

## 2nd Grade - Act. 01: Exploration Tubs

### Summary

Information about the Exploration Tubs for second grade.

### Materials

#### Show and Teach Tub

- a shoe with long laces that could be tied
- a toothbrush
- toothpaste and cup for water
- color mixing with colored water
- ink pads
- socks
- stuffing
- rubber bands
- yarn
- pencil
- cardboard
- clay
- magnet
- needle
- cork
- clear glass
- penny
- napkin
- paper squares
- chart paper to record sequenced steps
- paper
- markers
- scissors

#### Fossil Hunting and Rock Sorting

- a variety of rocks and fossils

#### Life Size Giraffe

- Life-size giraffe made out of plastic table cloths or shower curtains

#### Reptiles

- plastic reptiles

#### Ocean Animals

- plastic ocean animals
- tub filled with water

### Background for Teachers

Oral language engages children and enables children to express themselves and share ideas. But oral language is also a window revealing key indicators of a child's reading comprehension. Oral language is more related to reading ability than intelligence. The focus of this lesson is to provide an opportunity for children to develop oral language skills and to record their oral language to share with others.

Second grade students use their oral vocabulary to make sense of the words they see in print.

Oral language comprehension is a good predictor of reading comprehension.

For a student to be able to read and understand a word, he must have first acquired it at the listening and speaking levels.

Small vocabularies are characterized by lots of short words that are used frequently, high usage of nonspecific words, fewer complex sentences, and less elaboration.

### Intended Learning Outcomes

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3. Demonstrate responsible emotional and cognitive behaviors.

6. Communicate clearly in oral, artistic, written, and nonverbal form.

#### Process Skills

Symbolization, observation, prediction, description, problem solving

### Instructional Procedures

#### 1. Show and Teach Tub

Students will recognize their special abilities and interests.

Students will follow step by step instructions to learn something new.

Students will perform a task analysis of a task they are willing to teach the class.

Students will give a short class presentation sharing a personal skill.

Students will self assess their presentation.

#### *Books:*

*Origami* by Charlotte Stadler (Benchmark)

*Make a Sundial* by Theresa Bryson (Benchmark)

*Coin Magic* by Charlotte Stadler (Benchmark)

*Make a Paper Airplane* by Cathy French (Benchmark)

*Make a Marionette* by Lynne Anderson (Benchmark)

*Made by Hand* by Meish Goldish (Newbridge)

*You Can Make Memory Scrapbook* by Cathy French (Benchmark)

*Ella's Time Line* by Lily Richardson (National Geographic)

#### 2. Fossil Hunting and Rock Sorting

Rocks can be sorted by many attributes.

Rocks are used in our community.

Rocks change over time.

Fossils provide evidence about the plants and animals that lived long ago.

#### *Books:*

*Remarkable Rocks* by Ron Cole, Ranger Rick (Newbridge)

*Rocks* by Brenda Parkes (Newbridge)

*Space Rocks* by Aaron Waldeck (Rosen, fluent)

*All Kinds of Rocks* by Judy Nayer (McGraw-Hill)

*Fossils* by Kate McGough (National Geographic)

*The Fossil Hunters* by Michael Medearis (Harcourt)

*Fossils Golden Book Field Guide*

#### 3. Life-size Giraffe

Students will begin to develop an understanding of the characteristics of organisms.

Students will begin to develop an understanding of organisms and environments.

Students will utilize tools to gather data and compare size.

#### *Books:*

*Our Amazing Animal Friends* by Gene S. Stuart (National Geographic)

other library books about animals that students have selected

#### 4. Reptiles

Students will begin to develop an understanding of the characteristics of organisms.  
Students will begin to develop an understanding of organisms and environments.

*Books:*

*Black Snake and the Eggs* by Michael R. Strickland (Wright Group, early fluent)

*Giant Snakes* by Cheryl Ryan (Wright Group, early fluent)

*Lizards* by Carolyn MacLulich (Scholastic)

*Snakes* by Carolyn MacLulich (Scholastic)

*Snakes and Lizards* by Daniel Moreton and Pamela Chanko (Scholastic)

*Snakes* by Martha E. H. Rustad (Pebble Books by Capstone)

*Snakes* by Tom Pipher (Wright Group, emergent)

*Snakes* by Rebel Williams (Wright Group, emergent)

*The Yucky Reptile Alphabet Book* by Jerry Pallotta

*What Is A Reptile?* by Lola M. Schaefer (Pebble Books by Capstone)

#### 5. Ocean Animals

Students will begin to develop an understanding of the characteristics of organisms.  
Students will begin to develop an understanding of organisms and environments.

