

Lesson 8: Reading Informational Texts: How Do Fruits Help Plants Grow and Survive?



CCSS

- **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.
- **RI.2.3:** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **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).
- **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.



Daily Learning Targets

- I can describe the characteristics of a fruit using the Frayer model. (RI.2.1, RI.2.3, SL.2.1)
- I can record my thinking about important details for each stage of a plant. (W.2.7, SL.2.1)

Ongoing Assessment

- During Work Time A, listen for students to provide information for the Flower Frayer Model anchor charts using evidence from the text *Plant Secrets*. (W.2.7, SL.2.1)
- After Work Time B, collect students' Plants and Pollinators research notebook, Part I to review page 8 and measure progress toward RI.2.1 and W.2.7.

Agenda

1. Opening

- A. Developing Language: Volley for Vocabulary (5 minutes)

2. Work Time

- A. Shared Writing: Fruit Frayer Model (20 minutes)
- B. Language Dive: *Plant Secrets* (15 minutes)
- C. Independent Writing: Module Guiding Question (15 minutes)

3. Closing and Assessment

- A. Reflecting on Learning (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- During the Opening, students engage in the Volley for Vocabulary protocol, which they used in Module 2. Recall that this protocol is designed to help them practice accurately using words acquired through their learning. It encourages them to think critically about the meaning of words, how to use them accurately in a sentence, and the importance of word choice in meaning (L.2.6).
- Work Time A contains a repeated routine from Lessons 2–7. Refer to those lessons for more detail as necessary.
- In Work Time B, students participate in a Language Dive that guides them through the meaning of a sentence from *Plant Secrets*. The focus of this Language Dive is explaining the function of an adverbial clause of time, inviting students to practice using the phrase based on the text and to closely consider a key characteristic of fruit (L.2.6). Students then apply their understanding of the meaning and structure of this sentence when participating in the Science Talk Protocol in Lesson 10. Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.

How this lesson builds on previous work:

- In Lessons 3–7, students completed Seed, Plant, and Flower Frayer Model anchor charts. In this lesson, they complete a Fruit Frayer Model anchor chart as a class.
- During Work Time C, students revisit the module guiding question: “How do we get the fruits, flowers, and vegetables that we enjoy?” by documenting important details from each Frayer Model anchor chart in their Plants and Pollinators research notebook, Part I.

Areas in which students may need additional support:

- During Work Time C, it may be difficult for some students to work with the different Frayer Model anchor charts around the room. Consider having students record details about one to two stages of the plant rather than all of them.

Down the road:

- In Unit 2, students revisit the module guiding question to build on their understanding of the stages of a plant. Students learn about how animals aid in pollination and help us get the fruits, flowers, and vegetables that we enjoy.

In advance:

- Preview the Language Dive Guide and consider how to invite conversation among students to address the language goals suggested under each sentence strip chunk (see supporting Materials).
- Prepare:
 - Materials for Volley for Vocabulary by writing seven to eight words from the Plants and Pollinators Word Wall on separate index cards, and taping these cards to a beach ball.
 - Plants and Pollinators Word Wall card for the word *fruit*.
- Post: Learning targets and applicable anchor charts (see Materials list).

Consider using an interactive white board or document camera to display lesson materials.

- Continue to use the technology tools recommended throughout Modules 1 and 2 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.A.1, 2.I.B.5, 2.I.B.6, and 2.I.C.10

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to interpret complex text from *Plant Secrets* by participating in a Language Dive.
- ELLs may find it challenging to synthesize their learning during Work Time C in the time allotted. Consider Providing Additional Support and time for this activity (see Meeting Students' Needs column).

Levels of support

For lighter support:

- During the Language Dive, invite students to take leadership roles by asking them to provide examples of questions to add to the Questions We Can Ask during a Language Dive anchor chart.

For heavier support:

- During Work Time A, continue to distribute sticky notes with pre-written sentence frames.
- During Work Time C, invite students to sketch pictures of seeds, plants, flowers, and fruit in the appropriate rows on the left-hand column of page 8 in the Plants and Pollinators research notebooks, Part I to provide visual cues.
- During Work Time C, provide students with a partially filled-in version of page 8 in the Plants and Pollinators research notebook, Part I.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students listen to a read aloud of *Plant Secrets*, and then use this information to complete a chart of facts about plant parts. This transfer of information into knowledge that students can use requires metacognitive skills and strategies. Some students may need support in summarizing, connecting, and remembering the information presented. Provide scaffolds to support diverse abilities in using these strategies. (Example: Provide index cards of images or words of the key features for understanding from the text. Invite students to use these index cards to support their thinking as they work in their Plants and Pollinators research notebook, Part I).

