



EARTH MATERIALS

Grade 1

LARRC

Language and Reading Research Consortium

ASU • FSU • KU • LU • MGH IHP • OSU • UNL

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AUTHORSHIP/CONTRIBUTORS

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LARRC project sites and investigators include the following:

Ohio State University (Columbus, OH): **Laura M. Justice**, Richard Lomax, Ann O'Connell, Shayne Piasta, Jill Pentimonti, Stephen Petrii

Arizona State University (Tempe, AZ): **Shelley Gray**, Maria Adelaida Restrepo

Lancaster University (Lancaster, UK): **Kate Cain**

University of Kansas (Lawrence, KS): **Hugh Catts**, Diane Nielsen, Mindy Bridges

Florida State University (Tallahassee, FL): **Hugh Catts**

University of Nebraska-Lincoln (Lincoln, NE): **Tiffany Hogan**, Jim Bovaird

Massachusetts General Hospital Institute of Health Professions (Boston, MA): **Tiffany Hogan**

Additional LARRC key personnel are as follows:

OSU: Rashaun Geter (Consortium Coordinator), Jennifer Bostic (Project Director), Marcie Mutters (Study 2 Project Director), Beau Bevans (Study 2/3 Project Director), Amber Sherman (Program Manager), Lisa Baldwin-Skinner (Lead Assessor); **ASU:** Shara Brinkley (Project Director), Stephanie Williams (Study 2/3 Project Director), Willa Cree (Study 1 Director), Trudy Kuo (Data Manager), Maria Moratto (ELL Study Director), Carol Mesa Guecha (ELL lesson writer), Gustavo Lujan (Data Manager); **KU:** Mindy Bridges (Project Director), Junko Maekawa (Research Associate), Shannon Tierney (Research Assistant), Beth Chandler (Lead Assessor); **UNL:** Dawn Davis (Project Director), Lori Chleborad (Recruitment and Retention Specialist), Sara Gilliam (CBM Specialist), Denise Meyer (Scoring Manager), Cindy Honnen (Scoring Manager); **MGH IHP:** Tracy Centanni (Project Manager), Crystle Alonzo (Teacher Liaison)

Task Force: This curriculum supplement was developed by a task force consisting of Laura Justice, Shelley Gray, Shara Brinkley, Stephanie Williams, Maria Adelaida Restrepo, Carol Mesa Guecha, Ileana Ratiu, Hope Dillon, Miki Herman, Marcie Mutters, Beau Bevans, Amber Sherman, Denise Meyer, Dawn Davis, Diane Nielsen, and Tiffany Hogan. This work would not be possible without the involvement of numerous project staff, research associates, school administrators, teachers, children, and their families.

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Correspondence concerning this curriculum supplement should be addressed to:

Laura M. Justice
Executive Director, Crane Center for Early Childhood Research and Policy (CCEC)
356 Arps Hall
1945 N. High Street
Columbus Ohio 43210
(614) 292-1045
justice.57@osu.edu

Cover designs by Michael Christoff, red aardvark design, <http://redaardvark.wordpress.com>
Logo designs by Michael Christoff and Shannon Marshall
Overview and planner designs by Tiffany Tuttle



UNIT VOCABULARY

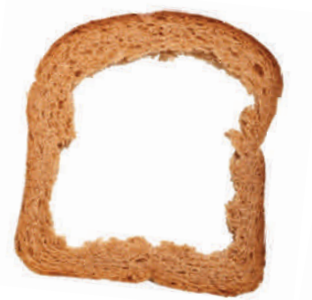
Pressure

The force produced when something presses or pushes against something else



Crust

The hard outer part of something



Illustration

A picture or drawing in a book or magazine



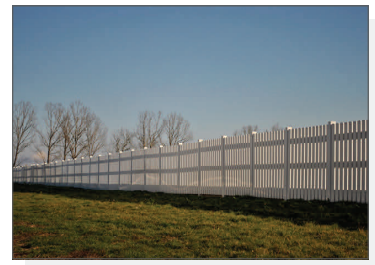
Reason

Explains why something happens or why you did something



Boundary

Something (fence, imaginary line, river) that shows where one area ends and another area begins



Consequence

Something that happens because of something else



Solid

Material that you can't pour and that holds its shape



Liquid

Something that flows freely; you can pour it



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UNIT OVERVIEW

EARTH MATERIALS

In this unit, children will learn about volcanoes, earthquakes, and the layers of the earth (core, mantle, and crust).

CAUSE AND EFFECT

Students will explore the causes and effects of volcanic eruptions, earthquakes, and other natural occurrences on Earth.

CLOSE PROJECT

Students will build cause and effect mountains! They will depict three causes and effects on the sides of their mountains.

UNIT TEXTS

During the unit, students will read and discuss three books related to the unit theme.

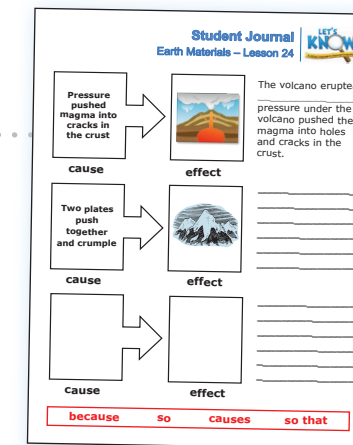
- Volcanoes: Nature's Incredible Fireworks by David L. Harrison
- Volcanoes by William B. Rice
- Earth's Layers by Jason D. Nemeth

The Teacher's Bookshelf suggests additional theme-related texts for independent reading.

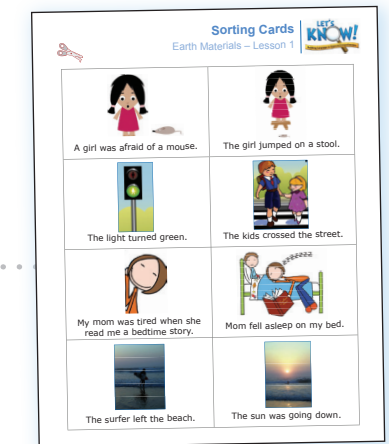
UNIT MATERIALS



Teacher Journal*



Student Journal



Supplemental Materials*

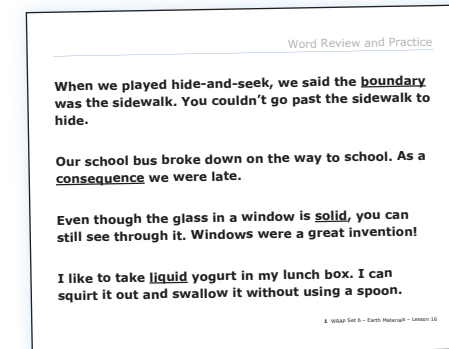
UNIT SCHEDULE

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	Lesson 14	Integration
	Lesson 15	Words to Know
	Lesson 16	Read to Know

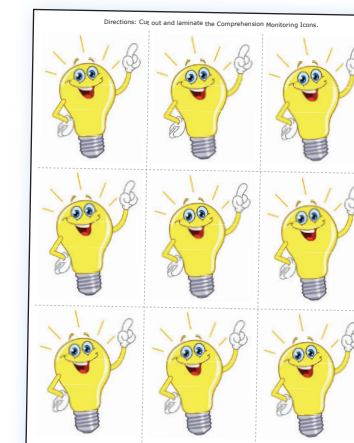
Week 5	Lesson 17	Read to Me
	Lesson 18	Text Mapping
	Lesson 19	Integration
	Lesson 20	Read to Know

Week 6	Lesson 21	Read to Know
		SMWYK Assessments

Week 7	Lesson 22	Stretch and Review
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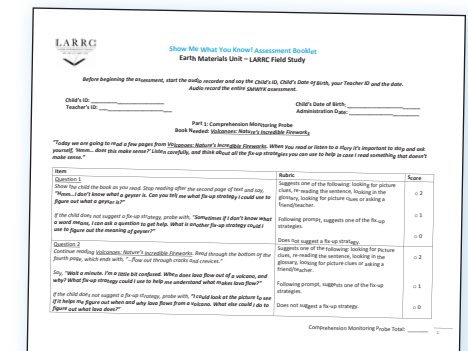
WRAP sets



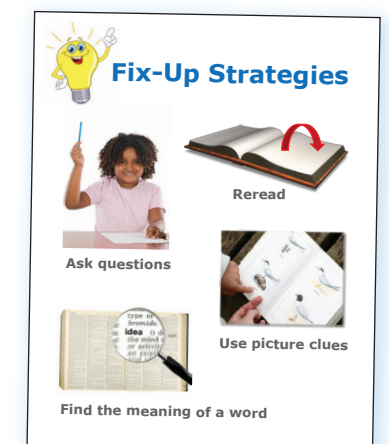
Comprehension Monitoring Icons



Vocabulary Picture Cards



Show Me What You Know Assessment



Fix-Up Strategies Poster

*Most materials are provided in print and for digital use.



Study Resources

- Student Tracking Sheet
- Contact Information
- Survey Information
- Observation Schedule
- District Calendar



Teaching Techniques

- Rich Discussion
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Teaching Techniques

Read to Me – Rich Discussion

TEACHING TECHNIQUE INTRODUCTION

The Read to Me lessons are designed to promote children’s engagement and experiences with a variety of rich texts aligned to the *Let’s Know!* unit themes. During these lessons, you will share texts that contain rich language and content with students in an engaging way. Reading aloud texts with children provides the opportunity to have rich discussions about the texts after reading. The goal of these discussions is to provide students opportunities to use *higher-level inferential language*.

During the Read to Me lessons, the reading of each text will be followed by a teacher-facilitated discussion (of approximately 5-10 minutes in length) involving all of the students. The discussion should center around one or more major questions, topics, or issues concerning the text.

STEPS TO USING RICH DISCUSSION

The goal is to have a discussion that is facilitated but not dominated by the teacher, in which one topic is discussed extensively over multiple turns and multiple students are able to participate.

The teacher should pose a question on a higher-level topic, such as the following:

Narrative texts...

- The goals or motivations of a character and what happened as a result of their actions
- What might happen if the story continued
- Experiences that students have had that relate to the book

Expository texts...

- What would happen if animals did not change or adapt to different environments
- How fossils are formed
- Why it is important to conserve environmental resources

Guidelines for discussion:

- Show that you are listening to what others have to say.
- Respond to what others say in a way that demonstrates understanding.
- Be sure everyone knows what the discussion is about (and if there are any special rules for this discussion).

(Narrative/Expository)



Teaching Techniques

Read to Me – Comprehension Monitoring

TEACHING TECHNIQUE INTRODUCTION

Comprehension monitoring is the process by which skilled readers identify when they don't or can't understand something (e.g., a novel word, an idea presented by the author) and then attempt to 'fix-up' that understanding.

OUTLINE OF TEACHING SEQUENCE

I Do:

- 1) Model comprehension monitoring. Remind students to pay attention to the story structure (who the characters are, the initiating event, what the characters' goals are, and so on) or to the text structure of an expository text, as these will help them make sense of what they read.
- 2) Begin to read a text. Stop periodically to model, asking yourself, "Is everything making sense? What doesn't make sense about what I just read?"
- 3) Model specific fix-up strategies that students can employ when the text doesn't make sense. Fix-up strategies could include the following:
 - Using pictures and context clues
 - Asking questions (younger children can ask the teacher)
 - Rereading a sentence that did not make sense
 - Rereading the sentence before and after the sentence that didn't make sense
 - Finding the meaning of a word or studying a word for clues to its meaning
 - Using graphic organizers to organize what *is* known

We Do:

- 4) Students should be encouraged to use signs or signals when they don't understand what is being read. The fix-up strategies can be displayed on a poster, with reminders to students of different ways to address the gaps in understanding. Practice using these tools with students as you read together.

You Do:

- 5) As the students become more skilled in applying the strategy independently, they can work with peers to use the strategy or apply it on their own.

Close:

Remind students to stop periodically and ask themselves, "Does this make sense?" Encourage them to practice using fix-up strategies when parts of a text do not make sense.



Teaching Techniques

Read to Me – Predicting

TEACHING TECHNIQUE INTRODUCTION

The Read to Me lessons are designed to promote children's engagement and experiences with rich texts aligned to the unit focus. One instructional technique to be embedded within Read to Me lessons is that of predicting. Formally, predicting involves the act of foretelling something that will happen in the future, and it usually involves activation of one's background knowledge. Predicting, as applied by students when reading or listening to a text, helps to activate their background knowledge on a given topic and to link that knowledge to new information in the book. In turn, these connections help students create a more precise *mental model* of a text. Having a mental model improves comprehension of the text.

At the same time, the act of predicting helps to create a purpose for reading and can help students become more engaged (as they seek to confirm whether their own predictions are correct). Reading for a purpose and being engaged when reading also improves children's reading comprehension.

PREDICTING INVOLVES...

- Using background knowledge to establish expectations about a text one is listening to or reading.
- Monitoring the accuracy of one's predictions to confirm or adjust them while reading, and thus continue making deeper connections with the text.

HELPING STUDENTS TO PREDICT...

- Students can learn to employ predictions as they read by explicit instruction in use of this strategy by their teacher. See below for a discussion of the steps in explicit strategy instruction.
- Students can produce predictions *before reading, during reading, and after reading*.
 - Before-reading predictions do not tend to improve students' comprehension, but rather help students to activate background knowledge and become motivated.
 - During-reading predictions are embedded during reading (or listening) activities and are designed to help students engage more deeply with text, forge connections between background knowledge and a text, and provide students the opportunity to confirm their predictions by continued reading or listening.
 - After-reading predictions generally have no right answers; for instance, students might be asked to infer what will happen after a story ends. Although students cannot confirm these predictions, they can help students to engage more deeply with the text.

FIVE COMPONENTS OF EXPLICIT TEACHING OF COMPREHENSION STRATEGIES

Taken from Duke and Pearson (YEAR), the following examples demonstrate how predicting can follow the steps of explicit strategy instruction for a **narrative text**.

1. An explicit description of the strategy and when and how it should be used.

“Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions.”

2. Teacher and/or student modeling of the strategy in action.

“I am going to make predictions while I read this book. I will start with just the cover here. Hmm... I see a picture of an owl. It looks like he—I think it is a he—is wearing pajamas, and he is carrying a candle. I *predict* that this is going to be a make-believe story because owls don’t really wear pajamas and carry candles. I predict it is going to be about this owl, and it is going to take place at nighttime. . .”

3. Collaborative use of the strategy in action.

“I have made some good predictions so far in the book. From this part on I want you to make predictions with me. Each of us should stop and think about what might happen next. . . Okay, now let’s hear what you think and why. . .”

4. Guided practice using the strategy with gradual release of responsibility.

Early on...

“I have called the three of you together to work on making predictions while you read this and other books. After every few pages I will ask each of you to stop and make a prediction. We will talk about your predictions and then read on to see if they come true.”

Later on...

“Each of you has a chart that lists different pages in your book. When you finish reading a page on the list, stop and make a prediction. Write the prediction in the column that says ‘Prediction.’ When you get to the next page on the list, check off whether your prediction ‘Happened,’ ‘Will not happen,’ or ‘Still might happen’. Then make another prediction and write it down.”

(This is based on the Reading Forecaster Technique from Mason and Au (1986) described and cited in Lipson & Wixson [1991].)

5. Independent use of the strategy.

“It is time for silent reading. As you read today, remember what we have been working on—making predictions while we read. Be sure to make predictions every two or three pages. Ask yourself why you made the prediction you did—what made you think that. Check as you read to see whether your prediction came true. Jamal is passing out Predictions! bookmarks to remind you.”

The following examples demonstrate how predicting can follow the steps of explicit strategy instruction for an **expository text**.

1. *An explicit description of the strategy and when and how it should be used.*

“Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions.”

2. *Teacher and/or student modeling of the strategy in action.*

“First read the title, look at the table of contents, and look at some of the photographs, charts, and diagrams. Then think about what we already know about the topic and concepts. We call this information our schema, or our prior knowledge; we have to recall this from memory. Finally, I can use my prior knowledge to make an informed prediction about what we might read about in this text... I think the author is going to tell us a lot about the life cycle of a frog. Maybe she will even tell us more information about how a tadpole becomes a frog...”

3. *Collaborative use of the strategy in action.*

“I’ve made some good predictions so far in the book. From this part on I want you to make predictions with me. I am going to read the title of the first chapter and show you the photographs... Recall what you know from memory—use your prior knowledge. What interesting information do you already know about frogs? Turn to your neighbor and compare what you already know. Okay, now let’s hear what you think and why.”

