



Cycles in Nature

Tell It Again!™ Read-Aloud Anthology





Cycles in Nature

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
GRADE 2

Core Knowledge Language Arts®
New York Edition



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Alignment Chart for Cycles in Nature

The following chart contains core content objectives. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Cycles in Nature	Lesson								
	1	2	3	4	5	6	7	8	9
Core Content Objectives									
Explain that a cycle is a sequence of events that repeats itself again and again									
Recognize that the rotation of Earth causes daytime and nighttime	✓	✓							
Explain that it takes twenty-four hours for the earth to rotate once on its axis	✓	✓							
Recognize that living things have a life cycle	✓	✓	✓						
Demonstrate familiarity with the poem “Bed in Summer”		✓							
Recognize that Earth orbits the sun		✓							
Explain that it takes one year for Earth to orbit the sun		✓							
Describe the seasonal cycle: spring, summer, autumn, winter		✓	✓	✓	✓	✓	✓	✓	
Identify that the tilt of Earth’s axis in relation to the sun causes the seasons		✓	✓						
Explain effects of seasonal changes on plants and animals		✓	✓	✓	✓	✓	✓	✓	
Demonstrate familiarity with the poem “Bee! I’m expecting you!”			✓						
Describe animal processes in spring, summer, autumn, winter			✓						
Define the term <i>life cycle</i>				✓	✓	✓	✓	✓	
Identify the stages of the life cycle of a flowering plant (seed to seed)				✓					
Identify the stages of the life cycle of a tree (seed to seed)					✓				
Identify the stages of the life cycle of a chicken (egg to egg)						✓			




Alignment Chart for Cycles in Nature

Lesson

	1	2	3	4	5	6	7	8	9
Identify the stages of the life cycle of a frog (egg to egg)							✓		
Explain metamorphosis							✓	✓	
Identify the stages of the life cycle of a butterfly (egg to egg)								✓	
Define the term <i>water cycle</i>									✓
Explain that there is a limited amount of water on Earth									✓
Describe evaporation and condensation									✓
Identify forms and importance of precipitation									✓
Describe the formation of clouds									✓
Identify three types of clouds: cirrus, cumulus, and stratus									✓



Reading Standards for Literature: Grade 2

Key Ideas and Details

STD RI.2.1		Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud	
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships	
STD RI.2.2		Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
CKLA Goal(s)	Identify the main topic of a multi-paragraph nonfiction/informational read-aloud as well as the focus of specific paragraphs within the text	


Alignment Chart for Cycles in Nature

Lesson

Alignment Chart for Cycles in Nature		1	2	3	4	5	6	7	8	9
STD RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.									
CKLA Goal(s)	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud	✓	✓	✓				✓		
Craft and Structure										
STD RI.2.4	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.									
CKLA Goal(s)	Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions									
Integration of Knowledge and Ideas										
STD RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.									
CKLA Goal(s)	Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational read-aloud and explain how these graphics clarify the meaning of the read-aloud	✓	✓							
STD RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.									
CKLA Goal(s)	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds			✓	✓	✓	✓		✓	
Range of Reading and Level of Text Complexity										
STD RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.									
CKLA Goal(s)	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4									





Alignment Chart for Cycles in Nature

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Writing Standards: Grade 2										
Text Types and Purposes										
STD 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 or section.									
CKLA Goal(s)	Plan and/or draft, and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section							✓		
Production and Distribution of Writing										
STD W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.									
CKLA Goal(s)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing						✓	✓		
Research to Build and Present Knowledge										
STD W.2.8	Recall information from experiences or gather information from provided sources to answer a question.									
CKLA Goal(s)	With assistance, categorize and organize facts and information within a given domain to answer questions					✓				
Speaking and Listening Standards: Grade 2										
Comprehension and Collaboration										
STD SL.2.1	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups.									
STD SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).									
CKLA Goal(s)	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.									


