use a Dictionary...



1. Use ABC order to find the correct section.
2. Use ABC order to find the word.
3. Choose the best definition.
4. Read the sentence again.

USE Sentence Clues...



Definitions

A relative is a family member.



Examples

Your reward is either a sticker or a balloon.



Restatements

The party was lively and exciting.



Comparison

Healthy plants will grow tall, but sick plants will droop.

What does it mean?

make good choices
caring about
yourself and others

Characteristics

on your own without
being told
trustworthy
dependable

RESPONSIBLE

Examples

- keep your desk clean
- pick up papers
- finish work
- put materials away
- stay on task-focus
- ignore people

Non-Examples

- messy desk
- unfinished work
- tell people answer
- copying other people

WHAT I have LEARNED

Definition

to think of something again

Characteristics

remember

Examples

Non-examples

Definition

uttered or proclaimed insistently and noisily

Characteristics

clamored

Examples

Non-examples

Definition

climbed awkwardly, as if by rushing hastily

Characteristics

scrambled

Examples

Non-examples

Definition

inactive but capable of becoming active

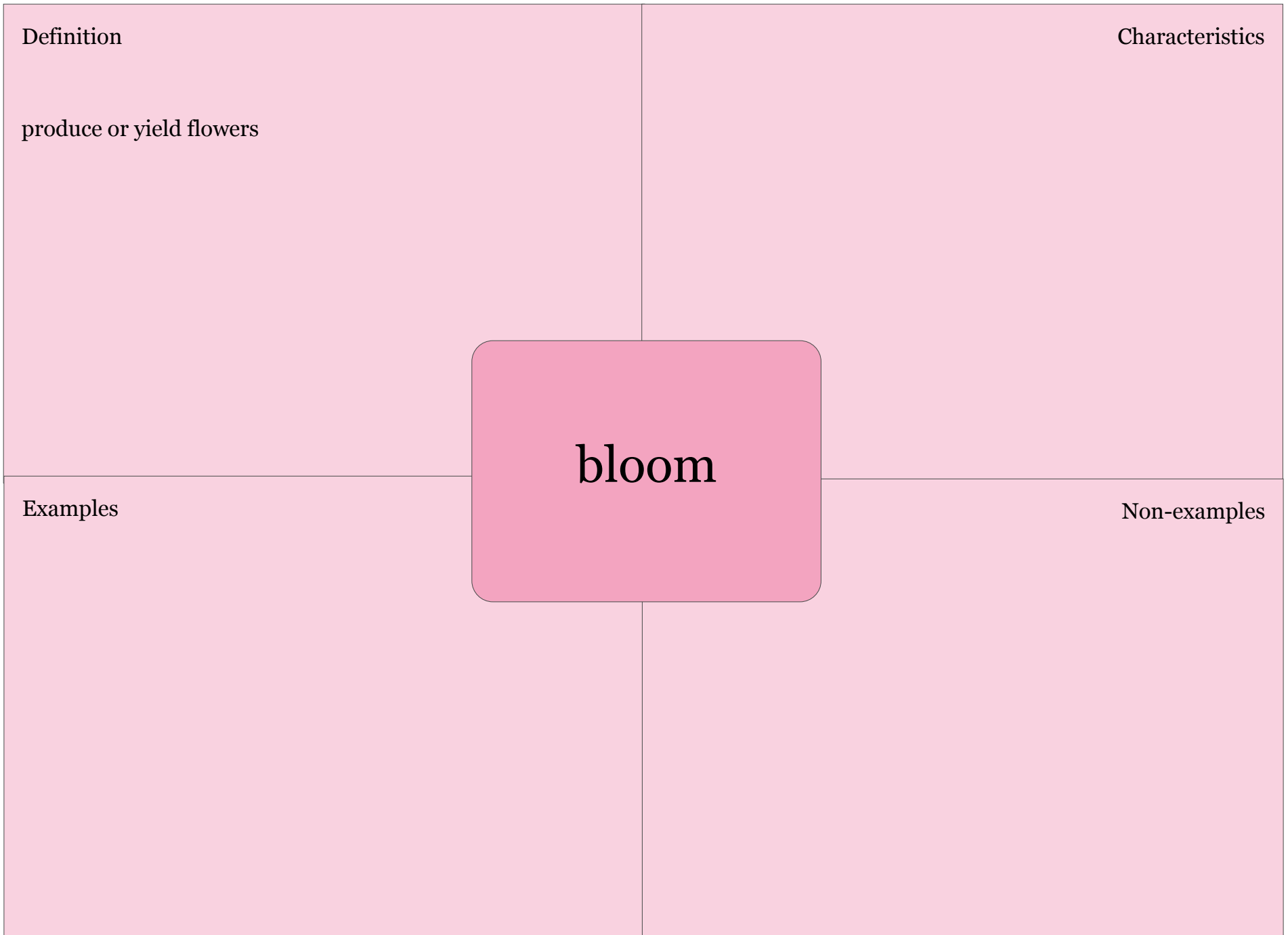
bloom: produce or yield flowers

Characteristics

dormant

Examples

Non-examples



Definition

Characteristics

produce or yield flowers

bloom

Examples

Non-examples

Lesson 19: Asking Questions (RL.2.1.)

Learning Intentions:

1. I am learning to reread a story to answer remaining questions.

Success Criteria:

1. I can reread a story to answer remaining questions.
1. Model how you still have some questions about the story, *The Lotus Seed*. Record a few of your questions/wonderings on a chart and then invite questions from students. Invite students to help answer the questions as best they can.
2. Explain to the students that as you reread, they should keep in mind the remaining questions the group still has that are unanswered.
3. Example of some possible questions (see next page).
4. Reread the story and discuss questions and responses as you read.

What's a lotus seed?

What is a dragon throne?

Who stole it? How did he lose it?

What's an altar?

Why did her parents choose her husband for her?

Why did he march off to war? Did he die?