4. *Guided practice using the strategy with gradual release of responsibility.*

Early on...

“Now, based on the information you think you know, what do you predict the author will write about in this section? Turn and tell your neighbor.”

Later on...

“The last thing we have to do is revisit our predictions. Were we on track? Did we learn something new? For example, we read that frogs start their lives as eggs. Before, I said that they start their lives as tadpoles. So I learned something new. I am going to write that on our Prediction Chart under the heading *Now I Know*.”

5. *Independent use of the strategy.*

“It’s time for silent reading. As you read today, remember what we’ve been working on—making predictions while we read. Be sure to make predictions and ask yourself why you made the prediction you did—what made you think that. Check as you read to see whether or not you were on track.”

References

Duke, N. K., & Pearson, P. D. (in press). Effective practices for developing reading comprehension. To appear in A. E. Farstrup & S. J. Samuels (Eds.), *What Research Has to Say about Reading Instruction*. Newark, DE: IRA.



Teaching Techniques

Words to Know – Rich Vocabulary Instruction

TEACHING TECHNIQUE INTRODUCTION

The Words to Know lessons are designed to promote children’s knowledge and use of vocabulary aligned to the unit focus. The teaching technique Rich Instruction characterizes the elements of effective vocabulary instruction summarized by Beck and McKeown (1991, 2007). Specifically, the rich vocabulary instruction approach of *Let’s Know!* focuses on increasing the quality and complexity of children’s oral language by targeting complex vocabulary and using a discussion-based approach during a group read-aloud. Both younger and older students can learn and use complex vocabulary efficiently from read-aloud activities and discussion. Furthermore, the use of read-aloud activities to teach vocabulary allows teachers to expose children to a variety of good books and broad language experiences.

OUTLINE OF TEACHING SEQUENCE

- 1) **Identify the word (i.e., say and show the word to students).**
 - Pre-K and K students say the word.
 - Grade 1–2 students spell the word orally.
 - Grade 3 students write the word.

- 2) **Provide a child-friendly definition and use the word in a sentence.**
 - Pre-K–3 students discuss why/how the picture represents the word.
 - Pre-K–3 students provide the definition in their own words.
 - Grade 1–2 students provide example sentences for the word orally.
 - Grade 3 students write an example sentence using the word.

- 3) **Discuss related words (e.g., synonyms, antonyms, and/or other words connected to the target word).**
 - Pre-K and K students focus on other words they think about and explain why.
 - Grade 1–3 students address one or more of the types of related words and discuss the difference between the new word and related words.

- 4) **Discuss the use of the word meaning in other contexts and/or other meanings of the same word in different contexts.**
 - Pre-K–K students discuss the use of the word meanings in other contexts.
 - Grade 1–3 students use the different word meanings in varied sentences.



Teaching Techniques

Integration – Inferencing

TEACHING TECHNIQUE INTRODUCTION

To make an inference, the reader or listener uses information in the text or illustrations and his or her own background knowledge to fill in information (e.g., about what a character might be feeling) or go beyond/elaborate on what is presented (e.g., what might happen next), resulting in a deeper understanding of the text.

OUTLINE OF TEACHING SEQUENCE

Before the lesson:

- 1) Preview the text and illustrations to determine where to stop and ask questions that will prompt inferential thinking.
 - a. See below for categories and sample questions.
 - b. Note that inferential questions typically begin with *Why* and *How*; if *What* is used, it is not for labeling, but rather to link the text to prior knowledge.
- 2) On sticky notes, write questions related to the text or illustration for each stopping point; place them on the page for easy reference when reading aloud.

I Do:

Begin by asking inferential questions and modeling making inferences.

- 3) Introduce the lesson and read the first portion of the text.
- 4) Ask your first question(s) and think aloud to model making an inference. Ensure that students can see how you are using both text clues and prior knowledge to infer something about the text.

We Do:

Gradually release responsibility for question generating and answering to students.

- 5) Ask another inferential question as you continue to read the text.
- 6) Allow students think time and/or time to talk to a partner.
- 7) Discuss answers as a class.
- 8) Repeat steps 5-8 for the remainder of the text or until time has run out.

You Do:

Transition into scaffolding students to generate *Why*, *How*, and *What do you think...* questions for themselves; provide support and encourage them to request support as needed.*

*Suggestion: Provide young children with icons to help them generate and answer questions. For example, Paris and Paris (2007) used a heart icon to signal inferences about characters' feelings and a head icon for inferences about characters' thoughts.

(Narrative/Expository)

Close:

Review the steps of making inferences and why it is so important to link our background knowledge to unfamiliar parts of the text to improve our understanding. Suggest how children can apply this technique in other contexts.

CATEGORIES AND EXAMPLES OF INFERENTIAL QUESTIONS

Categories (van Kleeck, Woude, & Hammett, 2006) that promote inferential thinking may be used to plan questions.

- Attitudes, points of view, feelings, mental states, and motives of characters
 - Character's feelings
 - *How do you think that made the little dog feel? Why do you think so?*
 - [pointing to an illustration] *How is that man feeling? Why?*
 - Character's motives
 - *Why do think Jack climbed the beanstalk?*
 - Character's thoughts
 - *What do you think the wolf is thinking now? Why do you think that?*
- Similarities and differences between elements within the text/illustrations (e.g., objects, events, concepts, people) or between the text/illustrations and students' world knowledge
 - [pointing to an illustration] *What can you tell me about the setting of our story now? How do you know our setting has changed?*
 - *What happened to the boy's neighbor? How is that similar/different to what happens in your neighborhood?*
 - *Look at the coloring of this lizard's skin. Do you think it lives in the jungle or the desert? Why?*
 - [pointing to a photo] *What might this area look like after many years if erosion continues?*
- Causes of events that have occurred
 - *Why do you think that happened?*
- Predictions (may also involve inferences related to characters' motives, thoughts, and feelings)
 - *What do you think will happen next? ...Why do you think so?*

REMINDER: Refer to both text and illustrations when you create prediction questions, and scaffold students to do the same.



Teaching Techniques

Integration – Finding the Main Idea

TEACHING TECHNIQUE INTRODUCTION

Identifying the *main idea* requires a listener or reader to select what is most important from the text and to disregard the less important information. Then the reader must integrate the most important ideas to determine the overall main idea of the text.

OUTLINE OF TEACHING SEQUENCE

The following examples demonstrate an instructional sequence for teaching students how to find the main idea of an expository text.

I Do:

1) **Explain the technique Finding the Main Idea to students.**

“After reading the title and looking through the pictures of this book, we know that we are going to read about animal homes. Authors write many things about animals’ homes. The most important information that the author wants us to know is written in each section of the text. These are the main ideas. For now, you should stop after each paragraph that you read and say what the main idea of that paragraph was.”

2) **Model finding the main idea in action.**

“I am going to read a paragraph from the book and show you how I find the *main idea*, or what the author thinks is most important about animal homes in that paragraph.

[Read the paragraph.] Hmm... The word *food* kept coming up when I read this paragraph. It said that people keep food in their homes and that some animals keep food in their homes. I think the main idea about animal homes in this paragraph is that some animals keep food in their homes, just like people. When a word keeps coming up in a paragraph, it can be a clue to the main idea.”

[Write the main idea on a chart and repeat this step with another paragraph.]

We Do:

3) **Practice finding the main idea with students.**

“I’ve found the main idea in the paragraphs we’ve read so far. Now I want you to work with me to find the main idea. As I read, you need to listen for words that are clues to the main idea and be ready to tell the class what you think the main idea is and why.”

[Continue reading and write students’ ideas on the chart.]

4) **Provide guided practice on finding the main idea with gradual release of responsibility.**

Early on...

“I’ve called the three of you together to find the main idea while you read this book. After every paragraph each of you must stop, tell me the main idea of the paragraph, and explain how you decided it was the main idea.”

Later on...

“Each of you has a chart that lists different pages in your book. When you finish reading a paragraph, stop and write the main idea for each paragraph.”

You Do:

5) **Have students practice finding the main idea independently.**

“It’s time for silent reading. As you read today, remember what we’ve been working on—finding the main idea in paragraphs. Be sure to find the most important information that will be the main idea in each paragraph. Ask yourself what helped you decide that was the main idea.”

Close:

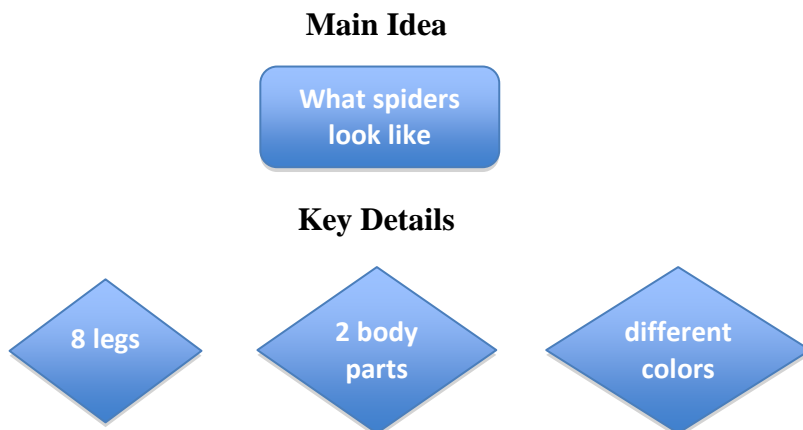
- 6) Remind students of the importance of finding the main idea and emphasize how repeated words (and phrases) in texts can help them find the main idea.

Once students can identify the main idea at the paragraph level with repeated words as the clue, move to teaching other clues to the main idea (e.g., boldface print, headings, and the first sentence of a paragraph). Later, expand the same process to larger units of text to decide the main idea (e.g., a subsection of a book). Reapply what you taught regarding clues to finding the main idea to larger units of text.

IDENTIFYING SUPPORTING DETAILS

Once students have a solid understanding of main idea, teach them how to identify *key supporting details* (important things to know about the main idea). Take the main idea of a paragraph/section that includes 2-3 important details, and ask questions in order to model how to identify the details. Create a concept map with one *Main Idea* (e.g., What spiders look like) on top and the *Key Details* (e.g., eight legs, two body parts, different colors) below; you could use another shape to signal the difference between the main idea and details.

Note: Not all books lend themselves well to teaching supporting details. Many simpler expository texts may have a clear main idea and examples, but not clear supporting details.





Teaching Techniques

Integration – Summarizing

TEACHING TECHNIQUE INTRODUCTION

Summarizing requires a listener or reader to identify the *main idea* and key *supporting details* of a text or part of a text, and then to communicate them to an audience orally or in writing.

OUTLINE OF TEACHING SEQUENCE

I Do:

1) **Describe to students how they can summarize a text.** Explain that they will include the main idea and supporting details of a book, or part of a book, and then explain them to others who have not read that book.

2) **Model summarizing a text or part of a text for students.**

“We already determined the main idea and key supporting details for the first section of our book. We put the main idea in the rectangle (*what spiders look like*) and the supporting details in the diamond shape. I am going to use this information to summarize this section of the book... ‘Spiders look the same in some ways. They look alike because they all have 8 legs and 2 body parts. What is not the same is they can be different colors.’”

We Do:

3) **Orally summarize a text or part of a text with students.**

“Let’s look at one of the other concept maps we made when we were reading the book about spiders. Now I want you to work with me to use the main idea and supporting details on our chart to help me summarize this next part of the book. [Call attention to the chart and provide guidance reminding them to say the main idea *first*.] Next, turn to your partner and summarize...” [Have pairs share their summaries with the group.]

4) **Provide guided practice for summarizing with gradual release of responsibility.**

“I’ve called the three of you together to work on summarizing sections of this book. After every each section, I want you to decide together on the main idea. Then write it down and draw a rectangle around it. Next, do the same for the important details. Afterwards, practice saying your summary to each other using what you wrote down as your guide.” [Support students as they practice summarizing.]

Note: Repeat steps 1 and 2, modeling and practicing writing a summary.

5) **Later on . . .**

“Each of you has a paper that lists the sections in your book. Read the section, and then map out the main idea and supporting details on your paper. This time, instead of telling your summary, write your summary down.”

You Do:

6) **Have students practice summarizing independently.**

“It’s time for silent reading. As you read today, remember what we’ve been working on—finding the main idea and supporting details in sections of a book, and then writing a summary of that section. Your job is to map out the main idea and supporting details for two sections of your book and write a summary for each.”

Close:

7) **Conclude the lesson, demonstrating the value of the strategy taught.** Remind students of the importance of finding the main idea and key supporting details, and then writing them down as a way to prepare to tell or write a summary. Explain that summarizing a text shows that you understand the important parts of what you read.



Teaching Techniques

Read to Know – Engaging Readers

TEACHING TECHNIQUE INTRODUCTION

The Read to Know lessons are designed to promote children’s engagement with reading by allowing students the autonomy to make decisions about what they read and helping them to select texts that are of interest to them. Coupling the reading with a task—either working alone or collaboratively with peers—to communicate information from the text to someone who has not read it (e.g., recount the text or share information, ideas, thoughts, and feelings) is also very engaging. Tasks may include drawing or other visual display with dictation, writing, audio, or video, including digital storytelling.

OUTLINE OF TEACHING SEQUENCE

- 1) Make a variety of texts that are well matched to the goals of the unit (e.g., learning about story elements, reading about animals) available to students. Consider a range of texts in terms of students’ levels, and provide a variety of familiar and unfamiliar books. Some selections should lend themselves to comparison (e.g., several stories by the same author; stories with animal characters; similar genres, such as fantasy, realistic fiction, and historical fiction).
- 2) Provide students autonomy in selecting texts to read while simultaneously enticing them to look at texts that will challenge them.
- 3) Explain the purpose of the lesson (to select a book or books, read alone, complete a task, and share with a partner or small group).
- 4) Present a task that requires students to respond to their reading in a deep way. For example, you could have students draw a story element, share a reaction to a text with a partner, or share ideas in small book clubs based on the texts they selected to read.
- 5) After 10-20 minutes of reading, have students complete the task and share with others.

EXAMPLES OF TASKS FOR DIFFERENT GRADE LEVELS

Pre-K and K:

- Draw your favorite part or favorite character from a story.
- Create puppets to use to retell the story you read.
- Draw and share two things you learned from an expository text with your partner.

Grades 1-3:

- Create a storyboard or story map to illustrate the important parts of the story and use it to retell the story to others. Use descriptive details in your retell.
- *Write in your journal:* Describe a character in your own words. Use examples from the story to show what the character did, thought, or said.
- *Write in your journal:* Compare and contrast two texts you read. Create a chart showing the similarities and differences.

(Narrative/Expository)



Teaching Techniques

Text Mapping – Recasting

TEACHING TECHNIQUE INTRODUCTION

The Text Mapping lessons include objectives related to the production and comprehension of different grammatical structures. The technique discussed in this document is *recasting*. With conversational recasting, a teacher follows up on a child's incorrect and/or less-complex utterance with a sentence using a similar but corrected, and sometimes expanded, form. Recasts maintain the meaning of children's utterances while modifying their structure. For example, if a child says, "The dog running," the teacher would say, "Yes, the dog is running." There is strong evidence that supports the use of recasting with children when targeting grammar objectives (e.g., Fey, Long, & Finestack, 2003; Nelson, Camarata, Welsh, Butkovsky, & Camarata, 1996).

USING RECASTING IN *LET'S KNOW!*

- This instructional technique is used by teachers during discussions/conversational interactions with students. No specific materials or context are required for this technique.
- When using the *Let's Know!* units, teachers should focus recasting on grammar objectives associated with a particular unit or lesson.
- The following is an example of recasting if the focus of a particular unit is using appropriate suffixes, including past tense *-ed*.

Child: *Harry get dirty.*

Teacher: *Yes, Harry got dirty when he ran away.*

Child: *They clean him.*

Teacher: *Yes, they cleaned him; they gave Harry a bath.*

Recasts such as this are meant to keep teacher-child interactions natural while allowing a child to hear the appropriate production of a specific grammatical form (e.g., complex sentences). It is important that teachers do not explicitly prompt or request a child to imitate the sentence the teacher generates when recasting.