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		1	2	3	4	5	6	7	8	9
STD SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.									
CKLA Goal(s)	Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age									
STD SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.									
CKLA Goal(s)	Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud									
STD SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.									
CKLA Goal(s)	Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud									
	Summarize (orally or in writing) text content and/or oral information presented by others						✓			✓
STD SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.									
CKLA Goal(s)	Ask questions to clarify directions, exercises, classroom routines and/or what a speaker says about a topic to gather additional information, or deepen understanding of a topic or issue			✓	✓			✓		
Presentation of Knowledge and Ideas										
STD SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.									
CKLA Goal(s)	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings						✓			✓
STD SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language)									
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification									

Alignment Chart for Cycles in Nature

Lesson

Alignment Chart for Cycles in Nature				1	2	3	4	5	6	7	8	9
Language Standards: Grade 2												
Vocabulary Acquisition and Use												
STD L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.											
STD L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.											
STD L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).											
CKLA Goal(s)	Determine the meaning of unknown and multiple meaning words and phrases in fiction or nonfiction/ informational read-alouds and discussions	✓		✓	✓					✓		
STD L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy, that makes me happy</i>).											
CKLA Goal(s)	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy, that makes me happy</i>)											
Additional CKLA Goals												
Prior to listening to a read-aloud, identify orally what students know and have learned about a topic	✓	✓				✓			✓			✓
Identify and express whether they are able to feel the rotation of the earth	✓											
Discuss personal connections to given topics		✓	✓							✓		
Use knowledge of the meaning of individual words to predict the meanings of compound words			✓									
Sequence four to six pictures illustrating events from a nonfiction read-aloud				✓						✓		
Prior to listening to a read-aloud, make a prediction and then compare the actual outcome to the prediction								✓				
Share writing with others								✓	✓			



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to Cycles in Nature

This introduction includes the necessary background information to be used in teaching the *Cycles in Nature* domain. The *Tell It Again! Read-Aloud Anthology* for *Cycles in Nature* contains nine daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. The entire lesson will require a total of sixty minutes.

This domain includes one Pausing Point after Lesson 5. You may wish to pause and spend one to two days reviewing, reinforcing, or extending the material taught prior to the Pausing Point. **You should spend no more than thirteen days total on this domain.**

Week One								
Day 1	#	Day 2	#	Day 3	Ⓢ	Day 4	Day 5	#
Lesson 1A: “The Cycle of Daytime and Nighttime” (40 min.)		Lesson 2A: “The Reasons for Seasons” (40 min.)		Lesson 3A: “Four Seasons in One Year” (40 min.)		Lesson 4A: “The Life Cycle of a Plant” (40 min.)	Lesson 5A: “The Life Cycle of a Tree” (40 min.)	
Lesson 1B: Extensions (20 min.)		Lesson 2B: Extensions (20 min.)		Lesson 3B: Extensions (20 min.)		Lesson 4B: Extensions (20 min.)	Lesson 5B: Extensions (20 min.)	
60 min.		60 min.		60 min.		60 min.	60 min.	

Week Two								
Day 6	Ⓢ	Day 7	#	Day 8	Ⓢ	Day 9	Day 10	#
Pausing Point (60 min.)		Lesson 6A: “Which came first, the Chicken or the Egg?” (40 min.)		Lesson 7A: “The Life Cycle of a Frog” (40 min.)		Lesson 8A: “The Life Cycle of a Butterfly” (40 min.)	Lesson 9A: “The Water Cycle” (40 min.)	
		Lesson 6B: Extensions (20 min.)		Lesson 7B: Extensions (20 min.)		Lesson 8B: Extensions (20 min.)	Lesson 9B: Extensions (20 min.)	
60 min.		60 min.		60 min.		60 min.	60 min.	

Week One		
Day 11	Day 12	Day 13
Domain Review (60 min.)	Domain Assessment (60 min.)	Culminating Activities (60 min.)
60 min.	60 min.	60 min.

Ⓢ Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

Domain Components

Along with this Anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book for Cycles in Nature*
- *Tell It Again! Image Cards for Cycles in Nature*
- *Tell It Again! Supplemental Guide for Cycles in Nature*

* The *Tell It Again! Posters* and *Tell It Again! Multiple Meaning Word Posters for Cycles in Nature* are located in the back of the *Tell It Again! Flip Book*.