Why did she take the lotus seed, but not her mother of pearl hair comb?

What does scrambled mean?

What will happen to them?

Who's throwing the bombs? What war is this?

Where are they going?

What city is this?

Why did they all live together?

Who is Ba? Why did she cry and cry?

What does the flower of hope mean?

Why doesn't the author give us more information?

Where is Vietnam?

Reading Strategies: (1) Asking Who, what, when, where, and why questions. When I ask Who? questions it helps me to figure out the relationship between characters and helps to provide the reasons for events in the story. (2) As I listen to the story I will pay close attention to interesting details, any information that is new learning for me and relationships between characters or events. Looking closely at illustrations and actions will help me understand what is happening in the story. (3) When I look at the illustrations on the cover of a book, I get my first clue about the setting of the story. This is the first step in asking myself where the story will take place. I then ask myself if I know details about the location. Once I begin reading I can continue thinking about the setting of the story by asking where questions. (4) Asking when questions based on a detail from the cover of a book is a good strategy for starting to think about the book. Thinking of another question after figuring out when the story takes place helps me to remember that asking questions is an ongoing strategy when reading. (5) After reading the text and identifying new information I continue to grow as a reader. My experiences with the text and understanding increases my interest and I have more questions. I am noticing that as the events continue to occur my questions continue to develop. When I feel puzzled I ask other questions and use what I already know to gather more information to make sense of the text.

Lesson 20: Shared Reading - How Do Seeds Travel?

Learning Intentions:

1. I am learning to monitor my comprehension.
2. I am learning to participate in a shared reading.

Success Criteria:

1. I can ask questions and share new learning using the 3-2-1 chart.
2. I can listen to my partner and offer support and feedback during the lesson.

Partner Reading (RL.2.1.)