References

- Fey, M., Long, S., & Finestack, S. (2003). Ten principles of grammar facilitation for children with specific language impairments. *American Journal of Speech-Language Pathology*, 12, 3-16.
- Nelson, K. E., Camarata, S. M., Welsh, J., Butkovsky, L., & Camarata, M. (1996). Conversational recasting treatment on the acquisition of grammar in children with specific language impairment and younger language normal children. *Journal of Speech, Language, and Hearing Research*, 39, 850-859.



Teaching Techniques

Text Mapping – Using Think-Alouds

TEACHING TECHNIQUE INTRODUCTION

A think-aloud is a technique used by teachers to model what they think about when listening to or reading a text (Kucan & Beck, 1997). In a think-aloud, a teacher “verbalizes thoughts aloud while reading a selection orally, thus modeling the process of comprehension” (Harris & Hodges, 1995, p. 256). The use of think-alouds with elementary students has shown a positive effect on comprehension (Block, 2004).

OUTLINE OF TEACHING SEQUENCE

- 1) Prior to reading, preview the book, looking specifically for information that you will use to complete a graphic organizer or chart related to the text. Flag pages where these examples occur with a sticky note. It is helpful to write down thoughts or notes about what to say when you stop at these places.
- 2) Begin the lesson by saying that you are going to read the text and look for information that will help you fill out a chart about the text or topic (e.g., predicting or identifying story elements in a narrative text, sequencing the process of erosion from an expository text).
- 3) Start to read the book, and then stop at one of the designated spots. Model a think-aloud for students so they can see how you are taking information from the text and using it to fill in a graphic organizer that synthesizes the information.

USING THINK-ALLOUDS WITH NARRATIVE TEXT

Taken from Pressley (1992), the following provides an example of using a think-aloud when reading a narrative text. The teacher uses a think-aloud to model how to visualize and predict during reading of a narrative text.

EXAMPLE:

Teacher: ““That night Max wore his [wolf] suit and made mischief of one kind and another’ ... Boy, I can really visualize Max. He’s in this monster suit and he’s chasing after his dog with a fork in his hand. I think he’s really starting to act crazy. I wonder what made Max act like that... Hm-m-m... I bet he was getting a little bored and wanted to go on an adventure. I think that’s my prediction.”

In this think-aloud, the teacher points out salient elements of the text and verbalizes thoughts.

USING THINK ALLOUDS WITH EXPOSITORY TEXT

The following is an example of how a think-aloud can be used when teaching students to pay attention to important information and features of expository text.

(Narrative/Expository)

EXAMPLE:

Teacher: “Today we will be reading a text about *erosion*. I want us to take information from this book—the most important pieces of information related to erosion and *how/why* it occurs—and use it to complete this graphic organizer.

[Teacher reads paragraph about erosion.]

“I just read that erosion occurs when rocks and other materials on the earth that have been broken down are carried away by wind, water, ice, or gravity. So erosion can be caused by four things—wind, water, ice, or gravity. I think I’m going to write in the *Cause* section of this chart that erosion can be caused by four things. These four things are important causes of erosion—they cause rocks and other earth materials to break down.”

In this interaction, the teacher points out the salient information in the text and then verbalizes her thoughts about where to put this information on the chart.

References

- Block, C.C. (2004). *Teaching comprehension: The comprehension process approach*. Boston: Allyn& Bacon.
- Harris, T.L., & Hodges, R.E. (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association.
- Kucan, L., & Beck, I.L. (1997). Thinking aloud and reading comprehension research: Inquiry, instruction, and social interaction. *Review of Educational Research*, 67, 271-299.
- Pressley, M., El-Dinary, P.B., Gaskins, I., Schuder, T., Bergman, J.L., Almasi, J., et al. (1992). Beyond direct explanation: Transactional instruction of reading comprehension strategies. *The Elementary School Journal*, 92, 513-555.



Teaching Techniques

Text Mapping – Using Navigation Words

TEACHING TECHNIQUE INTRODUCTION

The Text Mapping lessons are designed to teach students to use text structure to derive and convey meaning. The lessons provide students with an opportunity to learn and practice different techniques that help them think analytically about the structure, elements, and features of text in order to aid comprehension. Text usually includes *navigation words*, or clue words that signal the type of text and what kind of information the text will include. Knowing and recognizing navigation words will help students identify information in text and make sense of what they read. The teaching technique Using Navigation Words is influenced heavily by reading instruction used by Joanna Williams and colleagues (see citations below).

As with most strategy instruction, it is important that the teacher explicitly teaches and models this technique in the classroom. The following is an example of how you could sequence instruction on navigation words.

OUTLINE OF TEACHING SEQUENCE

I Do:

- 1) Introduce students to the goal of the strategy.
- 2) Use an example of a certain type of text and associated navigation words.
 - a. For example, in most narratives, events happen in chronological order; this order is crucial to comprehending what happens in the text. Authors may use navigation words such as *first*, *next*, *later*, and *finally* to help readers understand the important story events in the order in which they happened.
 - b. Similarly, navigation words such as *because*, *so*, *therefore*, and *as a result* may be used in expository texts to signal cause-and-effect relationships.

When students know navigation words, they understand that if a navigation word begins a sentence, the next event or piece of information will likely be important.

We Do:

- 3) Read a paragraph aloud that includes navigation words. It might be helpful to have the paragraph visually displayed for the whole class (e.g., on an interactive whiteboard or easel) so that you and students can underline the navigation words as they appear.
- 4) Stop after reading a sentence with a navigation word, identify the navigation word, and then rephrase the salient information that the clue word signaled. You can gradually ask students to identify the important information following the navigation word.

You Do:

- 5) Then have students read a paragraph in pairs or independently, identifying or underlining the navigation words. They should then discuss in pairs, small groups, or as a class how the navigation words helped them understand the narrative or expository text. They can use the navigation words to help determine the text structure.
- 6) It might be helpful to provide students with lists of navigation words for different text structures in both narrative and expository texts (e.g., chronological order, cause and effect, compare and contrast, and so on). You can prompt students to look at these lists as they read a particular text type.

Close:

- 7) Review the steps of using navigation words and suggest how students can apply the knowledge in other contexts. Explain that knowing navigation words helps readers identify important pieces of information in the texts.

References

- Williams, J. P., Hall, K. M., Lauer, K. D., Stafford, K. B., DeSisto, L. A., & deCani, J. S. (2005). Expository text comprehension in the primary grade classroom. *Journal of Educational Psychology, 97*, 538- 550.
- Williams, J. P., Nubla-Kung, A. M., Pollini, S., Stafford, K. B., Garcia, A., & Snyder, A. E. (2007). Teaching cause-effect text structure through social studies content to at-risk second graders. *Journal of Learning Disabilities.*
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WEEKLY LESSON PLANNER

EARTH MATERIALS

Week 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Lesson Type	Hook	Read to Me	Words to Know	SMWYK Practice
Objectives	<ul style="list-style-type: none"> Identify and use navigation words appearing in cause and effect text structures (<i>cause, effect, so, because</i>). 	<ul style="list-style-type: none"> Participate in collaborative conversations about Grade 1 topics. Identify when text contains information that does not make sense and apply fix-up strategies. 	<ul style="list-style-type: none"> Define target vocabulary words by providing a simple definition and reference to observable features. 	<ul style="list-style-type: none"> Familiarize yourself with the SMWYK assessment. Briefly describe the Close project; show an example, if possible. 🗣️
Lesson Texts	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> <u>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison 📖 	<ul style="list-style-type: none"> <u>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison 📖 	<ul style="list-style-type: none"> <u>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard 🗨️ Bags, paper clips, or rubber bands 	<ul style="list-style-type: none"> Document camera 🗨️ Sticky notes 	<ul style="list-style-type: none"> Sticky notes 	<ul style="list-style-type: none"> None recommended
Unit Materials Provided	<ul style="list-style-type: none"> <u>Cause and Effect</u> slideshow for Lesson #1 🗨️ Sorting cards for Lesson #1 🗣️ 	<ul style="list-style-type: none"> Fix-Up Strategies Poster Comprehension Monitoring Icons (optional) 	<ul style="list-style-type: none"> Vocabulary Picture Cards: pressure, crust, illustration, reason Words to Know rings: pressure, crust, illustration, reason 🗣️ 1" metal rings 	<ul style="list-style-type: none"> SMWYK Practice Instructions 🗨️ SMWYK Story Images SMWYK Assessment Booklets (2) 🗣️



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	HOOK LESSON 1
SHOW ME WHAT YOU KNOW! We'll make a cause and effect mountain and explain three causes and effects.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Identify and use navigation words appearing in cause and effect text structures (<i>cause, effect, so, because</i>). 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Using Navigation Words LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Bags, paper clips, or rubber bands UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> <u>Cause and Effect</u> slideshow for Lesson #1 Sorting cards for Lesson #1 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... To save time, cut out the sorting cards for Lesson #1 and the corresponding <i>CAUSE</i> and <i>EFFECT</i> titles; bag, paper clip, or rubber band a set for each pair of students. Show the <u>Cause and Effect</u> slideshow to introduce the new unit. During the slideshow, read the information from the slides and explain the causes and effects depicted on the graphic organizer slides. After showing the slideshow, demonstrate how to sort the sorting cards into pairs under the <i>CAUSE</i> and <i>EFFECT</i> titles. After sorting their cards, students should form a sentence about each cause and effect relationship using <i>so</i> or <i>because</i>. For example: <ul style="list-style-type: none"> 'The girl jumped on a stool <i>because</i> she was afraid of a mouse.' 'The girl was afraid of a mouse <i>so</i> she jumped on a stool.' 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Have you ever seen a movie of a volcano erupting? It's amazing, right? Our new unit is all about what's inside the earth, so we're going to talk about all kinds of interesting things. Our purpose today is to look at <i>causes</i> and <i>effects</i>. We'll look at volcanoes, earthquakes, and tsunamis and then some other things in our world. When we understand the <i>causes</i> and <i>effects</i> of things in our world, it's easier to understand what we read and hear. Are you ready?"</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: "Let's watch this slideshow about the <i>causes</i> and <i>effects</i> of things inside the earth." Play and narrate the <u>Cause and Effect</u> slideshow.</p> <p>After the slideshow, demonstrate how to use the sorting cards. You could say: "Wow! There are things inside the earth that <i>cause</i> things to happen in our world, like volcanoes, earthquakes, and tsunamis. The effects can be very damaging! There are a lot of causes and effects in our world. Let's look at some that you might be familiar with. Here are cards that we're going to use today. (show sorting cards) The first cards to find are the two that say <i>CAUSE</i> and <i>EFFECT</i>. I'll lay them down on the [document camera] so you can see them. I'll put <i>CAUSE</i> on the left because it's the first thing that happens. Then I'll lay the <i>EFFECT</i> title down. It comes after the cause.</p>	

	<p>“Now I’m going to find two cards that go together. Here are two. This girl sees a mouse and she is afraid of mice. Here’s another of her jumping on a stool. I have to ask myself, ‘Which one is the cause?’ She sees a mouse. Because she’s afraid of the mouse, she jumps on a stool. That’s the effect. That’s what happens because she’s afraid of the mouse. I could say, ‘She jumped on the stool <i>because</i> she was afraid of the mouse’ or ‘She was afraid of the mouse <i>so</i> she jumped on the stool.”</p> <p>Provide another example of cause and effect from the sorting cards, using <i>so</i> and <i>because</i> in sentences that describe the relationship.</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Distribute the sorting cards to pairs of students. You could say: “Now let’s work on some together. Partners will work together. First, find the <i>CAUSE</i> and <i>EFFECT</i> cards and lay them out at the top of the [table], <i>CAUSE</i> on the left and <i>EFFECT</i> on the right. Now everyone find the cards with the green light and the kids crossing the street. Which one happens first—the cause? Do the kids cross the street first or does the green light <i>cause</i> the kids to cross the street? (pause for response) Yes, the green light is the cause, so put it under the <i>CAUSE</i> card and put the kids crossing the street under the <i>EFFECT</i> card. Now we can talk about what happened two different ways. We can say, ‘The light turned green <i>so</i> the kids crossed the street.’ We could also use the word <i>because</i>. What would that sentence be? (pause for response) ‘The kids crossed the street <i>because</i> the light turned green.’ Let’s do another...”</p> <p>Provide another example from the sorting cards and then move to You Do routine.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “It’s your turn to work with your partner and sort the remaining cards into causes and effects. When you’re finished, take turns talking about each pair. You can take turns using either <i>so</i> or <i>because</i> in your sentence. When you’ve sorted all of them and used them in sentences, we’ll gather and hear some of your amazing sentences.”</p> <p>Circulate throughout the room, providing support and feedback.</p> <p>Once students have finished the sorting activity, invite pairs to present a few of their sentences to the whole group.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “We have an exciting new unit to explore—it’s all about what’s inside the earth! We talked about <i>causes</i> and <i>effects</i>. If the fire alarm rings, is that a cause or effect? (pause for response) It’s the cause. What’s the effect? (pause for response) Right. Everyone leaves immediately! Our world is full of causes and effects. When you go home tonight, think of one cause and effect to tell your family about. The effect will be positive!”</p>

CAUSE



EFFECT



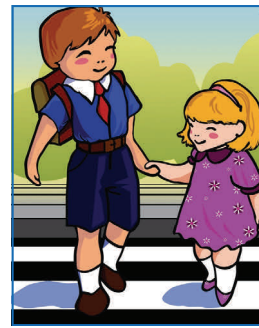
A girl was afraid of a mouse.



The girl jumped on a stool.



The light turned green.



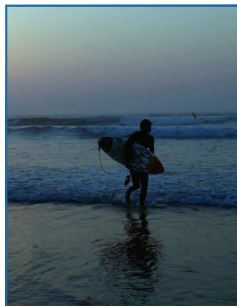
The kids crossed the street.



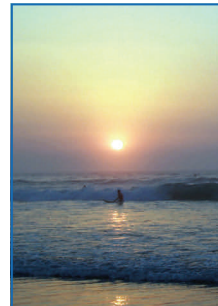
My mom was tired when she read me a bedtime story.



Mom fell asleep on my bed.



The surfer left the beach.



The sun was going down.



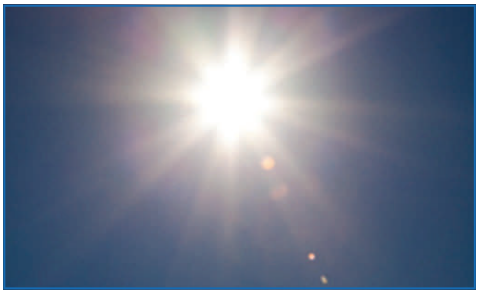
Sorting Cards – Earth Materials – Lesson 1 *Let's Know!*



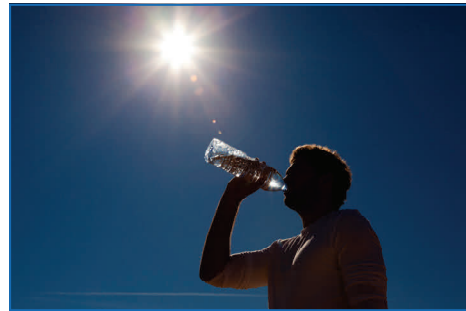
The boy was late for school.



The boy overslept.



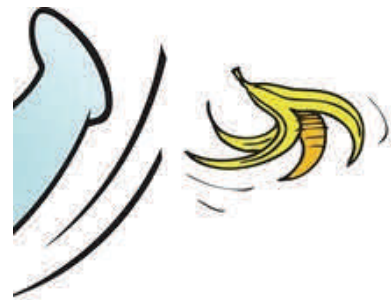
The sun was hot outside.



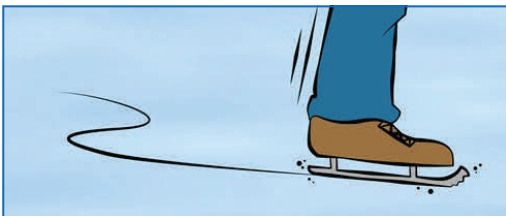
The man drank some water.



The snowman dropped his gifts.



The snowman slipped on a peel.



The ice was too slippery.



The man lost his balance.

LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	READ TO ME LESSON 2
SHOW ME WHAT YOU KNOW! We'll make a cause and effect mountain and explain three causes and effects.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Participate in collaborative conversations about Grade 1 topics. • Identify when text contains information that does not make sense and apply fix-up strategies. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> • Rich Discussion • Comprehension Monitoring LESSON TEXT: <ul style="list-style-type: none"> • <u>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Think-Pair-Share • Group Discussion 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Document camera • Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • Fix-Up Strategies Poster • Comprehension Monitoring Icons (optional) 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... Preview the lesson text. <ul style="list-style-type: none"> ○ Use sticky notes to mark passages where you will model comprehension monitoring or prompt students to monitor their comprehension. Several examples are provided in the lesson, but you could use others. For example: <ul style="list-style-type: none"> ▪ (first page) Reread to clarify the unknown word 'quivers.' ▪ (fifth page; 'If too much gas...') The concept of 'too much gas' may be confusing (<i>gas</i> may be interpreted as gasoline); you could look at the picture and ask questions to clear up confusion. ▪ (tenth page; shows core, crust, and mantle) The word 'crust' may be confusing for students; look at the picture or reread. ▪ (eleventh page; 'Below the crust...') You could read 'iron' and think of an iron for clothes; ask questions to clarify the meaning of <i>iron</i>. ▪ (thirteenth page; 'The crust is not one...') You could act confused by the first sentence about a coconut. ○ You could also note questions for rich discussion. Suggestions are provided, but you may use others. • Use of the Comprehension Monitoring Icons (Makes Sense/Doesn't Make Sense signs) is optional; you could have students raise their hands or use thumbs-up and thumbs-down signals to show their understanding. If using the icons, hold up the Doesn't Make Sense side to indicate confusion and switch to the other side when the confusion is resolved. • You should refer to the Fix-Up Strategies Poster as you remind students to monitor their comprehension. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I love to read about volcanoes and to watch them explode. When they're on TV, it's one of my favorite programs. But I don't know everything about them, so I want to learn more. When I read about volcanoes, I want to make sure that I understand what I read. If I don't understand what I'm reading or hearing, I won't be able to learn more about them and I really want to know more. That's what good readers and listeners do—they always try to understand when they're reading and listening. Our purpose today is to read about volcanoes, make sure we understand what we read, and then discuss some interesting questions about our topic of what's inside the earth."</p>	

<p>I Do</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Model comprehension monitoring as you begin reading the text. Signal confusion with the Comprehension Monitoring Icons or other chosen signals, and use fix-up strategies to clarify your confusion.</p> <p>You could say: “Remember when we’re reading and don’t understand, we have some fix-up strategies that we can use to help us. (refer to Fix-Up Strategies Poster) We can reread the sentence or paragraph, ask questions, look at the picture for clues, or find the meaning of a word. Let’s begin reading...”</p> <p>(first page; read the first two sentences) “I’m not sure about the word ‘quiver.’ (show Doesn’t Make Sense icon or signal confusion) Let me reread the sentence. (reread sentences aloud) Oh, I think ‘tremble’ and ‘quiver’ probably mean about the same thing, like the earth is shaking. (flip icon) Those are great words, <i>tremble</i> and <i>quiver</i>. Let’s go on...”</p> <p>(fifth page; stop after ‘If too much gas is trapped inside...’) “Hmm... ‘Too much gas.’ I don’t understand. (show Doesn’t Make Sense icon) I don’t think ‘gas’ here is the kind of gas you put in your car. I’ll look at the picture and ask myself what <i>gas</i> means. It looks like <i>gas</i> is like pressure, like when you shake up a can of soda and the gas makes it explode when you open it up. That’s another kind of gas. Now I understand.” (flip icon)</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Pass out the Comprehension Monitoring Icons or review other signals you would like students to use. Continue reading the text, encouraging students to indicate when they are confused.</p> <p>You could say: “I want you to let me know [by holding up your Doesn’t Make Sense sign] if you don’t understand something I’m reading and we’ll stop and fix it...”</p> <p>Continue reading as much of the book as desired, stopping at least once or twice more to help students fix-up confusions. If students are not signaling when they don’t comprehend, provide prompts related to unfamiliar words, difficult sentences, or confusing concepts. Then guide students to use appropriate fix-up strategies. For example, you could stop on the tenth page, which shows a section of the earth’s crust, mantle, and core, and discuss the meaning of the word ‘crust’ in this context. See the Special Instructions for other ideas.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>After reading, facilitate an extended discussion of topics from the text. Rich discussion should be a teacher-led but student-dominated conversation in which all students have an opportunity to participate. Prompt students to take multiple turns, to elaborate on responses, and to follow up on their classmates’ ideas.</p> <p>You could use the following questions to facilitate a rich discussion:</p> <ul style="list-style-type: none"> • Would you want to live near a volcano? Why or why not? • What might happen if there were no volcanoes? Why? • Compare the damage a volcano causes with the benefits of volcanoes.

CLOSE

Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

“Today we began talking about what’s inside the earth. We made sure to understand as we read. Tell your neighbor one fix-up strategy to use when you don’t understand. **(allow brief talk time)** As we learn more about our world, it helps us understand our world and be able to discuss very interesting questions. When you get home tonight, discuss something that you learned today. We love to talk about what we’re learning!”



Fix-Up Strategies



Reread



Ask questions



Use picture clues



Find the meaning of a word

Directions: Cut out and laminate the Comprehension Monitoring Icons.



Directions: Cut out and laminate the Comprehension Monitoring Icons.



LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	WORDS TO KNOW LESSON 3
SHOW ME WHAT YOU KNOW! We'll make a cause and effect mountain and explain three causes and effects.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Define target vocabulary words by providing a simple definition and reference to observable features. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> <u>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Vocabulary Picture Cards: pressure, crust, illustration, reason Words to Know rings: pressure, crust, illustration, reason 1" metal rings 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> You could use sticky notes to mark pages from the lesson text that provide context for the Words to Know; see the lesson routines. Assemble the Words to Know rings; cut and punch the first four word strips (pressure, crust, illustration, reason) and attach them to 1" metal rings. Distribute the word rings to students prior to the I Do. The I Do and We Do routines are combined to facilitate introducing and practicing the words at once. WORDS TO KNOW <ul style="list-style-type: none"> pressure: The force produced when something presses or pushes against something else crust: The hard outer part of something illustration: A picture or drawing in a book or magazine reason: Explains why something happens or why you did something 		
LESSON ROUTINE		
SET	Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension. <p>You could say: "Did you know that there are over 170,000 words in the English language? That's more than even I know! Our purpose today is to learn four new words so we can understand more about our world. Knowing a lot of words helps us understand what we read and hear."</p>	
I DO/ WE DO	Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO. <p>Use the Vocabulary Picture Cards and Words to Know rings to introduce the words.</p> <p>You could say: "The first Word to Know we will talk about is pressure. Say the word pressure with me: pressure. Pressure means 'the force produced when something presses or pushes against something else.'</p> <ul style="list-style-type: none"> This picture shows pressure. (show Vocabulary Picture card for pressure) You can see a vice squeezing an egg. Our book about volcanoes (show fifth page; 'If too much gas...') talks about what happens when too much gas is trapped inside the earth under pressure—it creates a volcano. When you shake a soda can, what happens when you release the pressure? (pause for response) Right, you get a sticky shower. When you squeeze a sponge, you put pressure on the sponge. 	

- Find the word **pressure** on your word ring... Read with me: **Pressure** means ‘the force produced when something presses or pushes against something else.’
- Now turn to your partner and take turns saying what **pressure** means...
- Everyone stand and say the word **pressure**... Now hop once and sit.

(crust)

“The next word is **crust**. Let’s say the word **crust: crust**. **Crust** means ‘the hard outer part of something.’

- **(show crust picture card)** This picture shows a **crust**. It’s a bread **crust**, right?
- Volcanoes: Nature’s Incredible Fireworks **(show ninth page)** shows us the earth’s **crust**, the outer layer of the earth where we live. **(point to the earth’s crust in the illustration)** The outside of a pie is the pie’s **crust**. What else has a **crust**?
- Find the word **crust** on your word ring... Read with me: **Crust** means ‘the hard outer part of something.’
- Now turn to your partner and take turns saying what **crust** means...
- Everyone stand and say the word **crust**... Now sit.

(illustration)

“The third word is **illustration**. Say the word **illustration: illustration**. An **illustration** is ‘a picture or drawing in a book or magazine.’

- **(show illustration picture card)** This picture shows an **illustration**. The book includes pictures of flowers.
- Volcanoes: Nature’s Incredible Fireworks contains many beautiful **illustrations**. **(flip through book)** Cheryl Nathan drew the **illustrations** in our book. When you write a story or a book, you’ll want to draw some **illustrations**.
- Find the word **illustration** on your word ring... Read with me: **Illustration** means ‘a picture or drawing in a book or magazine.’
- Now turn to your partner and take turns saying what **illustration** means...
- Everyone stand and say the word **illustration**... Now turn around once and sit.

(reason)

“The last Word to Know for today is **reason**. Everyone say the word **reason: reason**. A **reason** explains why something happens or why you did something.

- **(show picture card)** This picture shows **reason**. It looks like a girl is trying to explain what happened. She’s giving a **reason**.
- The **reason** volcanoes explode is because of the **pressure** under the earth. The **reason** you can’t stay up until midnight every night is because you need a good night’s sleep. The **reason** you can’t drive yet is that you’re a first grader. What is the **reason** that we learn new words?
- Find the word **reason** on your word ring... Read with me: A **reason** ‘explains why something happens or why you did something.’
- Now turn to your partner and take turns saying what **reason** is...
- Everyone stand and say the word **reason**... Now sit.”

YOU DO

Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.

Have students play a game with the Words to Know. You could say:

“Let’s play a game with your word rings called ‘I’m Thinking of a Word.’ Each partner will take turns saying a word or a definition of one of our new Words to Know. If you say a word, your partner has to say the definition. If you say a definition, your partner has to say the word it matches. For example, you could say, ‘I’m thinking of a word that is the force produced when you press or push something.’ Your partner would then say, ‘**pressure**.’ Or you could say, ‘What is a **reason**?’ Your partner could say, ‘It explains why something happened or why you did something.’ The partner with the shortest hair can start first. Make sure you both get a chance to use all of your words.”

CLOSE

Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

“Today we learned four new Words to Know. It’s very important to learn new words so we can understand what we read or hear. We want to learn words every day! Tell your partner which word I’m thinking of...

- Which word could you use if you were shaking a soda can, **pressure** or **illustration**?
- What would you find in a book, an **illustration** or a **crust**?
- Which word is the outer part, **reason** or **crust**?
- If you wanted to explain something to your parents would you give them a **reason** or **pressure**?

Excellent work! Put these four words in your brain and use them at least once today.”

Directions: Cut out, punch, and attach word strips to 1" metal rings.

Word Strips – Earth Materials *Let's Know!*



crust

The hard outer part of something



consequence

Something that happens because of something else



pressure

The force produced when something presses or pushes against something else



boundary

Something (fence, imaginary line, river) that shows where one area ends and another area begins



illustration

A picture or drawing in a book or magazine



liquid

Something that flows freely; you can pour it



reason

Explains why something happens or why you did something



solid

Material that you can't pour and that holds its shape

LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	SMWYK PRACTICE LESSON 4
SHOW ME WHAT YOU KNOW! We'll make a cause and effect mountain and explain three causes and effects.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Familiarize yourself with the SMWYK assessment. Briefly describe the Close project; show an example, if possible. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> N/A LESSON TEXT: <ul style="list-style-type: none"> <u>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Individual Testing 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> None recommended UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> SMWYK Practice Instructions SMWYK Story Images SMWYK Assessment Booklets (2) 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <p>The Show Me What You Know assessment (SMWYK) is a curriculum-based assessment that you'll administer in Week 6 to examine the project-selected students' progress toward the unit's objectives.</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Look over the SMWYK materials, view the SMWYK training module, and review instructions for the Close project in Lesson 24. If possible, prepare an example of the Close project to showcase when you describe the Close project. Administer the SMWYK to two children in your classroom who are NOT project-selected students. Ideally, select one child with high language abilities and one child with low language abilities. 		
LESSON ROUTINE		
SET	<p>This lesson is intended for your practice only. Test students individually. Allocate 10-15 minutes for each assessment. Score assessments to gain practice at real time scoring and to gain a clearer understanding of your students' strengths and areas for improvement. Begin by explaining to the class why two students are being tested.</p> <p>You could say: "Today I am going to give a short test to two students in the class while the rest of you are working. They won't be graded on this test; it's just a chance for me to practice giving the test and for them to answer some fun questions."</p>	
I DO/ WE DO/ YOU DO	<p>Administer the Show Me What You Know assessment. Spend no more than 30 minutes total on this lesson. The SMWYK instructions and testing booklets are included with this lesson.</p> <p>You don't need to audio record these practice assessments, but you should score them in order to practice scoring student responses in real time.</p>	
CLOSE	<p>After administering the assessments, create enthusiasm among students by describing the Close project and, if possible, sharing an example.</p> <p>You could say: "I want to give you a preview of a project we're going to create at the end of this unit. In a few weeks, you're going to have a chance to put together everything you're learning in one exciting project..."</p>	

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Lesson 4: These materials are not available for download.










WEEKLY LESSON PLANNER

EARTH MATERIALS

Week 2	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Lesson Type	Text Mapping	Words to Know	Integration	Read to Know
Objectives	<ul style="list-style-type: none"> Identify and use navigation words in cause and effect text structures (<i>cause, effect, so, so that</i>). 	<ul style="list-style-type: none"> Use target vocabulary words correctly in spoken contexts. 	<ul style="list-style-type: none"> Identify the main idea and two key details of an informational text. 	<ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Use writing or drawing to recount text with facts and details.
Lesson Texts	<ul style="list-style-type: none"> <u>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> <u>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison 	<ul style="list-style-type: none"> N/A

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Document camera or interactive whiteboard  Whiteboard/chart paper and marker 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard  	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard  	<ul style="list-style-type: none"> Teacher's Bookshelf books  Drawing or lined paper (1 per student) Completed sample drawing 
Unit Materials Provided	<ul style="list-style-type: none"> WRAP set #1 Vocabulary Picture Cards: pressure, crust, illustration, reason Teacher Journal Lesson #5 	<ul style="list-style-type: none"> Teacher Journal Lesson #6 (print or digital)   Words to Know rings: pressure, crust, reason illustration Word web (optional) 	<ul style="list-style-type: none"> Teacher Journal Lesson #7 Student Journal Lesson #7 	<ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: pressure, crust, illustration, reason



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	TEXT MAPPING LESSON 5
SHOW ME WHAT YOU KNOW! We'll make a cause and effect mountain and explain three causes and effects.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Identify and use navigation words in cause and effect text structures (<i>cause, effect, so, so that</i>). 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Using Navigation Words LESSON TEXT: <ul style="list-style-type: none"> <u>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera or interactive whiteboard Whiteboard/chart paper and marker UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #1 Vocabulary Picture Cards: pressure, crust, illustration, reason Teacher Journal Lesson #5 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> Display the teacher journal while teaching the navigation words and fill in the causes and effects using information from the text. Completed organizers can be found on teacher journal, pp. 2 and 4. You may use them as a reference or uncover the information from the completed pages as the lesson progresses. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #1: PRESSURE, CRUST, ILLUSTRATION, REASON </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Have you ever seen a map that shows where to find pirate treasure? It might have words like 'walk 3 miles' or 'turn left at the rock' on it. Those are words or phrases that help you navigate, or find the right place, where <i>X</i> marks the spot. Today our purpose is to use some <i>navigation words</i> to help us find not pirate treasure, but causes and effects in the paragraphs from our book. When we understand how to find causes and effects, it helps us understand when we're reading and listening to."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal Lesson #5. Model filling in causes and effects on the teacher journal as you read from the lesson text.</p> <p>You could say: "Here is a sentence from the fifth page of our book. (point to sentence on teacher journal) It says, 'Some explosions <i>cause</i> floods, mud slides, and avalanches that roar downhill, destroying everything in their path.' The navigation word the author used is <i>cause</i>. (point to word) It tells me that the explosions cause something. When I hear the word <i>cause</i>, I know that what's coming next is the result, or the effect. (write in first box on teacher journal) I'm going to write <i>explosions</i> in the <i>cause</i> box because it is the cause. What does it cause? What's the effect? The book says it causes 'floods, mud slides, and avalanches.' That's the effect. I'll write <i>floods, mud slides, and avalanches</i> in the <i>effect</i> box.</p> <p>"But the sentence goes on. There's actually another cause and effect. The effect of the 'floods, mud slides, and avalanches' is destruction, right? It says they destroy 'everything in their path.' (fill in second set of cause and effect boxes) So I will add <i>floods, mud slides, and avalanches</i> to the second <i>cause</i> box and write <i>destruction</i> as the effect.</p> <p>"So we had two causes and effects in this sentence. Our navigation word was <i>cause</i>. Let's try another..."</p>	