- **Multiple Means of Action & Expression (MMAE):** When introducing independent writing, continue to support a range of fine motor abilities and writing needs by offering students options for writing utensils.
- **Multiple Means of Engagement (MME):** In this lesson, students interact with *Plant Secrets*. Continue to support them in linking the information presented back to the learning target to emphasize and remind them of the instructional goal.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New

- reproduce, container, stage (T)

Review

- flower, fruit (L)

Materials

- ✓ Plants and Pollinators Word Wall (begun in Lesson 3)
- ✓ Word ball (one; used by students during the Volley for Vocabulary protocol in the Opening)
- ✓ Fruit Frayer Model anchor chart (new; co-created with students during Work Time A; see supporting Materials)
- ✓ Sticky notes (two to three per student)
- ✓ *Plant Secrets* (from Lesson 2; one to display; for teacher read-aloud)
- ✓ Fruit Frayer Model anchor chart (example, for teacher reference)
- ✓ Plants and Pollinators Word Wall card (new; teacher-created; one)
- ✓ Questions We Can Ask during a Language Dive (added to during Work Time B; see supporting Materials)
- ✓ Questions We Can Ask during a Language Dive (example, for teacher reference)
- ✓ Language Dive Guide II: *Plant Secrets* (for teacher reference)
 - Language Dive Chunk Chart II: *Plant Secrets* (for teacher reference)
 - Language Dive Sentence Strip Chunks II: *Plant Secrets* (one to display)
 - Language Dive Note-catcher II: *Plant Secrets* (one per student and one to display)
- ✓ Module Guiding Question anchor chart (begun in Lesson 1)
- ✓ Plants and Pollinators research notebook, Part I (begun in Lesson 2; page 8; one per student and one for teacher modeling)
- ✓ Plants and Pollinators research notebook, Part I (from Lesson 2; example, for teacher reference)

Opening

A. Developing Language: Volley for Vocabulary (5 minutes)

- Gather students whole group.
- Tell students that they are going to play Volley for Vocabulary to practice using words from the **Plants and Pollinators Word Wall**. Remind them that they used this protocol in Module 2 and review as necessary. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Use the **word ball** to guide students through the protocol. Model any steps of the game as needed. Repeat the game as time permits.

Meeting Students' Needs

- For students who may need additional support with organizing their thinking for verbal expression: Consider providing the word ball to students ahead of time so they can prepare several sentences for use during Volley for Vocabulary. (MMAE, MME)

Work Time

A. Shared Writing: Fruit Frayer Model (20 minutes)

- Refocus whole group.
- Direct students' attention to the posted learning targets and read the first one aloud:
"I can describe the characteristics of a fruit using the Frayer model."
- Confirm with students that they have learned about the seed, plant, and flower but have not have gathered information about the fruit. Tell students that that's what they will be doing today!
- Follow the routine from Lessons 5–7 to guide students through completing the **Fruit Frayer Model anchor chart**.
 - Move students into pairs and distribute **sticky notes**.
 - Display and read aloud pages 19–24 and the top of page 30 of *Plant Secrets* for gist.
 - Confirm the gist with students (what fruits are and why they are important).
 - Reread the pages in *Plant Secrets* (stopping to define words), reflect on the Unit 1 guiding question, and allow students time to Turn and Talk.
 - Invite pairs to record their ideas on their sticky notes. Possible notes from this set of pages include:
 - Some plants grow fruits.
 - Fruits can be many shapes, colors, and sizes.
 - Some fruits can be eaten, some cannot.
 - Fruits have seeds inside them.

- Reread the top of page 30. Stop at the word *container* and define it for students (something that can contain or hold something).
- Invite pairs to add their sticky notes to the **Fruit Frayer Model anchor chart. Refer to the Fruit Frayer Model anchor chart (example, for teacher reference)** as necessary.
- Show students the **Plants and Pollinators Word Wall card** for *fruit* (the part of a plant that has seeds and flesh; most fruits that people eat are sweet.) and follow the same process established in Modules 1 and 2: provide its definition, clap out its syllables, use it in a sentence, and place the Word Wall card and picture for it on the Plants and Pollinators Word Wall.
- For ELLs: (Whole Class Practice: Lighter Support) Before dividing students into groups, consider inviting students who needs lighter support to identify information for one item on the Frayer model.
- Before reading, provide white boards and dry-erase markers as an option for students to record (in drawing or writing) their ideas. (MMR, MMAE)

