Instructional/Learning Activity Task Template:

Overview

Unit Title: Response to Literature

Annotation: This teaching activity is for the second grade response to literature unit with a focus on increasing vocabulary using oral and visual strategies.

Grade: Second  Subject: Reading  Topic: Using Oral & Visual Strategies for Vocabulary  Author: Erica Thomas

Special Notes To Teacher:
This lesson can be used at any time of the second grade school year. The lesson can be used with fiction or nonfiction text. This lesson suggests using the text *I Wanna Iguana* by Karen Kaufman and should be completed before the book is read to the students. This lesson involves three stations. It is suggested that the teacher forms the three groups before doing the lesson. Rituals and routines about center behavior and movement must be in place before attempting the lesson. Each center is designed for a ten-minute lesson before students are asked to rotate. All of the center materials must be prepared before hand and placed in the centers before beginning the lesson.

Standards

Focus Standard/Element(s): ELA2R3A -The student reads a variety of text and uses new words in oral and written language. ELA2LSV1E -The student increases vocabulary to reflect a growing range of interests and knowledge.

Complementary Standard/Element(s): ELA2R3D- The student determines the meaning of unknown words on the basis of context. ELA2LSV1B -The student begins to use oral language for different purposes to inform, to persuade, and to entertain.

Learning Goals

Essential Question(s):
1. What is an iguana?
2. How is this word used in the context of the story?
3. Does knowing this word help me to better understand the story?
Knowledge:
1. Speaking to inform.
2. Facts about an iguana.

Skills:
1. The student will complete a word web of the vocabulary word.
2. The student will use descriptive words to label a picture of an iguana.
3. The student will orally share facts about the iguana.

**Balanced Assessment for Task**

Assessment Method/Type: The teacher will observe the students during their work period time. At the closing period, the teacher will ask the students to share two things they learned about an iguana.

Description/Directions for Assessment: During the work period, the teacher will walk around to each station to observe the students. At this time the teacher is observing if the students are on task and if they understand what an iguana really is. In the closing period, the students are asked to orally give two statements they learned in the lesson. At this time the teacher can access if the students could verbally communicate what an iguana is.

**Student Work Samples (optional):**

**Procedures, Directions, and Resources**

Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:

Opening (10min): The teacher shows the students the book I Wanna Iguana. The teacher asks the students to look at the cover and think about what an iguana is. The students will be eager to show their thoughts about an iguana, so the teacher allows them to share what they know about an iguana. At this time the teachers holds up a realistic picture of an iguana. From the picture she asks the students to describe what they see in the picture. *Ex: Let's look at a real picture of an iguana. What are some words we can use to describe the iguana? (Reptile, scaly, long tail, saw like teeth)* The teacher begins to share with the students facts about the iguana they may not have known. The teacher charts the descriptive words and facts on a chart. *Ex: Did you know that most iguanas live in North and South America? Say the word herbivore. Herbivores are plant eaters. An iguana is a plant eater. Let's look at this picture of an iguana the skin that is hanging from its neck is called dewlap. Everyone say dewlap. Another interesting fact about iguanas is that they dig a trench to put their eggs in. They can lie up to 70 eggs at a time.* The teacher tells the students that will participate in three activities that focus on the word iguana.

Worktime (30 min.): Station 1-Students are to complete a word web with the word iguana. This is done by placing the word iguana in a circle and drawing lines extending from the circle to place words that describe the iguana. The students use the chart from the opening lesson to get their descriptive words.
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Station 2-Students are asked to look through realistic pictures of iguanas. On paper they draw a picture of an iguana. They use the words from the chart to label the parts of an iguana. (Ex: scaly skin, saw like teeth, dewlap) Station 3-Students will read or peruse nonfiction books about iguanas. They will discuss in their groups what they see in the books.

Closing (20 min.): The teacher calls on each group and asks each person in the group to share two things they learned about iguanas. The teacher observes the students to be sure they communicate in an informing manner and that they use vocabulary they should have learned from their stations. The teacher tells the students that will now read I Wanna Iguana and they should take what learned about iguanas to make a connection in the story.

Resources, Materials, and Equipment:
1. Fiction or Nonfiction Book (Suggested: I Wanna Iguana)
2. Chart Paper
3. Nonfiction books about iguanas
4. Realistic pictures of iguana
5. Student copies of word webs
6. Paper, Pencil, Crayons

Differentiation for Content, Procedures, Process, and/or Learning Environment:

Enrichment:
- Teacher can have students draw pictures on the word web instead of writing.
- Teacher can follow the students to each group and monitor or help the students.

Extension:
- Students can research in more detail about iguanas using books, media resources, or Internet.
- Students can make a diorama of an iguanas’ habitat.