	<p>(sixteenth page) ‘Where two plates meet, the force is <i>so</i> great <i>that</i> rocks bend or even break.’ (point to second sentence on journal) The navigation words in this sentence are <i>so... that</i>. (point to words) The cause is that ‘two plates meet’ (write <i>two plates meet</i> in the first cause box) and the effect is pressure. (write <i>pressure</i> in the effect box and in the next cause box) Then the pressure is so great that the ‘rocks bend or even break.’ That’s the effect. (write <i>rocks bend and break</i> in the final box)</p> <p>“We have two examples of cause and effect in this sentence, too. Our navigation words here are <i>so that</i>.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Work with students to locate the navigation words and causes and effects in more sentences, completing teacher journal, p. 3.</p> <p>You could say: (read sixteenth page; begins “Where two plates meet...”) “Now you can help me find some navigation words. On this page, we learned that an earthquake occurred <i>because</i> part of a plate got stuck and then snapped back. (point to teacher journal, p. 3) Look at the sentence we have here: ‘An earthquake occurred because part of a plate got caught and then snapped back.’ Which word do you think is the navigation word—the word that tells us about cause and effect? (pause for response; give clues if needed) [I’ll give you a hint. It has the word <i>cause</i> in it.] Great! It’s the word <i>because</i>. (underline <i>because</i>) It tells us that the earthquake happened because the plates stuck and snapped.</p> <p>“So what was the cause in this sentence? (pause for response) The plate got stuck and snapped. I will write <i>plate stuck and snapped</i> in this box. (add cause to journal) What was the effect? (pause) Yes, the earthquake. So what should I write in the <i>effect</i> box? (pause) Yes, <i>earthquake</i>. (add effect) Great job, students.</p> <p>(read twentieth page; “Where two plates meet, the mantle...”) “Let’s look at another sentence. On this page we learned that when two plates meet, it gets hot and volcanoes form. (point to second sentence on teacher journal p. 3) I’ll read this sentence: ‘The edges of two plates that rub together get very hot, so volcanoes form near the edges of the plates.’ What’s the navigation word? (pause for response; give clues if needed) This one is tough... It’s <i>so</i>. The plates rub, <i>so</i> the volcanoes form. (underline <i>so</i>)</p> <p>“Now let’s find the cause and effect in this sentence. The cause is that that the plates rub together and get hot. (write <i>plate edges rub and get hot</i> in the cause box) What is the effect? (pause for response) Yes, that volcanoes form near the edges. So I will write <i>volcanoes form</i> in the <i>effect</i> box.</p> <p>“Now we’ve talked about four navigation words: <i>because, cause, so, and so that</i>. Awesome.”</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Display Teacher Journal Lesson #5, p. 5. Have students work in pairs to find the navigation words as you read the sentences aloud. You could say: “Now you and your partner are going to practice finding navigation words. I’ll read the sentences from this page. You’ll talk with your partner and find the navigation words in the sentence. Ready?” After you read each sentence, give students time to discuss the navigation words; then have volunteers report their choices. Underline the navigation words and provide feedback.</p> <p>If you have time and the inclination, you can also ask students to identify the cause and effect in each sentence.</p>

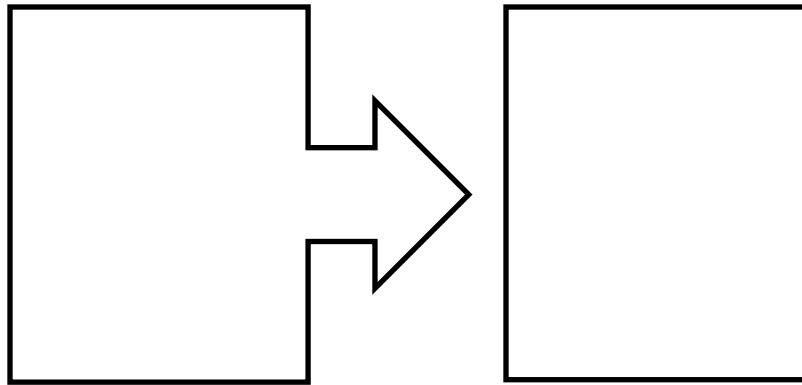
CLOSE

Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

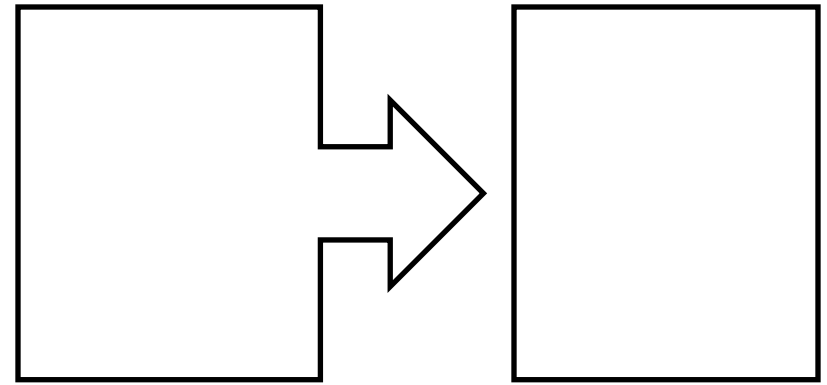
“Did you navigate well today? Did you find a lot of causes and effects? You certainly did! Lean over to your partner and tell them the four navigation words for cause and effect that we used today. **(allow brief talk time)** When we can use navigation words to find the information we need from our books, we understand the information better. Knowing navigation words will *cause* you to be better readers, speakers, listeners, and writers.”

Some explosions **cause** floods, mud slides, and avalanches that roar downhill, destroying everything in their path.



cause

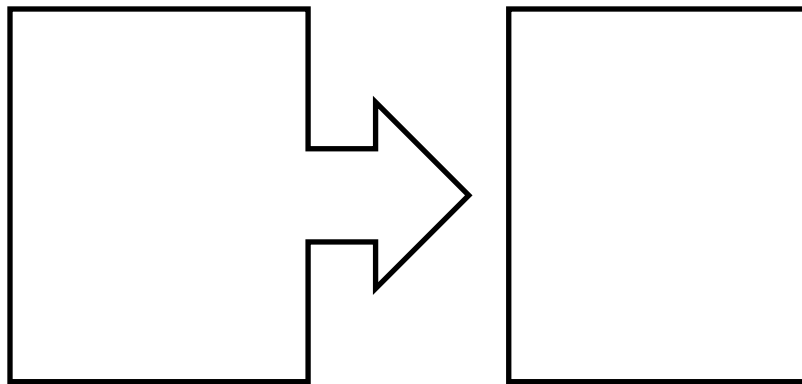
effect



cause

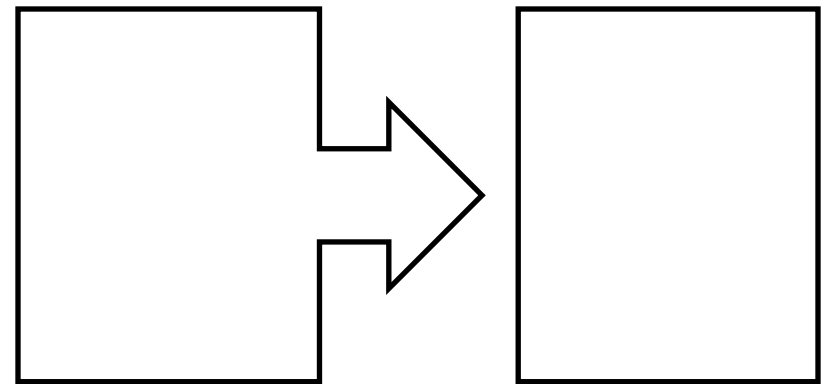
effect

Where two plates meet, the force is **so** great **that** rocks bend or even break.



cause

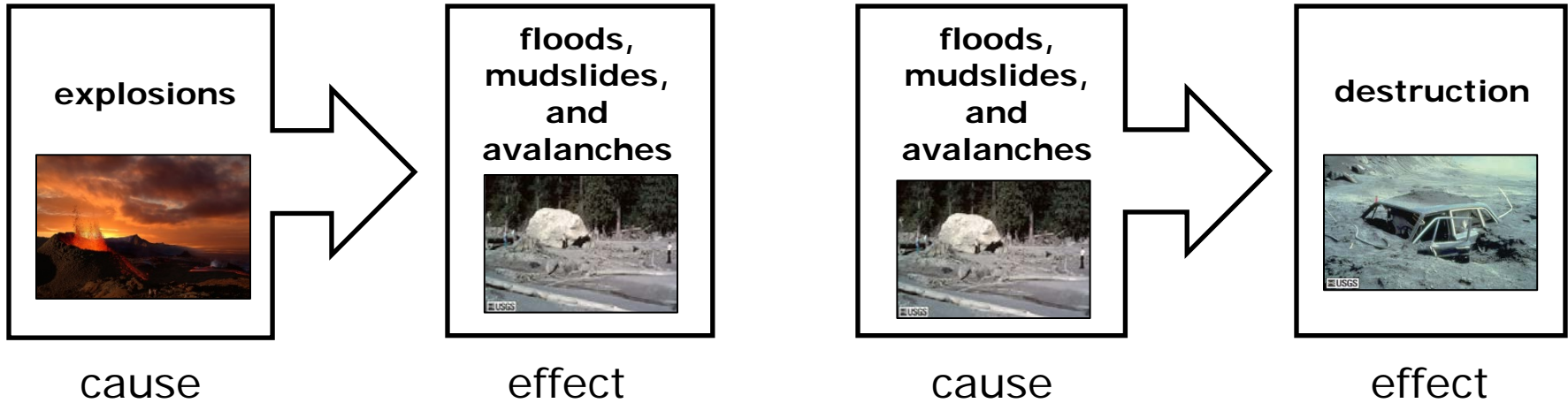
effect



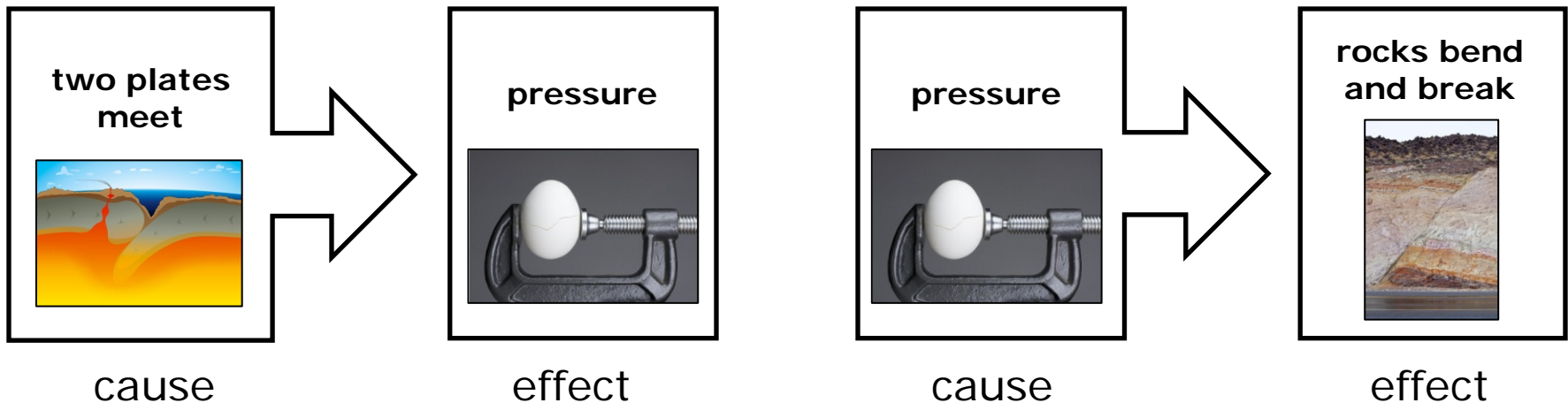
cause

effect

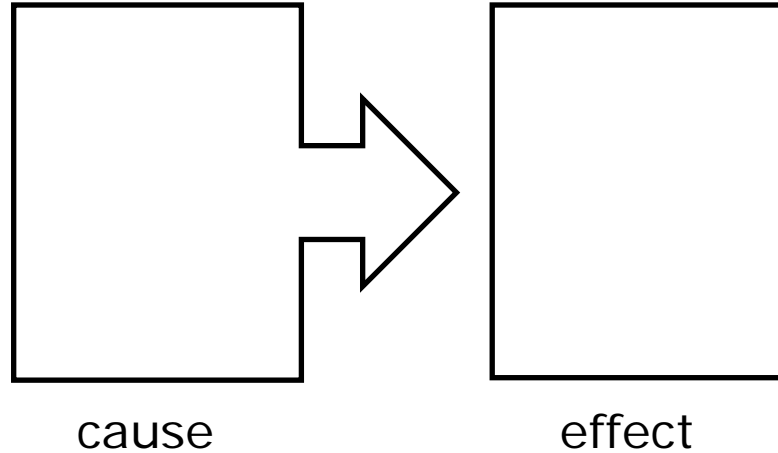
Some explosions **cause** floods, mud slides, and avalanches that roar downhill, destroying everything in their path.



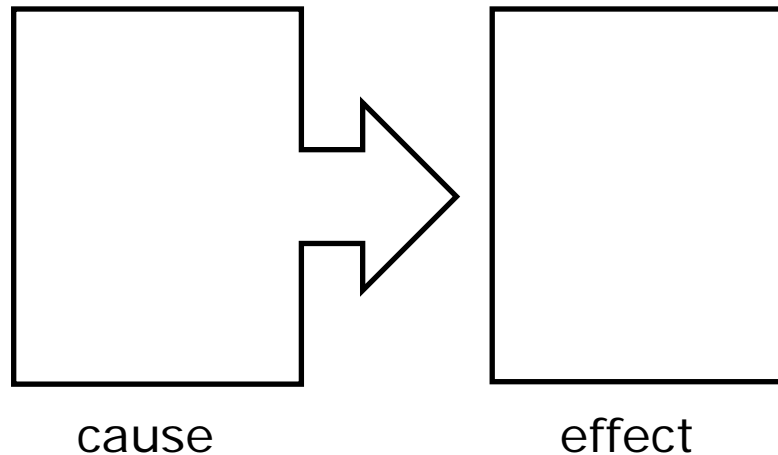
Where two plates meet, the force is **so** great **that** rocks bend or even break.



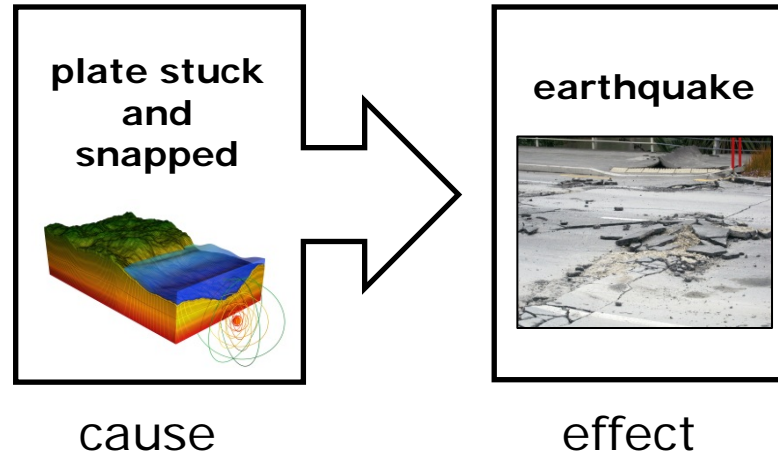
An earthquake occurred because part of a plate got stuck and then snapped back.



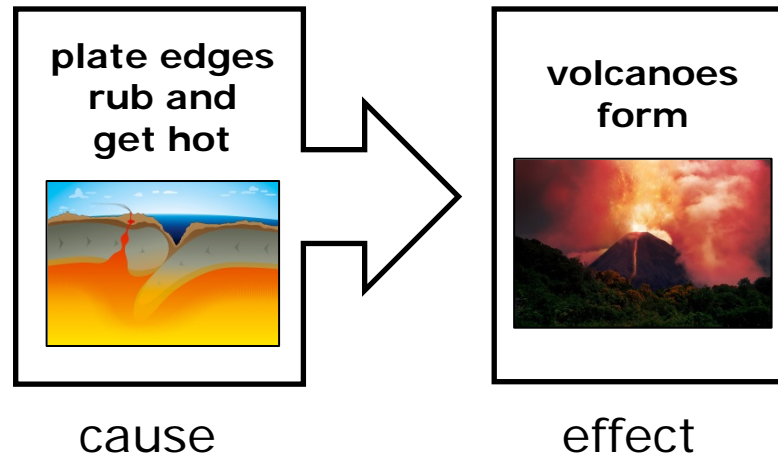
The edges of two plates that rub together get very hot, so volcanoes form near the edges of the plates.