Recommended Resource:

- *Core Knowledge Grade 2 Teacher Handbook*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2005) ISBN 978-1890517748

Why Cycles in Nature Are Important

This domain will introduce your students to the many natural cycles that make life on Earth possible. Your students will increase their knowledge of cycles in nature by learning more about seasonal cycles, and by beginning their study of flowering plants and trees, animal life cycles, and the importance of the water cycle. Students will also learn about the effect seasonal changes have on plants and animals. In addition, throughout this domain, students will gain exposure to poems by renowned authors Emily Dickinson and Robert Louis Stevenson. As students learn that all organisms experience the developmental stages of the life cycle, they will also learn how their growth and development relates to Earth's seasonal cycles and begin to understand how all organisms depend on Earth's limited water supply.

What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten and Grade 1

The following Kindergarten and Grade 1 domains are particularly relevant to the read-alouds your students will hear in *Cycles in Nature*. The background knowledge will greatly enhance your students' understanding of the read-alouds they are about to enjoy:

Plants (Kindergarten)

- Explain that seeds are the beginnings of new plants
- Explain that some plants produce fruit to hold seeds
- Compare and contrast fruits and seeds of different plants
- Explain the basic life cycle of plants
- Describe how bees collect nectar and pollen
- Describe the important role bees play in plant pollination
- Compare and contrast deciduous and evergreen plants
- Sequence the seasonal rhythm of planting, growing, and harvesting

Seasons and Weather (Kindergarten)

- Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- Characterize winter as generally the coldest season, summer as generally the warmest season, and spring and autumn as transitional seasons
- Describe any unique seasonal differences that are characteristic of their own locality (change of color and dropping of leaves in autumn; snow or ice in winter; increased rain and/or flooding in spring; etc.)
- Identify ways in which weather affects daily routines, such as dress, activities, etc.
- Describe daily weather conditions of their own locality in terms of temperature (hot, warm, cool, cold); cloud cover (sunny, cloudy); and precipitation (rain, snow, or sleet)
- Identify the four seasons, and name activities that are associated with those seasons
- Explain why weather prediction is important in their daily lives

Taking Care of the Earth (Kindergarten)

- Compare and contrast fresh water, salt water, and wastewater

- Explain that many living things, including humans, need freshwater to survive, and that there is a limited supply of fresh water on Earth
- Explain why people have a special responsibility to take care of the earth

Astronomy (Grade 1)

- Identify the four phases of the moon—new, crescent, half, full
- State that the moon orbits the earth
- Explain that our solar system includes the sun and the planets that orbit the sun

Animals and Habitats (Grade 1)

- Explain why living things live in habitats to which they are specifically suited
- Classify water habitats as either freshwater or saltwater habitats
- Identify the characteristics of the freshwater habitat
- Explain that salt water covers most of Earth and is found in several oceans

Core Vocabulary for Cycles in Nature

The following list contains all of the core vocabulary words in *Cycles in Nature* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

axis
cycle
rotating
thrive

Lesson 2

equator
hemisphere
revolves
tilt

Lesson 3

absorbed
adapt
migrate
minimum
photosynthesis

Lesson 4

attracted
emerge
pollinators
protective
reproduce

Lesson 5

decomposers
dependent
flexible
germination
mature
Lesson 6
albumen
embryo
fertilize
replenished
yolk

Lesson 7

amphibian
burrow
gills
lungs
metamorphosis

Lesson 8

larva
molt
transparent


Lesson 9

evaporation
condensation
humidity
precipitation

Student Performance Task Assessments


In the *Tell It Again! Read-Aloud Anthology for Cycles in Nature*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: 10. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology* for *Cycles in Nature*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: .

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed specifically to assist educators who serve students with limited English oral language skills or students with limited home literary experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning Strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students’ attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students’ general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: .

