

Grade/Unit #	Second Grade - Unit 2: Awesome Insects
Lesson #	3
Objective:	● Explain which of the following images are insects by using organizing categories to defend claims or opinions about a content-related topic. ● Create a shared Single-Paragraph Painted Outline (SPPO) to draft a response.
Target Task:	● Explain how you know which animals are insects. Use what you know about insect characteristics.
Standards:	● L.2.1.f — Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). ● RI.2.4 — Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. ● RI.2.7 — Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. ● 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. ● SL.2.2 — Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ● 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.2.5 — With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
Materials:	● Book: Insect Bodies by Bobbie Kalman and Molly Aloian (reference as needed) ● Lesson Slides ● Vocabulary Review Worksheet (1 per student) ● Target Task ● Single-Paragraph Painted Outline (SPPO) (1 copy per student and teacher) ●  Montessori Animal Flashcards.pdf (1 per pair of students) ○ Students will need scissors to cut these. ● Optional Multiple Choice Exit Ticket (1 per student) ● Fluency Passage (1 copy per student and teacher)
Fluency Cycle - Cycle 1 , Day 3 (5 minutes)- Arthropods Animals with Lots of Legs ● Remind students that we practice fluency to strengthen our ability to read with confidence, smoothness, and expression. ● Teacher reads one minute. ● Partner A: Reads one minute and marks where they stop.	

- Partner B: Reads one minute and marks where they stop.
- Provide feedback on fluency as needed.

Building Background and Engagement (10 minutes)

- Comprehension and Vocabulary Review:
 - Opportunity for differentiation:
 - Do the first couple of sentences together as a class. Then send students to work in partners or in a small group with you to complete the rest of the sentences.
 - Show students each of the following sentences. Have students fill in the blanks with the corresponding vocabulary word.
 - 1. A butterfly is an insect because it has six legs.
 - 2. An insect's hard outer shell is called an exoskeleton.
 - 3. The middle section of an insect's body is the thorax.
 - 4. The rear part of an insect's body is the abdomen.
 - 5. Insects can see many directions at once because they have compound eyes.
 - 6. An insect uses its antennae to smell, touch, and sometimes even hear.
 - 7. Insects eat with their mouthparts, which are shaped for biting, chewing, or grabbing.
 - Review each sentence as a class. Have students correct sentences as needed.

Class Discussion and Insect Sort (15 minutes):

- Inform students that in order to get ready for our writing today, we will use what we have learned about insect characteristics to sort images of insects and non-insects.
- Show students the images. If needed, quickly model or instruct students on how to cut them out to avoid making scraps of paper. (slide 5)
- Give students images of different insects and non-insects. Introduce the Speaking and Listening focus to students. (Slide 6)
 - Build on others' talk in conversations by linking their comments to the remarks of others
 - Ask and answer questions about what a speaker says to clarify comprehension
- Explain to students that when they work in partners, they will be focusing on these Speaking and Listening skills. Model for students what building on and asking questions would look like. Then provide students with the following sentence stems to use.
 - I agree with you because _____.
 - I respectfully disagree with you because _____.
 - I want to build on. I think _____.
 - Can you tell me more about _____?
 - I don't understand. Can you say that again?

- Have students work in pairs to sort the different images into insects or non-insects. Students should explain why they put each image into a certain category using key vocabulary from the unit. Supply students with a word bank and insect characteristics chart if necessary (slide 7).
- Consider using an A/B protocol in which partners have to take turns picking an image and explaining how they know it is an insect or not. For example, partner A picks an image and explains why it is or is not an insect using key vocabulary words, and partner B confirms or denies partner A's answer. Then partner B picks an image and repeats.
- After students have sorted the images with their partner, bring the class back together and make a class list of which are insects and which are not. (Slide 8)
 - Answer Key:
 - *Insects: beetle, praying mantis, grasshopper, dragonfly, wasp, ladybug, butterfly, ant, bee, moth*
 - *Non-insects: rabbit, toad, spider, bird, frog, snail*
- Additional Supports:
 - Provide the following sentence frame if necessary:
 - This is/is not an insect because _____.
 - Before students work in partners, consider modeling insects/non-insects for students using pages 28–29 in the text.
 - If students finish early with their partners, have them draw their own "insect" and give it all the body parts that classify something as an insect. This will be a warm-up for their project later in the unit.