An earthquake occurred because part of a plate got stuck and then snapped back.



The edges of two plates that rub together get very hot, so volcanoes form near the edges of the plates.



- 1) Magma under the earth can break through because it finds a crack in the crust.
- 2) The volcano became a tall mountain because layers of lava and ash slowly built on top.
- 3) Magma pushing against the crust caused rocks to move and the ground to shake.
- 4) The pressure became so great that part of the mountain blew off, hurling rocks for miles.
- 5) The outer core is liquid because the iron in the core is very hot.
- 6) Pressure keeps the inner core from melting, so it is solid.
- 7) Volcanoes in the ocean can get so tall that they rise above the water.

Navigation words:

because

so that

so

cause/caused

LET'S KNOW! GRADE 1	EARTH MATERIALS DESCRIPTION	WORDS TO KNOW LESSON 6
SHOW ME WHAT YOU KNOW! We'll make a cause and effect mountain and explain three causes and effects.		
TEACHING OBJECTIVE:		
<ul style="list-style-type: none"> Use target vocabulary words correctly in spoken contexts. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #6 (print or digital) Words to Know rings: pressure, crust, reason illustration Word web (optional) 	
SPECIAL INSTRUCTIONS FOR THIS LESSON		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "My sister is related to me and we're alike in some ways but different in other ways. We're still part of the same family. Words have families, too. Today our purpose is to find some related words for our Words to Know that are in the same family of words but might be just a little different. When we know more words that are related or in the same family, we can use them when we talk, read, and listen. We have a much larger family to be with!"</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display the teacher journal or word web. Model filling in the web for the word illustration.</p> <p>You could say: "Here's our first word, illustration. It means 'a picture or drawing in a book or magazine.' When I read a book, I like to look at the illustrations; they give me more information. Magazines have a lot of illustrations. Words in the same word family would be <i>drawings, photos, and paintings</i>. (add to web) These words are related to illustration. They're in the same word family: illustrations, drawings, photos, and paintings."</p>	

	<p>"I could make a sentence that uses the word and a related word like this: 'I wanted an illustration for my book, so I made a <i>drawing</i> of a butterfly.' Or I could say, 'The illustration in the magazine was a <i>photo</i> of a bird.'"</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Work with students to make word webs for reason, pressure, and crust. Ask students to suggest related words to add to the webs; you may add their ideas or the suggested related words provided. Help students generate a sentence for each word that uses the Word to Know and at least one related word.</p> <p>You could say: "Let's work together to find related words for reason. A reason explains why something happens or why you did something. You have to <i>think</i>, so <i>think</i> is a related word. (add to web) What other words can you <i>think</i> of? (pause for response; add ideas to web) <i>Explain</i> is a great related word. Can you think of any other related words? (pause for response; add ideas to web) I know one. You explain <i>why</i> something happened. <i>Think</i>, <i>explain</i>, and <i>why</i> are all related words.</p> <p>"Now let's make a sentence using a related word: 'The reason we can't go outside is because it's raining.'</p> <p>(pressure) "Pressure means 'the force produced when something presses or pushes against something.' <ul style="list-style-type: none"> • What might be some words that are related to pressure? (elicit responses and add related words to the web; you could guide students to words like <i>squeeze, push, and press</i>) • Now let's make a sentence. (work with students to form a sentence) </p> <p>(crust) "A crust is the hard outer part of something. You could also say it's the <i>skin</i> or <i>peel</i>. (add ideas to web) <ul style="list-style-type: none"> • What's another related word? Not the inside but the... (pause for response) <i>Outside</i>, right. (add to web) • Now let's make a sentence." (work with students to form a sentence) </p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Divide students into pairs. Have them use their Words to Know rings to practice generating sentences that use the Words to Know and their related words.</p> <p>You could say: "With your partner, stand up and move to a larger space on the floor. One of you will start. Put your word ring behind your back, choose one word strip, and bring it to the front. Then make a sentence using either the word OR a related word. Your partner will check to make sure the sentence is correct. Then it's the partner's turn to put the word ring behind their back and choose a word or a related word to use in a sentence. I'll be coming around to listen to your sentence." Circulate the room to provide support and feedback as students generate their sentences.</p>

CLOSE

Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

“Whew! Today you learned a lot more words. You are getting to know LOTS of words now. You should be able to understand and use these words every day. I’m going to say a related word. Then I want you to say the Word to Know that it matches. Ready?”

- *explain* (**reason**)
- *why* (**reason**)
- *draw* (**illustration**)
- *push* (**pressure**)
- *peel* (**crust**)
- *photo* (**illustration**)

Words will open doors for you. Try to use these Words to Know and related words today!”