*Books:*

*Clinging Sea Horses* by Judith Jango-Cohen (Rosen)

*Corals* by Lola M. Schaefer (Pebble Books by Capstone)

*Crabs* by Lola M. Schaefer (Pebble Books by Capstone)

*Deadly Sea Creatures* by Bill Francis (Wright Group)

*Dolphins* by Kevin J. Holmes (Bridgestone)

*Dolphins* by Martha E. H. Rustad (Pebble Books by Capstone)

*Dolphins* by Marion Rego (Wright Group)

*Fish* by Colin Walker (Wright Group, McGraw-Hill)

*Giant Octopus* by Christine Zuchora-Walske (Rosen)

*How Do Fish Live?* by Heather Jenkins (Wright Group)

*Is It a Fish?* by Brian and Jillian Cutting (Wright Group)

*Parrotfish* by Lola M. Schaefer (Pebble Books by Capstone)

*Rays* by Martha E. H. Rustad (Pebble Books by Capstone)

*Sea Horses* by Lola M. Schaefer (Pebble Books by Capstone)

*Sea Urchins* by Lola M. Schaefer (Pebble Books by Capstone)

*Sea Stars* by Lola M. Schaefer (Pebble Books by Capstone)

*Sea Turtles* by Martha E. H. Rustad (Pebble Books by Capstone)

*Sea Anemones* by Lola M. Schaefer (Pebble Books by Capstone)

*Seals* by Martha E. H. Rustad (Pebble Books by Capstone)

*Sharks* by Kevin Boon (Wright Group)

*Sharks* by Carolyn MacLulich (Scholastic)

*Sharks* by Martha E. H. Rustad (Pebble Books by Capstone)

*Spiny Sea Stars* by Christine Zuchora-Walske (Rosen)

*Stingrays* by Julia Wall (Wright Group)

*Sturdy Turtles* by Kathleen Martin-James (Rosen)

*Tell Me about Turtles* by Kristine Lalley (Rosen, emergent)

*The Survival of Fish* by Fred and Jeanne Biddulph (Wright Group)

*Whales* by Martha E. H. Rustad (Pebble Books by Capstone)

*Whales* by Kevin Boon (Wright Group)

*What Do You Know About Dolphins?* by Harley Chan (National Geographic)

*What Is a Fish?* By Lola M. Schaefer (Pebble Books by Capstone)

## Strategies for Diverse Learners

Students with low language skills tend to cluster in the following areas:\*

1. *ESL:*

These students may appear to be competent, yet they often lack the kind of language knowledge needed for academic success.

2. *Poverty:*

Because parents often work several jobs, they frequently have little or no time to verbally interact with their children. The children have capable minds but poorly developed language.

3. *Learning Disabilities:*

Hearing impairments, hyperactivity, ADD, and behavioral disorders all impact language development.

4. *Slow Learners:*

About one-sixth of the general population are slow learners (IQ falls between 70 and 85), and commonly have much poorer oral language vocabularies than their peers, and develop in literacy at a much slower pace. For instance, a fourth grade student (9-year-old) who is a slow learner can be expected to read on a first grade level if he is developing normally. You may have three to four slow learners in your classroom each year that will need extra assistance in their learning.

5. *Highly Mobile:*

These drop in/drop out children, even with good teaching, miss consistent planned instruction and their oral language development can suffer.

Children learn to use language quickly when they are able to use it for real purposes, rather than as a rote exercise. Teachers should provide opportunities for exploration, investigation, information books, and conversation about core topics in the second grade classroom.

Typically, teachers will begin the school year with Standard I. This is an excellent time to get acquainted with each student and to collect an oral language and a writing sample of each student, which will provide the teacher with a valuable overview. This overview can facilitate: pair a less verbal child with a very verbal child and provide pre-teaching of content vocabulary to target children who will need to use words orally prior to reading and writing them.

\* Adapted from *Strategies for Reading Assessment and Instruction Helping Every Child to Succeed* by D. Ray Reutzel and Robert B. Cooter, Jr. Merrill Prentice Hall

## Authors

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