Shared Writing of Single-Paragraph Painted Outline (SPPO) (15 minutes)

Teacher Content Note: In this unit, students will continue to write mostly shared SPPOs and paragraph responses. This is to help students develop a strong understanding of how to use an SPPO to plan their writing. In future units, students will be writing SPPOs independently.

- Say: Now that we have discussed our target task question in detail, we will plan and write another shared paragraph in response to it.
- Pass out the SPPO planning sheet:
- Ask: What is a topic sentence? *It is the first sentence of a paragraph that clearly states your point.*
- Reread the target task. Explain how you know which animals are insects. Use what you know about insect characteristics.
 - Say: Turn and tell your partner what your topic sentence might sound like.

- Guide students to generate the following topic sentence (or something similar).
 - Ants and grasshoppers are insects.
- Model writing the sentence into the topic sentence box while students copy it into theirs. Students can pick different insects to write about.
- Say: Now, we have to include our short pieces of evidence that support our topic sentence. We need to provide evidence that explains how we knew these two animals were insects. What short and quick evidence could we add?
- Call on students to share short and quick evidence. Model turning their evidence into short, quick notes as needed. Have students fill out their SPPOs with you.
 - Potential evidence to include:
 - 3 body parts- head, thorax, abdomen
 - exoskeleton protect the body
 - 6 legs
 - See below for an example of a completed SPPO.

Topic Sentence:	Ants and grasshoppers are insects
Evidence:	3 body parts → head, thorax, abdomen
Evidence:	exoskeleton protects body
Evidence:	6 legs

Target Task Writing (15 minutes)

- Pass out the target task writing paper.
- Say: Now that we have created our Single-Paragraph Painted Outline, we can use it to write our paragraph. How can we turn our plan into a paragraph? *We copy the topic sentence, and then we turn our evidence into complete sentences.*

- Model taking the first piece of evidence, “3 body parts- head, thorax, abdomen” and expanding it into a sentence like this: ***For example, ants and grasshoppers have three body parts, a head, thorax, and abdomen.***
 - Additional Supports:
 - Provide students with a list of potential transition words. (Slide 11 includes transition words modified from *The Writing Revolution*. The ones that might be most helpful are boxed in green.)
 - As you model writing, pay close attention to demonstrating neat handwriting and strong letter formation. Provide students with feedback on handwriting as needed.
- If needed, continue to show students how you can expand the remaining pieces of evidence into complete sentences. If students are ready for a challenge, they can generate their own sentence after thinking and talking with a partner.
- A completed paragraph could be:
 - *Ants and grasshoppers are insects. For example, ants and grasshoppers have three body parts, including a head, thorax, and abdomen. In addition, they have an exoskeleton that protects their body. Lastly, both have six legs.*

Grammar: (5 minutes)

- Review the [editing checklist](#) and model reading through each sentence to ensure they are complete and that punctuation and capitalization are correct.
- Assign students a specific writing goal or have them select a writing goal that would be appropriate.

Closing (3 minutes):

- Showcase the work that is neat and detailed!
- Preview that in the next few lessons, we will learn about the life cycle of insects.
 - Note: Beginning in SY27, students will be highly excited since they will have previous knowledge from their Kindergarten Life Cycles unit.

Optional Exit Ticket: (5 minutes):

- If you have time, have students complete the multiple-choice exit ticket based on their insect characteristics knowledge.
 - **Question 1** Which body parts show that an animal is an insect?
 - A. Head, thorax, and abdomen
 - B. Arms, chest, and tail
 - C. Head, shell, and stomach

- **Question 2** What does an insect's exoskeleton do?
A. Protects the body of animals without backbones
B. Makes the insect heavy
C. Gives the insect extra wings
- **Question 3** Which of these is **true about insects**?
A. They have 2 legs and sharp claws
B. They have 6 legs and they all have wings.
C. They have 6 legs and sometimes wings
- **Question 4** Reread the following sentence in the box below.

Some insects have one pair of wings.

In this sentence, what does the word pair mean? Write your answer on the line below.

a set of two wings