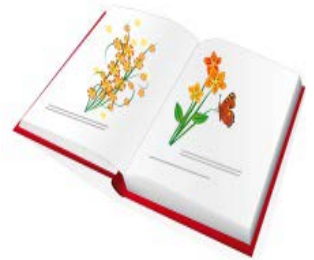
crust



pressure



reason



illustration



outside



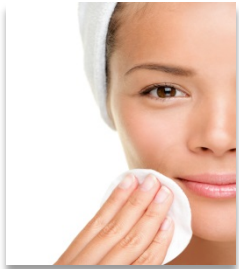
squeeze



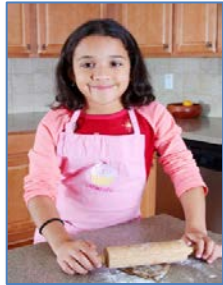
why



photo



skin



press



explain



painting



peel



push



think



drawing



photo



drawing



illustration



painting



why



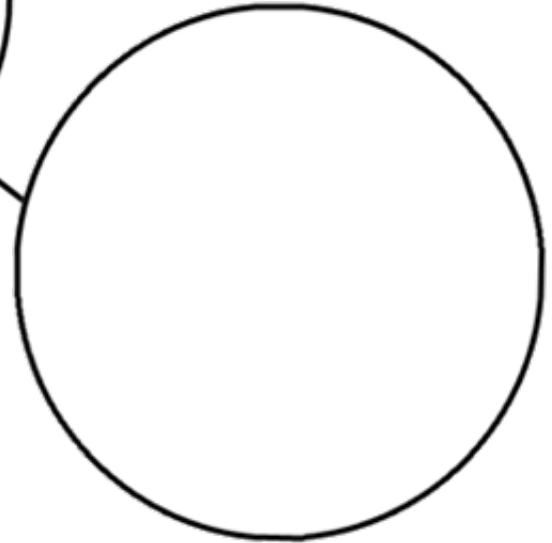
think

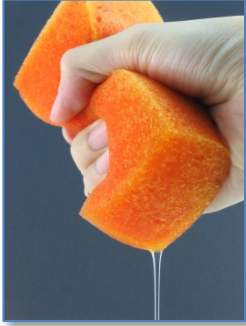


reason



explain

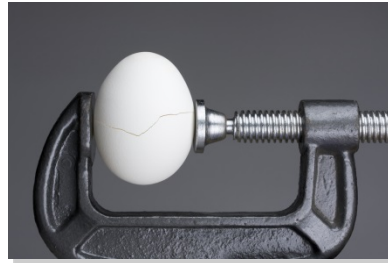




squeeze



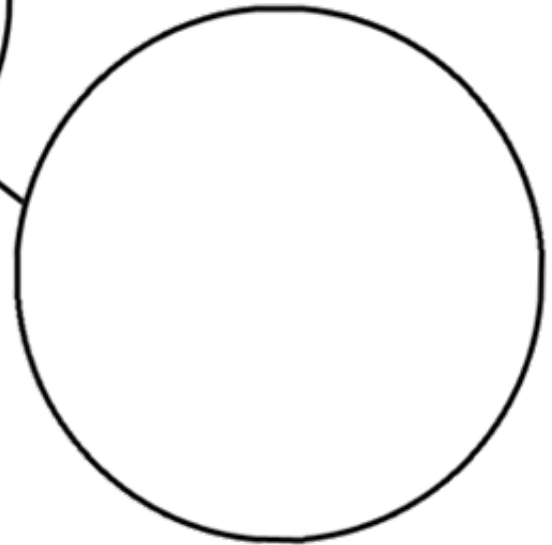
push

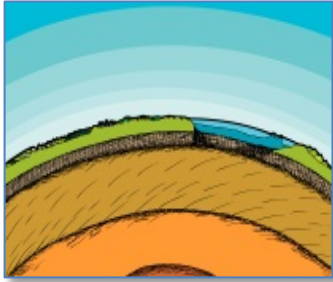


pressure



press





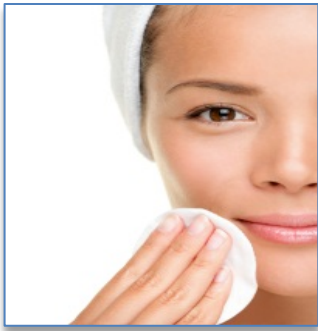
outside



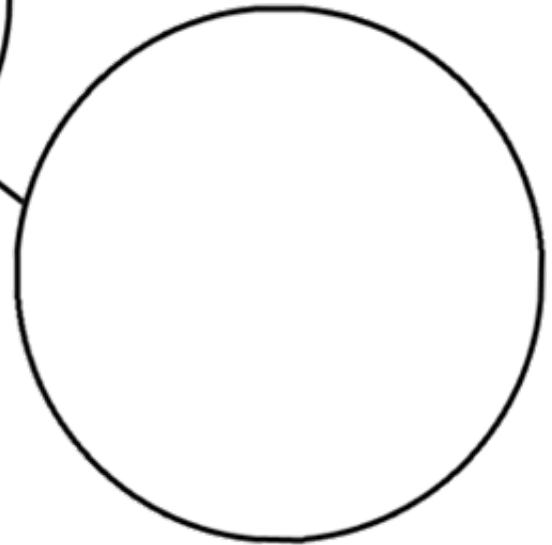
peel

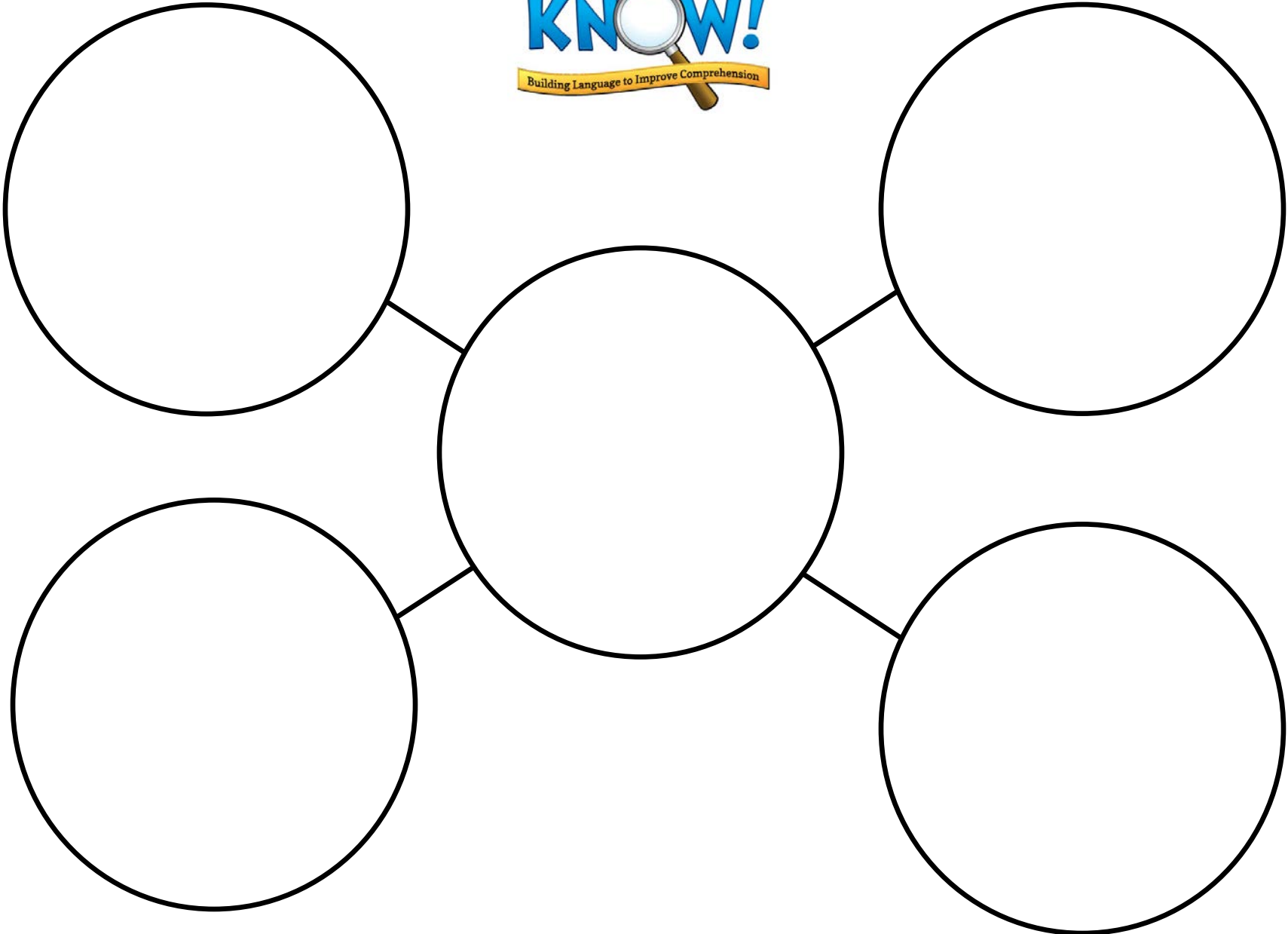


crust



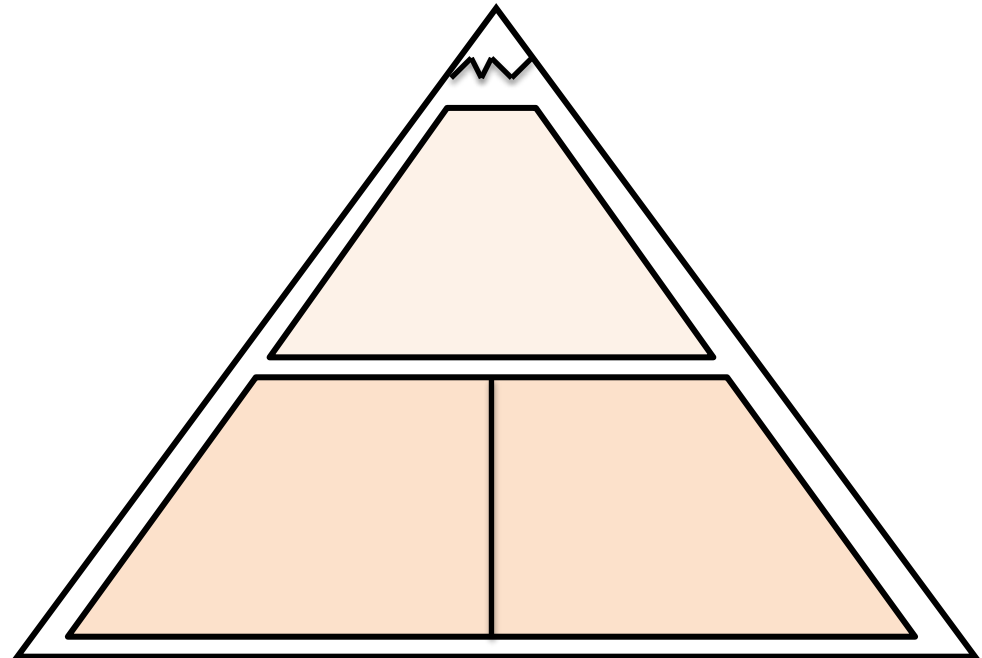
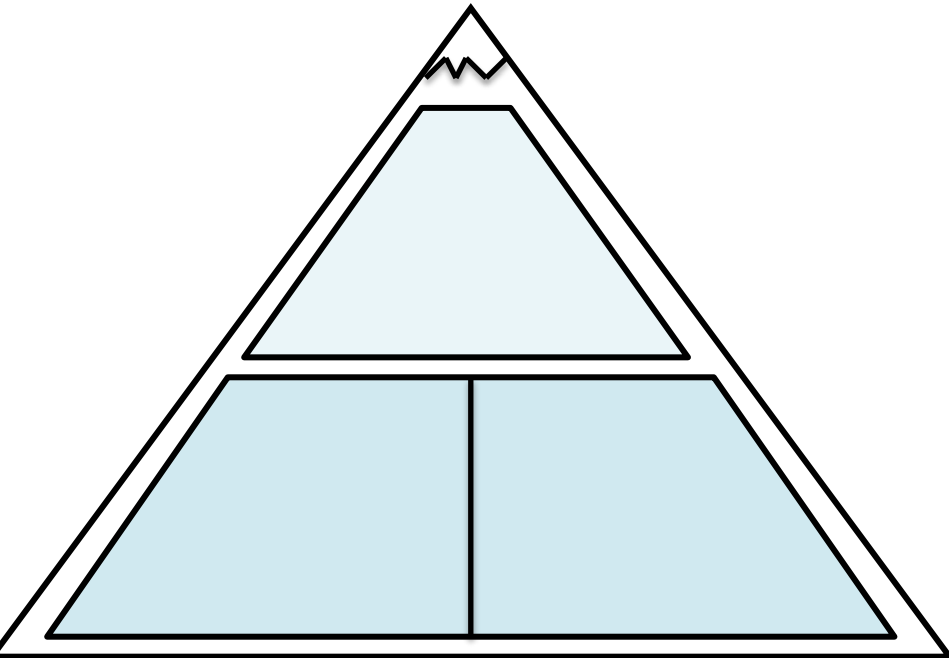
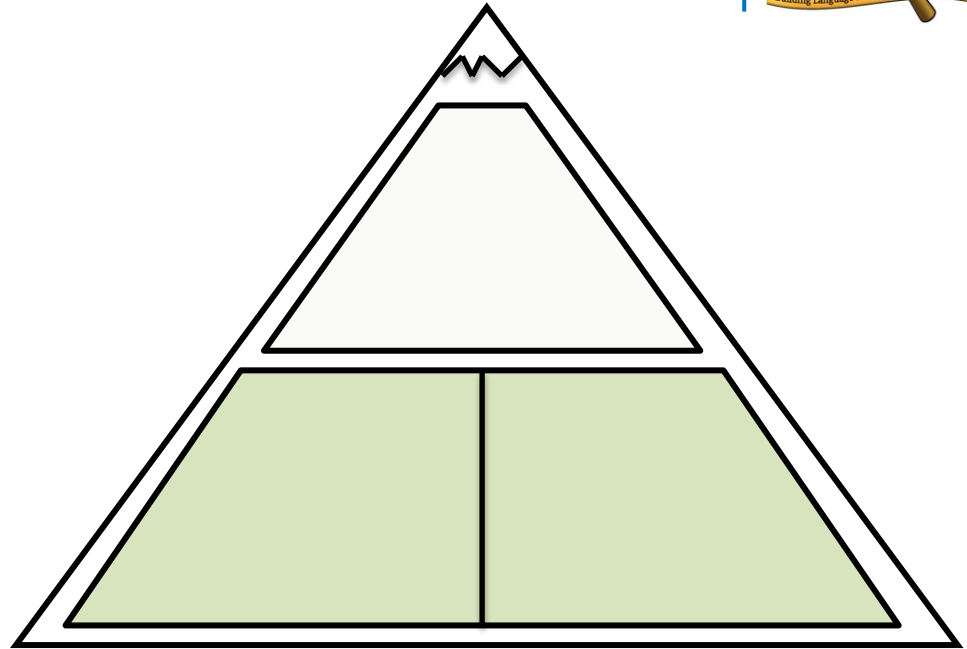
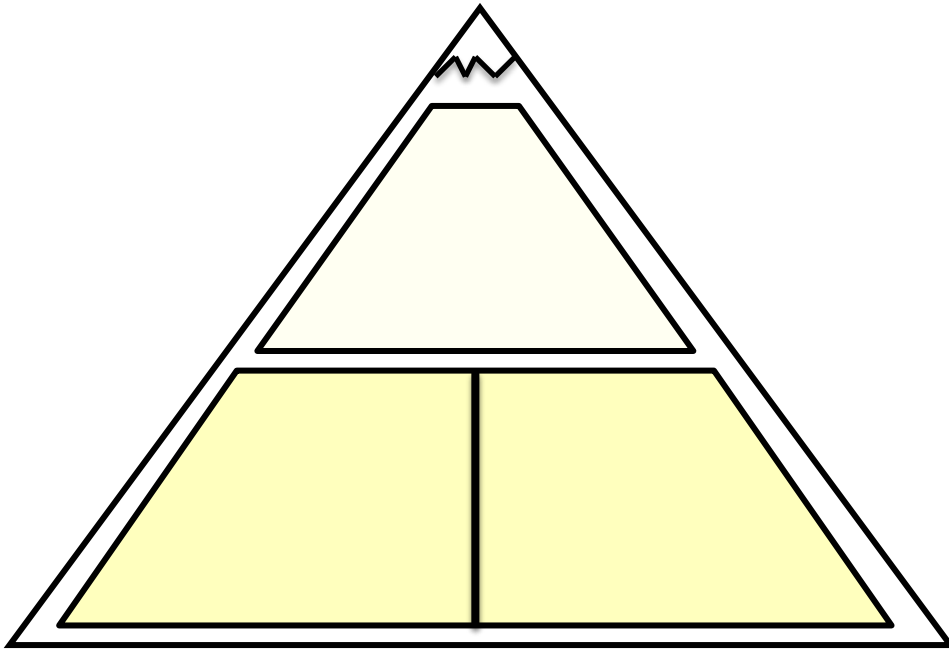
skin

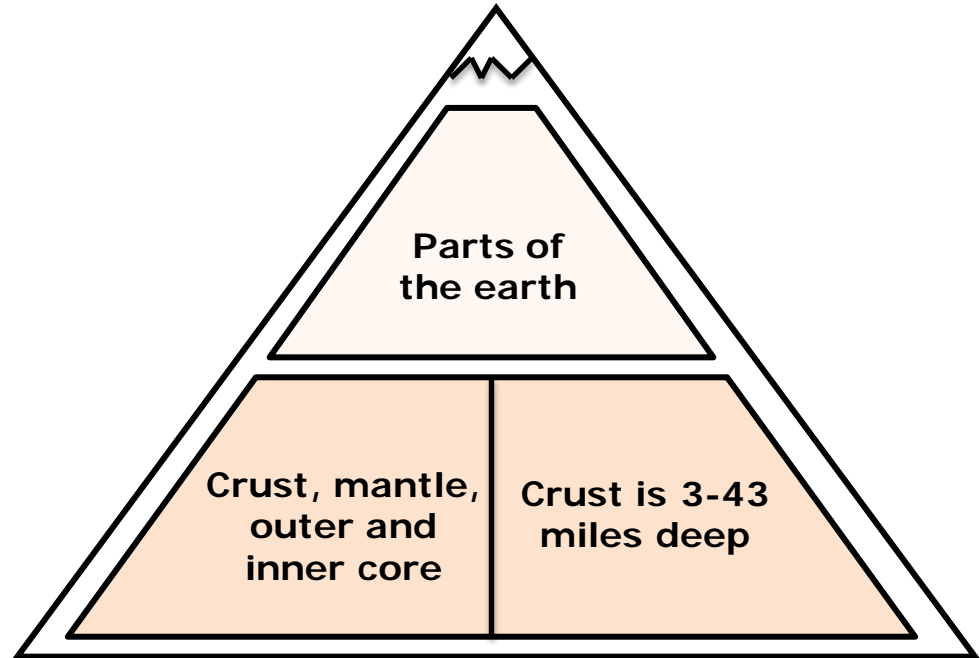
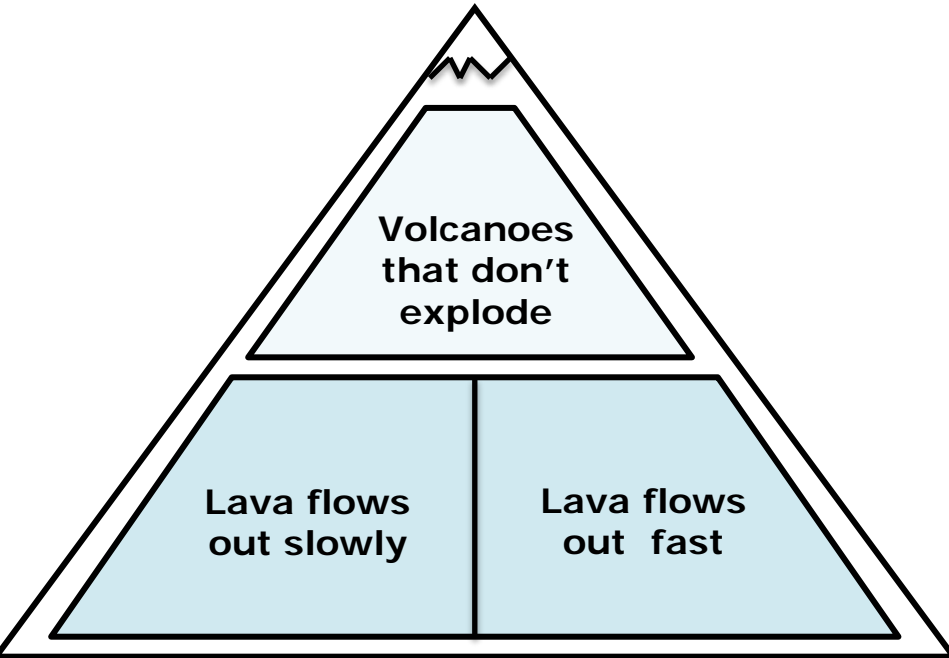
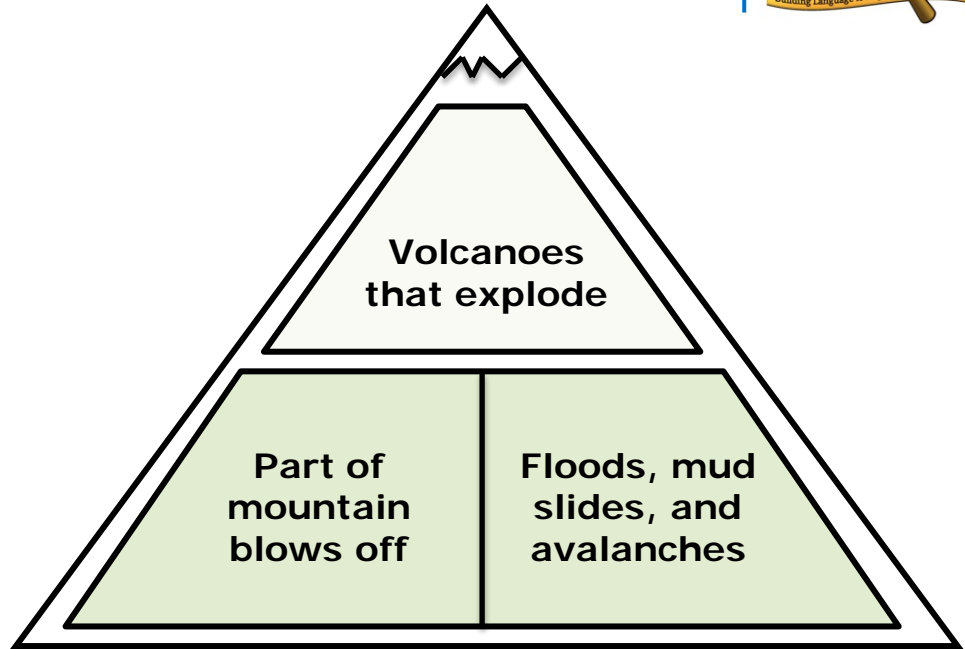
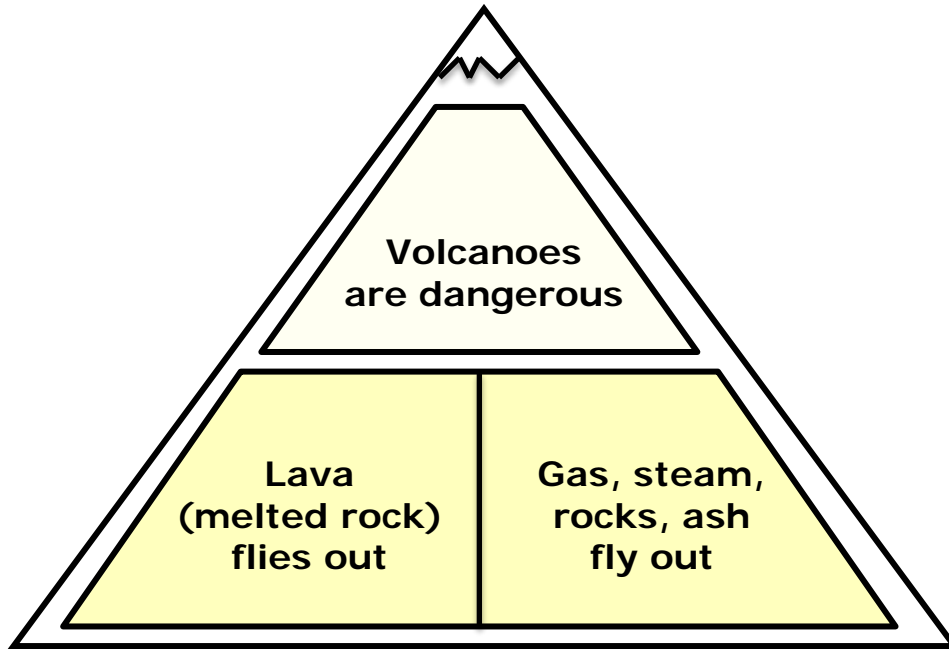




LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	INTEGRATION LESSON 7
SHOW ME WHAT YOU KNOW! We'll make a cause and effect mountain and explain three causes and effects.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Identify the main idea and two key details of an informational text. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Finding the Main Idea LESSON TEXT: <ul style="list-style-type: none"> <u>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #7 Student Journal Lesson #7 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Teacher Journal Lesson #7, p. 1 includes blank graphic organizers, and p. 2 has the completed graphic organizers. You may either fill in the main idea and details on p. 1 or uncover the answers on p. 2 as you teach the lesson. The graphic organizers on the student journal are the same as those on the teacher journal, but there is a 'bank' of main ideas and details for students to select from next to each one. If students have writing challenges, they can draw lines from the boxes to the graphic organizer instead of writing in the answers. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When I watched the movie <u>Brave</u>, I thought it was interesting because the title, <u>Brave</u>, is the main idea of the movie. Both Merida and her mother had to be very <i>brave</i> to overcome the enemy. Our purpose today is to find the main idea and details in our book, <u>Volcanoes: Nature's Incredible Fireworks</u>. When we know the main idea and key details, we know the most important things in the book; then we can better understand and remember what we're reading or listening to."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal Lesson #7. Read selections from the text and model filling in the main ideas and details on the graphic organizers.</p> <p>You could say: "I'll show you how I find the main idea and details in informational books, and then you can help me find them. First, I'll read the paragraphs and think about the main idea and details. Then I'll write them in this graphic organizer. (point to teacher journal) The main idea is the top of the mountain and the key details are below, supporting the main idea..."</p> <p>(read the fourth page; 'But up close...') "This page is talking about volcanoes, and although they look fun, they are dangerous. The book talks about all of the dangerous things that are happening around the volcano. The main idea, then, is that volcanoes are dangerous. That goes in the top of the mountain as the main idea. (fill in volcanoes are dangerous on organizer) The author describes the 'fiery blobs of melted rock called lava.' The lava flying out is a key detail; I will write <i>lava (melted rock) flies out</i> under the main idea. (add detail) The second paragraph talks about other dangers, like gas, steam, rocks and ash flying out. That detail goes on the other side. (add detail) So the main idea is that volcanoes are dangerous. One key detail is that lava flies out, and the other is that gas, steam, rocks, and ashes fly out. The details support the main idea—they are what make volcanoes dangerous.</p>	