1. Provide partners with the text, How Do Seeds Travel?
2. Explain to students that they will be working with their partner to read the text. They will be reading it two times.
3. Have each member of the teacher-assigned pair take turns being "Coach" and "Player." Note: It is important to monitor and support students as they work together.
4. Ask the stronger reader to begin this activity as the "Player" and to read paragraphs 1 through 4.
5. Have the "Coach" follow along and correct any mistakes when necessary.

6. Have the pair switch roles and ask the weaker reader to become the "Player." The "Player" rereads the same passage and the "Coach" provides corrective feedback.
7. Have students repeat the process as they read the remainder of the article (paragraphs 5-8).
8. Remind students that they should sit side-by-side, read with soft voices, and take time to discuss what they have read.
9. When they are finished they should summarize the article using the 3-2-1 prompt (Included).

Reading Strategies: Asking others for help.

Sometimes, good readers ask others for help. When participating in shared reading it is a good idea to talk to your partner when you need support and for your partner to answer in a positive way. We should always speak politely to each other. Working collaboratively helps us to be better readers.

How Do Seeds Travel?

Written by Dr. Biology

(1) Plants may not be able to move from place to place, but seeds can. Here are some ways that seeds get around.

Seeds with Wings

(2) Some seeds have parachutes or wings like a glider. The wings and parachutes slow them down as they fall from the mother plant. Then the seeds are carried away from the mother by **air currents**. The dandelion seeds in this drawing are a great example.



Hitchhikers

(3) Have you ever gotten home from a field trip and found your socks covered with sticky or prickly seeds? These seeds are now in a new place because you carried them.

(4) Animal fur and feathers are also good places to stick to and catch a ride. Sometimes seeds stick to dog fur or other animal fur. When the animal moves the seeds travel.

Going with the Flow

(5) The seeds of some plants that live in the water, or close to it, can float. A good example is the coconut. A coconut falls from its mother plant onto the beach.



When the tide comes up or there's a swell, the ocean picks up the floating seed. Ocean **currents** then take the seed to another beach, where it can grow into a coconut palm tree.

Help from Animals

(7) Some seeds need a little help from animals. They have to be eaten first to get started. It might not seem like a great way to start life, but they end up in a pile of natural fertilizer to get a jump on germination.

- (8) Robins are a good example of a seed disperser. They eat the seeds of Poison Oak and Poison Ivy and later deposit them in a new place to grow. Humans are also seed dispersers. Raspberry and blueberry seeds have for a longtime been carried and planted after person dines on these sweet fruits.



Adapted from: Dr. Biology. (2009, October 08). How Do Seeds Travel?. ASU - Ask A Biologist. Retrieved April 23, 2018 from <https://askabiologist.asu.edu/content/how-do-seeds-travel>

AFTER READING THE ARTICLE COMPLETE A 3-2-1 SHEET BY WRITING A RESPONSE.	
3	things that were new to you
2	things that you know but thought "I need to share!"
1	question you still have

Lesson 21: (RI.2.2.)

Retelling “How Do Seeds Travel?”

Learning Intentions:

1. I am learning to retell a story using facts.
2. I am learning to define vocabulary words from a text.

Success Criteria:

1. I can complete a story map to explain the topic, main idea, facts, and vocabulary words from the text.

Reread the article, “How Do Seeds Travel?” Complete the retelling chart after reading. Refer to the text as needed.

Retelling Chart

Create a retelling map. When retelling you should be able to:
(RI.2.1-2.6)

1. State the topic
2. State the main idea and author purpose
3. Provide facts that support the main idea
4. Explain academic vocabulary essential to comprehension
5. Be able to emphasize new learning.

Reading Strategies: I am going to review what we wrote and discussed about the text. This will help me identify the main idea and supporting details.

RETELLING MAP
HOW DO SEEDS TRAVEL?
WRITTEN BY DR. BIOLOGY

State the Topic: What is the overall idea of the article?

State the Main Idea & Author's Purpose: Jan Black wants us to...