Work Time

B. Language Dive: *Plant Secrets* (15 minutes)

- Tell students they will now participate in a Language Dive with a change in format.
- Let students know that going forward they will be given more independence to think and discuss the chunks in their groupings. Reassure students that the teacher will continue to monitor and guide their conversations to support students as they grapple in the Language Dive.
- Using a total participation technique, invite responses from the group:
“Think about our work with Language Dives. What questions do we ask about the sentences? What questions do we ask about the chunks? What questions do we ask about the words?” Tell students you will give them time to think and discuss with their partner. (Responses will vary.)
- As students share out, capture their responses on the **Questions We Can Ask during a Language Dive anchor chart**. Refer to the **Questions We Can Ask during a Language Dive anchor chart (example, for teacher reference)** as necessary. Ensure students understand how to use these questions, pointing out that the questions highlighted on the anchor chart are questions that students should always ask when they dive into a sentence.
- Ask:
“How will thinking of our own questions for a Language Dive help us during a Language Dive?” Tell students you will give them time to think and discuss with a partner. (The questions will help jog our thinking about important language features in the sentence.)
- Reread the first paragraph on page 30.
- Focus students on the sentence:
 - “They protect the seeds through hot and cold weather until they’re ready to grow.”
- Use the **Language Dive Guide II: *Plant Secrets*** and **Chunk Chart II: *Plant Secrets*** to guide students through a Language Dive of the sentence. Distribute and display the **Language**

Dive Sentence Strip Chunks II: *Plant Secrets* and the **Language Dive Note-catcher II: *Plant Secrets***.

- Think-Pair-Share:

“Now that we have completed our first new Language Dive, what additional questions should we add to our Questions We Ask during a Language Dive anchor chart?” (Responses will vary.)

Meeting Students' Needs

- When using a total participation technique, minimize discomfort or perceived threats and distractions by alerting individual students that you are going to call on them next. (MME)

Work Time

C. Independent Writing: Module Guiding Question (15 minutes)

- Display page 26 of *Plant Secrets* and read it aloud.
- Review the definition of *stage* (one step in a process of growing or making something) as necessary.
- Using a total participation technique, invite responses from the group:
“What was the main idea of this page?” (Each stage of a plant is important to the plant.)
- Tell students that over the past few days, they have learned about the different stages of a plant, and as they have just read, all stages are important to the plant.
- Direct students' attention to the **Module Guiding Question anchor chart**. Point out to students that learning about the stages of a plant has helped them get closer to being able to answer this question.
- Tell students that they will now have an opportunity to think about the most important things they have learned about each stage of the plant.
- Direct students' attention to the posted learning targets and read the second one aloud:
“I can record my thinking about important details for each stage of a plant.”
- Point out the words *important details* and confirm with students that these are facts that help you understand the differences between each stage.
- Display page 8 of the **Plants and Pollinators research notebook, Part I**. Focus students on the table and tell them they will have a chance to write each stage on the left-hand column and choose one or two important details that describe this stage.
- Using a total participation technique, invite responses from the group:
“What resources in the room can we use to help us think of important details?” (Frayer Model anchor charts)
- If necessary, model for students how to fill out the table on page 10 using the following steps:
- Say the stage you want to collect information about first.
- Find the Frayer Model anchor chart that has information on it about this stage.
- Reread the anchor chart and decide on one to two important details about that stage.

- Write one detail in a sentence in the appropriate box under “Information about this Stage.”
- As time permits, go back and draw pictures underneath the name of the stage.
- Guide students through completing page 8 of their research notebooks. For each stage, reread the corresponding anchor chart aloud, give students silent think time, and provide oral processing time with a partner:

*“What are the one to two important details you will include about the seed?”
(It is the beginning of a plant.)*

*“What are the one to two important details you will include about the plant?”
(It is a living thing. It can grow flowers.)*

*“What are the one to two important details you will include about the flower?”
(It is the part of the plant that can make a fruit.)*

*“What are the one to two important details you will include about the fruits?”
(It is the part of the plant that holds the seeds.)*

- If productive, cue students to explain why a classmate came up with a particular response:
“Who can explain why your classmate came up with that response?”
- Transition students back to their work spaces. Invite them to open to page 8 of their Plants and Pollinators research notebook, Part I and begin writing.
- Circulate to support students as they write. Refer to the **Plants and Pollinators research notebook, Part I (example, for teacher reference)** as necessary.

Meeting Students' Needs

- For ELLs: (Recalling Language Dive) Invite students to use language from the Language Dive as they complete page 8 of their Plants and Pollinators research notebook, Part I.
- For ELLs and students who may need additional support with comprehension: (Written Reinforcement) As students share out important details about fruit, flowers, seeds, and plants, jot down, say aloud, sketch, and display each characteristic to provide written language reinforcement. (MMR)
- For students who may need additional support with strategy development: Offer index cards with sentence frames for the details students will add to the table in their notebook. (Example: It is the part that holds ____.) (MMAE)

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Follow the same routine from the Closing of Lesson 3 to guide students through reflecting on how they took initiative to learn new information about plants today. Note: Students will not record their responses in their research notebooks today.
- Preview tomorrow's work by sharing that students will continue to work as researchers to learn more about plants and how their parts work!

Meeting Students' Needs

- For ELLs: (Leadership) Invite a few students who might normally shy away from participation to share with the whole group.