**Performance Task Target Standard:**

* **Writing 2.2** Write informative explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement/section.
* **Science Standard 2.4, Objective 1.b** Develop, communicate, and justify an explanation as to why a habitat is or is not suitable for a specific organism.

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| **Text Set #1**  Who Lives Here? Polar Animals  [www.getepic.com](http://www.getepic.com) |

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| LEVEL 1: Key Ideas and Details |

**General Understandings**

* How are arctic animals’ bodies built to live in the cold? RI. 2.1
* Why do emperor penguins huddle together? RI.2.1
* What two body parts help keep the arctic fox warm? RI.2.1

**Key Ideas and Details**

* What is the main idea of this text? RI.2.2
* What do blubber and thick fur help animals do? RI.2.3

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| LEVEL 2: Craft and Structure |

**Vocabulary**

* What is blubber? RI.2.4

**Structure**

* How are the captions used? RI.2.5

**Author’s Craft**

* What did the author want to explain by writing this book? RI.2.6

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| LEVEL 3: Integration of Knowledge and Ideas |

**Author’s Purpose**

* On page 6, the author says, “like all polar animals, their bodies are built for living in the cold,” What are the points the author uses to support that statement? RI.2.8
* Why did the author include the picture in her book? RI.2.7

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| **Learning Task #1:** Complete the table on Arctic Animal Adaptations. (DOK LEVEL 1) |

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| **Animal** | **Physical adaptation** | **Physical adaptation** |
| **Emperor Penguin** |  |  |
| **Arctic Fox** |  |  |
| **Seal** |  |  |
| **Snowy Owl** |  |  |
| **Musk Ox** |  |  |
| **Beluga Whale** |  |  |
| **Polar Bear** |  |  |
| **Walrus** |  |  |
| **Caribou** |  |  |

**Instructional Sequence**

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| **Session 1:**  Read aloud “Who Lives Here? Polar Animals,” and ask text-dependent questions. After reading, ask the class what the author was trying to explain in the text. Expect them to use facts from the text to support their ideas.  **Session 2:**  Tell the students that you are going to look at the book again to answer the question, “how are Arctic animals’ bodies built to live in the cold?”  I Do: Hand out the table and explain that we will use this to record our thinking when we look through the book again. Turn to page 8 in the text and model choosing which facts answer the question “how is the emperor penguin’s body built to live in the cold?”  We Do: Turn to page 10 and have the students get into pairs to discuss how the body of an arctic fox is suited for a polar region. Ask for students to share and fill in the row with their suggestions.  Y’All Do: When students understand the task, partner them up to complete the table together. Bring the students back together as a class, and have each pair share what they have found.  Quick Check: Have each student write one complete sentence that states an animal, and another sentence that states an adaptation that animal has to help it survive in the cold. Check students’ sentences to confirm they understand the lesson. |

**Standards Addressed:**

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| **SC 2.4.1.b**. Develop, communicate, and justify an explanation as to why a habitat is, or is not, suitable for a specific organism.  **W.2.2** Write informative explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement/section.  **RI 2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in the text.  **RI 2.2** Identify the main topic of a multi-paragraph text, as well as the focus of specific paragraphs within 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.  **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 or information in a text efficiently.  **RI 2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  **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** Compare and contrast the most important points presented by two texts on the same topic.  **SL 2.2** Recount or describe key ideas or details from a text read aloud, or information presented orally or through other media. |

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| **Text #2: Life in the Arctic**  <http://web.a.ebscohost.com/sas/detail?vid=2&sid=6e1b4169-e4ae-46c0-a281-ebad3968641b%40sessionmgr4004&hid=4209&bdata=JkF1dGhUeXBlPQ%3d%3d#db=prh&AN=36236838> |

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| LEVEL 1: Key Ideas and Details |

**General Understandings**

* How does the body of a walrus, polar bear, and snowy owl help them survive in the North Pole? RI.2.1
* Where does the blood flow to when the walrus is cold? RI.2.1
* How does the shape of a polar bear’s fur help it stay warm? RI.2.1
* How does the snowy owl’s feathers help it stay warm? RI.2.1

**Key Ideas and Details**

* What is the main idea of the paragraph on the polar bear? RI.2.2
* Name one detail that supports the main idea. RI.2.2

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| LEVEL 2: Craft and Structure |

**Vocabulary**

* Define habitat. RI.2.4
* What is an organ? RI.2.4
* What is down? RI2.4

**Structure**

* How is the inset “Arctic Meltdown” different than the rest of the article? RI.2.5

**Author’s Craft**

* Why did the author include the inset “Arctic Meltdown?” What is that trying to tell us? RI.2.6

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| LEVEL 3: Integration of Knowledge and Ideas |

**Author’s Purpose**

* What details did the author include that help support the fact that the snowy owl’s feathers help it stay warm? RI.2.8

**Inter-textual Connections and Integration of Knowledge and Ideas**

* What new things did we learn about the walrus, polar bear and snowy owl in “Life in the Arctic?” Did we see anything that we had already learned in “Who Lives Here? Polar Animals?” RI.2.9

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| **Learning Task #2:** (DOK 4) Use information from “Who Lives Here? Polar Animals,” and the article “Arctic Life” to write a paragraph about one polar animal’s adaptations to its environment. |

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|  | **Who Lives Here? Polar Animals** | **Arctic Life** |
| **Walrus** |  |  |
| **Polar Bear** |  |  |
| **Snowy Owl** |  |  |

*Scaffolding to accomplish learning task #2:*

**Instructional Sequence**

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| **Phase 1**   1. Show students the new table and explain that we will be reading a new article about polar animals. First, we will need to fill out what we already know about these animals from “Who Lives Here? Polar Animals.” 2. Have students get out the first table and look for walrus. Ask students to share some things they wrote down about the walrus after reading the first text. 3. Model filling in the already learned facts in the first column with the student shares. 4. In groups, have students share and fill in the polar bear and snowy owl boxes (just the first column).   **Phase 2**   1. During small group time, meet with struggling reader groups and read “Arctic Life.” Discuss the article and help them fill out the appropriate column on the table. This would be done over a few meetings. For strong independent readers, allow them to read and complete the table in partners, or independently. Then, when meeting with this group, discuss the text, making sure to ask text dependent questions, and/or have them share questions.   **Phase 3**   1. Explain that students will be writing a paragraph on one of the Arctic animals that we have been reading about (walrus, polar bear, snowy owls). The paragraph must introduce the topic, use facts from the texts to develop points, and end with a concluding statement. |

**Standards Addressed**

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| **SC 2.4.1.b**. Develop, communicate, and justify an explanation as to why a habitat is, or is not, suitable for a specific organism.  **W.2.2** Write informative and explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement/section.  **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 2.2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the 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.  **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, and icons) to locate key facts or information in a text efficiently.  **RI 2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  **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** Compare and contrast the most important points presented by two texts on the same topic.  **SL 2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
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| **Performance Task** (DOK LEVEL 4) Use facts from “Who Lives Here? Polar Animals,”“Life in the Arctic,”and “Animal Atlas,” to choose at least two polar animals to write a description about, in which you explain the physical adaptations that allow them to survive in their habitat. The description must introduce the topic, use facts to develop points, and include a concluding statement. |