Provide facts of the main idea from the text.

- | | |
|----|----|
| 1. | 2. |
| 3. | 4. |
| 5. | 6. |
| 7. | 8. |

Academic Vocabulary (Explanations)

Vocabulary: current, hitchhiker, ocean swell, tide

New Learning

Some things We Didn't Know

Some things We Wonder

Lesson 22: How Do Seeds travel? Vocabulary - Frayer Model

Learning Intentions:

1. I am learning to reread to check for understanding
2. I am learning to explain vocabulary words using the Frayer Model.

Success Criteria:

1. I can work with a partner and follow classroom norms.
2. I can work with a partner to define two vocabulary words by giving characteristics, examples, and non examples of the word.

1. Have students reread the article independently.
2. Divide the class into student pairs. Assign each pair two of the vocabulary words and have them complete the four-square organizer for this concept.
3. Collect the vocabulary sheets and check for accuracy.

Reading Strategies: I noticed certain word are sometimes repeated in a text or are highlighted to draw attention to the word. This is a clue to me that the word is important. Naming key words and using each word in a sentence can help me to understand the meaning of a word.

Definition

the part of the air or water that is moving constantly in a single direction.

Characteristics

Examples

Non-examples

current

Definition

Someone who travels by asking for free rides along the road.

Characteristics

Examples

Non-examples

hitchhiker

Definition

Ocean Swell: a large, long wave or many waves happening after a storm.

Characteristics

Examples

Ocean Swell

Non-examples

Definition

Tide: the rising and falling of the ocean that happens twice a day. It is due to the gravity of the sun and the moon.

Characteristics

tide

Examples

Non-examples

Lesson 23: Culminating Writing (W.2.2., W2.5.)

Learning Intentions:

1. I am learning to share ideas with a partner.
2. I am learning how to explain the definition of a vocabulary word in writing.

Success Criteria:

1. I can explain to a partner the meaning of the word dispersal.
2. I can write an explanation of the word dispersal.

Ask students to choose one poem (“We Can Fly,” “Bye, Bye Berries,” and “Hitchhikers”) to write a response to this question: How does the poem explain seed dispersal? Small Group:

1. Students use “Think-Pair-Share” to share their topic with their “elbow partner”.
2. Students then write an explanation about which method of seed dispersal the poem demonstrates.

OR

Ask students to view the video, Dandelion and write a response to this question: How does this video explain seed dispersal?

1. Students use “Think-Pair-Share” to share their topic with their “elbow partner”.

MOVIE 6.1 Dandelion



This slow motion video shows a dandelion flower as it changes into a seed head and finally its seeds are dispersed by wind. Learn about other forms of seed dispersal at our plant website for young children, Biology of Plants (MBGnet.net/bioplants).

Downloaded on 12.22.17 from:

https://www.youtube.com/watch?time_continue=13&v=tn1gCVqgxxgA]

2. Students then write an explanation about how the video demonstrates seed dispersal.

Revision Time: Evaluation

3. Students use checklist to review their writing, self-evaluate, and revise before turning it in.
4. Collect and examine for common issues that need to be addressed in mini-lessons.

Writing Checklist

1. Define dispersal and explain how it works.
2. Use evidence to support your response.
3. Include vocabulary learned throughout the text.
4. Begin with a topic sentence and end with a conclusion sentence.
5. Vary sentences.
6. Spell words correctly.

Steps for Writing

1. PREWRITE

Choose a topic. Plan it out: first, next, then, last.



2. DRAFT

Write your ideas.

Draw pictures if you need to.

Add details.



3. REVISE

Add sentences and words.

Delete words and phrases.

Move sentences to make the best order.



4. EDIT

Check for capital letters.

Check for space between words.

Check for end punctuation.

Check for spelling.

5. PUBLISH

Write your story one more time.

Add cover, pictures, and more to make your story shine.



6. SHARE

Read your story to others.