Recommended Resources for Cycles in Nature

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions in the Pausing Point, and in the Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

Trade Book List

Seasonal Cycles

1. *Earth Cycles*, by Michael Elsohn Ross (Millbrook Press, 2001) ISBN 978-0761319771
2. *Four Seasons Make a Year*, by Anne Rockwell (Walker & Company, 2004) ISBN 978-0802788832
3. *How Do Birds Find Their Way?*, by Roma Gans (Harper Collins, 1996) ISBN 978-0064451505
4. *The Reasons for Seasons*, by Gail Gibbons (Holiday House, 1995) ISBN 978-0823412389
5. *Red Leaf, Yellow Leaf*, by Lois Ehlert (Harcourt, Inc., 1991) ISBN 978-0152661977
6. *What Makes Day and Night*, by Franklyn Branley (Harper Collins, 1986) ISBN 978-0064450508

Plant and Animal Life Cycles

7. *Butterfly (How Does it Grow?)*, by Jinny Johnson (Smart Apple Media, 2010) ISBN 978-1599203522
8. *Frogs (How Does it Grow?)*, by Jinny Johnson (Smart Apple Media, 2010) ISBN 978-1599203553

9. *From Caterpillar to Butterfly (Let's-Read-and-Find-Out-Science)*, by Deborah Heiligman (Harper Collins Publishers, 1996) ISBN 978-0064451291
10. *From Seed to Plant*, by Gail Gibbons (Holiday House, 1991) ISBN 978-0823410255
11. *From Seed to Sunflower*, by Dr. Gerald Legg (Franklin Watts, 1998) ISBN 978-0531153345
12. *How a Seed Grows*, by Helene J. Jordan (Harper Collins, 2000) ISBN 978-0064451079
13. *The Life Cycle of an Oak Tree*, by Linda Tagliaferro (Capstone Press, 2007) ISBN 978-0736867115
14. *A Log's Life*, by Wendy Pfeffer (Aladdin Paperbacks, 1997) ISBN 978-1416934837
15. *Monarch Butterfly*, by Gail Gibbons (Holiday House, 1995) ISBN 978-0823409099
16. *A Nest Full of Eggs*, by Priscilla Belz Jenkins (Harper Collins, 1995) ISBN 978-0064451277
17. *One Bean*, by Anne Rockwell (Walker Publishing Company, 1998) ISBN 978-0802775726
18. *The Reason for a Flower*, by Ruth Heller (Penguin Putnam Books for Young Readers, 1999) ISBN 978-0698115590

Water Cycle

19. *Down Comes the Rain (Let's-Read-and-Find-Out-Science)*, by Franklyn M. Branley (Harper Collins Publishers, 1997) ISBN 978-0064451666
20. *The Snowflake: A Water Cycle Story*, by Neil Waldman (Milbrook Press, 2003) ISBN 978-0761323471
21. *Water (Nature's Cycles) [Spanish & English]*, by Dana Meachen Rau (Marshall Cavendish Corporation, 2010) ISBN 978-0761447924
22. *The Water Cycle*, by Helen Frost (Pebble Books, 2000) ISBN 978-0736804097

23. *The Water Cycle*, by Rebecca Olien (Capstone Press, 2005)
ISBN 978-0736851824
24. *Water, Water Everywhere*, Mark J. Rauzon and Cynthia Overbeck Bix (Sierra Club Books for Children, 1994) ISBN 978-0871563835

Websites and Other Resources

Student Resources

1. **Interactive Earth Rotation**
http://www.bbc.co.uk/schools/scienceclips/ages/9_10/earth_sun_moon.shtml
2. **Creature Feature: American Bullfrog**
<http://kids.nationalgeographic.com/kids/animals/creaturefeature/american-bullfrog>
3. **Creature Feature: Penguin**
<http://kids.nationalgeographic.com/kids/animals/creaturefeature/adelle-penguin>
4. **Caterpillar to a Butterfly**
<http://www.youtube.com/watch?v=5Tvl6wz7e9M>
5. **Water Cycle Song**
<http://www.youtube.com/watch?v=KQ8KRznrXiA>
6. **How Water Changes**
<http://www.youtube.com/watch?v=oaCUyZw4Tjo>

Teacher Resources

1. **The Water Cycle**
<http://www.sciencekids.co.nz/sciencefacts/weather/thewatercycle.htm>
2. *March of the Penguins* DVD, with Morgan Freeman (Warner Bros., 2005) ASIN: B000NJUYHM