

Required Texts:

1. [What is a Life Cycle?](#) (EPIC Books)

Text Dependent Questions:

Page 4- What are the basic stages that all life cycles have?

Page 16- After reading this page and looking at previous life cycles, draw a life cycle of a reptile using the three stages that all life cycles have.

Possible Student Outcomes:

egg, hatchling, adult

2. [A Butterfly is Patient](#) (Achieve the Core Lesson- Book on YouTube)

Text Dependent Questions:

Page 2- Reread page 2. What does it mean to be *patient*? Why did the author choose the word *patient*? How does a butterfly demonstrate *patience*?

Pages 19-20- Reread pages 19-20. As we reread these pages, let's pay attention to what is the same and to what is different about butterflies and moths.

Possible Student Outcomes:

Students should make the connection that a butterfly is patient because it has to transform from an egg, to a caterpillar, to a butterfly.

Complete a "Box and T-Chart" recording the similarities and differences between butterflies and moths. See sample chart at the end of the lesson.

3. [An Oak Tree has a Life Cycle](#) (Benchmark- Unit 3)

Text Dependent Questions:

Page 16- What are the plural nouns (bolded words) that are listed in the glossary on this page?

Find the index. Tell me why the words "oak tree" is listed in the index. What pages will you find these words included in this text?

Possible Student Outcomes:

Make sure students understand the meaning and the structure of an index prior to this question.

4. Animal Adaptations – 6-8 years old (EPIC Books)

Text Dependent Questions:

Page 4- After reading this page, discuss what the main idea of this paragraph is. What is an example of an adaptation?

Quick Write/Reader's Response- After reading the section "Animals and Color Patterns," what is the main idea? Give an example of an animal with a color pattern and the importance of it as an adaptation.

Possible Student Outcomes:

Make sure students connect that the main idea of a paragraph can be the heading as well as in the paragraph. Students should also understand the meaning of the word *survival*, which is in relation to the word *adaptation*.

Remember that the heading is part of the main idea. There are several examples throughout this section to choose from and elaborate on.

5. Plant Adaptations (EPIC Books)

Text Dependent Questions:

What are some ways plants adapt to where they live?

Page 17- Read the caption on this page. What adaptation is the Sundew using?

Possible Student Outcomes:

Make sure students understand the purpose and importance of having captions in an informational text.

6. How Animals Change and Grow (Benchmark- Unit 3)

Text Dependent Questions:

Pages 6-8- Read pages 6-8. Cover up the heading on page 6. After reading these pages, what would be an appropriate heading for this section? Discuss examples and which examples would be appropriate for this part of the text and why.

Quick Write/Reader's Response- Read pages 10-15. You see the heading on this page is covered, as well. After reading these pages, write an example of an appropriate heading for this section. Remember that headings can tell the main idea of a text.

Possible Student Outcomes:

Prior to reading this section (pages 10-15), cover the heading (How Do Other Animals Change as They Grow?). Also, discuss an example of developing a heading for a section prior to this page.

Suggested Texts:

1. Animals Side by Side (Benchmark Unit 8)
2. Animal Adaptations- Ages 5-7 (EPIC Books)
3. Animals Change and Grow (EPIC Books)
4. Hiding in the Sea (Benchmark Unit 7)
5. Plant Life Cycles (EPIC Books)
6. Animal Life Cycles (EPIC Books)
7. Seeds, Bees, and Pollen (EPIC Books)
8. Bear Snores/A Bear Cub Grows Up (BookFlix)
9. Bugs, Bugs, Bugs/A Ladybug Larva Grows Up (BookFlix)
10. Diary of a Spider/A Spiderling Grows Up (BookFlix)
11. The Caterpillar and the Polywog/A Tadpole Grows Up (BookFlix)
12. The Great White Man-Eating Shark/A Shark Pup Grows Up (BookFlix)
13. Joey Runs Away/A Kangaroo Joey Grows Up (BookFlix)

Reading Groups: [DRA Support Document](#)

DRA _____	DRA _____	DRA _____	DRA _____
Text:	Text:	Text:	Text:
Target:	Target:	Target:	Target:

Writing: [Writing Expectations](#)

Week 1- Opinion- Animal Ears: Adaptations for Hearing- Would you rather have big ears or underwater ears and why?

*Use Primary Opinion Plan from www.kcsteachlearn.com

Week 2- Continue working on opinion piece about adaptations

Week 3- Personal Narrative about Fall Break

Spelling/Phonics: Words Their Way

Language:

FOCUS: Plural Nouns

*Mentor text taken from What is a Life Cycle?

Week 1- All living things grow and change during their life cycles.

Monday- Read the sentence; discuss what it means; ask questions

Tuesday- Note the focus by circling or highlighting. All living **things** grow and change during their life **cycles.**

Wednesday- Revise the sentence

Thursday- Imitate the sentence by creating their own

Friday- Share sentences from Thursday

FOCUS: Plural Nouns

*Mentor text from A Butterfly is Patient

Week 2- Butterflies have markings on their wings called eyespots!

Monday- Read the sentence; discuss what it means; ask questions

Tuesday- Note the focus by circling or highlighting. **Butterflies** have **markings** on their **wings** called **eyespots!**

Wednesday- Revise the sentence

Thursday- Imitate the sentence by creating their own

Friday- Share sentences from Thursday

Standards:

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

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

RI.2.2- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3- Describe the connection between scientific ideas of concepts in a text.

RI.2.4- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts for information in a text efficiently.

RI.2.6- Identify the main purpose of a text (author's purpose/message).

RI.2.7- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8- Describe how reasons support specific points the author makes in a text.

RI.2.9- Compare and contrast the most important points presented by two texts on the same topic.

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

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

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.

W.2.3- Write narrative in which they recount a well-elaborated event or short sequence of events. Include details to describe actions, thoughts, and feelings. Use temporal words to signal even order and provide a sense of closure.

W.2.5- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

SL.2.1- Participate in collaborative conversations with partners about grade 2 topics and texts with peers and adults, small and larger groups.

SL.2.2- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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

SL.2.6- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.1- Demonstrate command of the conventions of standard English grammar and usage when writing and speaking (plural nouns).

L.2.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

GLE 0207.4.1 Compare the life cycles of various organisms.

GLE 0207.4.2 Realize that parents pass along physical characteristics to their offspring.