	<p>(read the fifth page; ‘If too much gas...’) “Let’s find the main idea of this page. It’s something specific about volcanoes—the page is talking about explosions. It tells us that sometimes volcanoes explode. I’ll add <i>volcanoes that explode</i> as the main idea. (fill in main idea on organizer) Now I’ll find two details. (reread the first sentence) The key detail I find in the first sentence is that part of the mountain can blow off. I’ll add <i>part of the mountain blows off</i> to our organizer. (add detail) What happens next? (reread second sentence) It says, floods, mud slides, and avalanches can ‘roar downhill.’ I will add <i>floods, mud slides, and avalanches</i> as the other key detail. (add detail) So the main idea is volcanoes that explode, and the details are that part of the mountain blows off and floods, mudslides and avalanches. Now I have a main idea and details for this page of the book.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Work with students to find the main idea of other selections from the book and fill in the rest of the teacher journal. You could say: “Let’s find the main idea and details of some other pages together...</p> <p>(read the seventh and eighth pages; ‘But not all volcanoes explode...’) “Now the book is talking about volcanoes that don’t explode. That’s the main idea. So what should I write in the top of my mountain? (pause for response and fill in main idea) Good. I will write <i>volcanoes that don’t explode</i>. Now let’s think of two details. What happens first? (reread the pages) Hmm... It sounds like the lava starts to flow out. It says it can flow out ‘slowly.’ I will write <i>lava flows out slowly</i> as our first key detail. (add detail) How else did it say it can flow? (pause for response) Yes, it can also flow ‘quickly,’ or fast. That’s our second key detail. (add detail) So we have our main idea, volcanoes that don’t explode, and two details—that lava flows out slowly and that lava flows out fast.”</p> <p>Read the tenth page (‘How do rocks get so hot...’) and finish the graphic organizer on the teacher journal; you could see the completed organizer on p. 2 for ideas.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Distribute Student Journal Lesson #7. You could say: “On your student journal you’ll see two graphic organizers like we used. I’ll read a page from the book. You and a partner will work together to find the main idea and details from the boxes next to each mountain. Discuss which one is the best choice for the main idea, and then write it in the top. Then figure out your details and write them in the bottom. [If you want, you can also draw a line from the word box to that part of the graphic organizer]. When you’re finished, you can report your findings.”</p> <p>Read aloud the following selections from the text, allowing partners time to work together to complete the two graphic organizers on the student journal.</p> <ul style="list-style-type: none"> • Read the eleventh page (‘Below the crust...’) and have students fill in the first organizer. • Read the thirteenth and fourteenth pages (‘The crust is not one piece...’) and give students time to complete the second organizer. <p>When students are ready, have them share their findings. Discuss the answers as a class.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “What was the main idea of our lesson today? (pause for response) Finding the main idea and key details! This is a very important skill to have. Even grown-ups need to find the main idea and details when they read. The next time you see someone reading a book or watching TV or a movie, ask them, ‘What’s the main idea?’ See if they can tell you the main idea and details. Then you can tell them the main idea and details from our book about volcanoes. They will think you’re very smart, and they are correct!”</p>



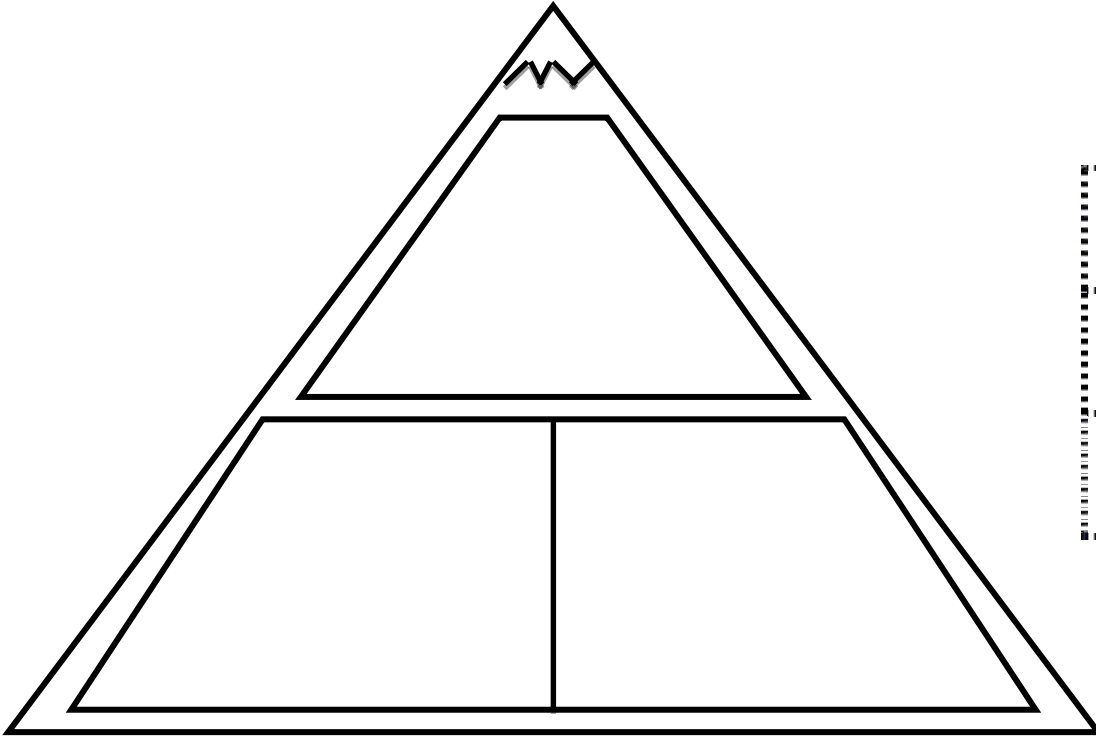


Student Journal

Earth Materials – Lesson 7



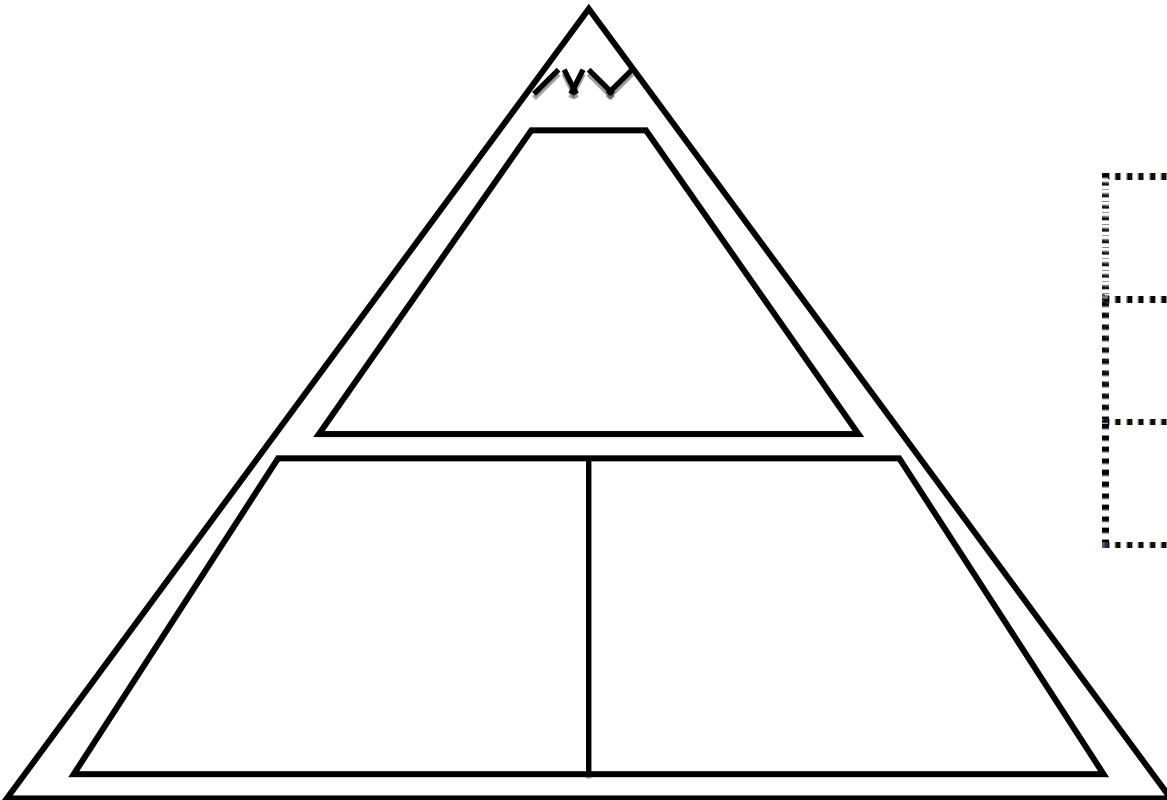
DIRECTIONS: Use the phrases from the boxes below to fill in the main idea and key details. You may draw lines from the boxes to the graphic organizer.



parts of the earth

core is very hot

mantle is magma



plates move

plates cover the earth

the crust

LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	READ TO KNOW LESSON 8
SHOW ME WHAT YOU KNOW! We'll make a cause and effect mountain and explain three causes and effects.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Use writing or drawing to recount text with facts and details. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Engaging Readers LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Teacher's Bookshelf books Drawing or lined paper (1 per student) Completed sample drawing UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: pressure, crust, illustration, reason 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. The texts should in some way be related to the unit theme but may vary in genre, topic, complexity, and so on. Complete an example drawing to share as a model of the You Do activity students will complete. Use one of the bookshelf books or a selection from your classroom library. See the I Do routine for ideas. Allow students to select the texts they want to read during the Read to Know lessons; provide them autonomy in their decisions. Monitor the length of time students read; they may not be able to read independently for more than 10 minutes at a time. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #2: PRESSURE, CRUST, ILLUSTRATION, REASON </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "It's time to choose your own book to read! I love to do that and I know that you do, too. Good readers like to read books that are interesting to them. There are all types of books for you to choose in the classroom. Your purpose today is to find a book that looks interesting and read it. You'll have plenty of time to read and look at the illustrations. If you finish one book, you can find another book to read. Then your job today will be to draw or write one thing new that you learned and talk about what you learned with a partner."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Review the Read to Know procedure and expectations, if needed.</p> <p>To establish a goal for children's reading, you could say: "The book you choose to read today might be about volcanoes or earthquakes. Here's a picture of what I learned from the book I chose. (share prepared drawing) I drew a picture of [the inside of the earth] because that's what I learned from my book. When you're finished reading your book, you will use a sheet of drawing or writing paper to write or draw what you learned. Then you can share it with your partner."</p>	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Have students choose their books. Allow them to engage with their texts for [10–15] minutes on their own.</p> <p>You could say: “Now find a book and a space to read quietly until I signal you to begin your task for today.”</p> <p>Circulate the room to monitor students as they read independently.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Pass our drawing or lined paper. Have students draw or write what they learned from their books and then discuss what they learned in pairs. You could say: “Think about your book. On a piece of paper, write or draw what you learned from your book. Then discuss what you learned with your partner.”</p> <p>Allow students time to draw/write and share with their partners. Circulate the room to monitor and engage in students’ discussions.</p> <p>As time allows, invite volunteers to share what they learned with the whole group.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “When we read for enjoyment, we read things that we like, and that helps us understand and remember the information. I like to read about different kinds of things, and I always want to have something special to remember. It might be new information like we talked about or it might be something that you already knew. Tell your partner something you remember from your book. (allow brief talk time) When you can discuss a book with someone, you are a good reader and listener!”</p>



WEEKLY LESSON PLANNER

EARTH MATERIALS

Week 3	Lesson 9	Lesson 10	Lesson 11	Lesson 12
Lesson Type	Read to Me	Text Mapping	Integration	Words to Know
Objectives	<ul style="list-style-type: none"> Participate in collaborative conversations about Grade 1 topics. Identify when text contains information that does not make sense and apply fix-up strategies. 	<ul style="list-style-type: none"> Use compound and complex sentences. 	<ul style="list-style-type: none"> Use information from within a text and background knowledge to make and revise inferences. 	<ul style="list-style-type: none"> Use a variety of different types of words correctly.
Lesson Texts	<ul style="list-style-type: none"> <u>Volcanoes</u> by William B. Rice 	<ul style="list-style-type: none"> <u>Volcanoes</u> by William B. Rice <u>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison 	<ul style="list-style-type: none"> <u>Volcanoes</u> by William B. Rice 	<ul style="list-style-type: none"> <u>Volcanoes</u> by William B. Rice

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Document camera Sticky notes 	<ul style="list-style-type: none"> Document camera or interactive whiteboard 	<ul style="list-style-type: none"> Sticky notes 	<ul style="list-style-type: none"> Key Crayons Sticky notes
Unit Materials Provided	<ul style="list-style-type: none"> Fix-Up Strategies Poster Comprehension Monitoring Icons (optional) 	<ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: pressure, crust, illustration, reason Teacher Journal Lesson #10 	<ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: pressure, crust, illustration, reason Teacher Journal Lesson #11 	<ul style="list-style-type: none"> Vocabulary Picture Cards: boundary, consequence, solid, liquid Words to Know Rings: boundary, consequence, solid, liquid Student Journal Lesson #12



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

**LET'S KNOW!
GRADE 1**

**EARTH MATERIALS
CAUSE AND EFFECT**

**READ TO ME
LESSON 9**

SHOW ME WHAT YOU KNOW! We'll make a cause and effect mountain and explain three causes and effects.

TEACHING OBJECTIVES:

- Participate in collaborative conversations about Grade 1 topics.
- Identify when text contains information that does not make sense and apply fix-up strategies.

TEACHING TECHNIQUES:

- Rich Discussion
- Comprehension Monitoring

LESSON TEXT:

- Volcanoes by William B. Rice

TALK STRUCTURE FOR WE DO/YOU DO:

- Think-Pair-Share
- Group Discussion

LESSON MATERIALS YOU PROVIDE:

- Document camera
- Sticky notes

UNIT MATERIALS PROVIDED:

- Fix-Up Strategies Poster
- Comprehension Monitoring Icons (optional)

SPECIAL INSTRUCTIONS FOR THIS LESSON:

- **Before the lesson...** Preview the lesson text.
 - This book is quite long, so you may read only portions of the book. Decide which chapters you will read; you may choose to use those covered in the lesson routines. Make sure you allow enough time for an extended discussion after the reading.
 - Use sticky notes to mark pages on which you will model comprehension monitoring or prompt students to monitor their comprehension. The following suggestions are included in the lesson, but you could use others.
 - (p. 6) Pause after the second sentence of the second paragraph, 'Everything that is under **pressure** is let go.' Reread the sentence to clarify.
 - (p. 6) Pause after the unknown term *plate tectonics*. Find the definition in the glossary.
 - (p. 10) Pause after reading the second paragraph and discuss any confusion about the phrase 'bendable solid.' Reread the confusing sentences and use clues like 'play clay' and 'thick glue' to clarify.
 - (p. 12) Pause after the word **boundaries**. Ask students if they know the meaning, and then look in the glossary (the word **boundary** is in the next set of Words to Know).
 - You could also note possible questions for rich discussion as you preview the text.
- Use of the Comprehension Monitoring Icons is optional; you could have students raise their hands or use thumbs-up and thumbs-down signals to show their understanding.
- If possible, display the book using a document camera so students can see the informative images, graphics, and other text features up close.

LESSON ROUTINE

SET

Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.

You could say:

"Did you ever shake up a can of soda (either accidentally or on purpose) and then open it up? I'm sure you got sprayed when it erupted. What a shower! Volcanoes can erupt just like the soda can, but instead of spraying soda, volcanoes spray lava! Today we're going to dive into our next book about volcanoes. Our purpose is to read, make sure we understand what we read, and then discuss some interesting questions about our topic of what's inside the earth. Good readers and listeners monitor what they read and hear and know what to do when they don't understand."

<p>I DO</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Model comprehension monitoring as you read, using the Comprehension Monitoring Icons or other signals to indicate confusion. Use appropriate fix-up strategies to clarify any confusion.</p> <p>You could say: “I’m going to read our new book and stop when I don’t understand something to fix-it up. I’ll use [our Makes Sense and Doesn’t Make Sense signs] to show you when I don’t understand something. Remember our fix-up strategies that we can use to help us? (refer to Fix-Up Strategies Poster) We can reread the sentence or paragraph, ask questions, look at the picture for clues, or find the meaning of a word. Let’s get started...</p> <p>(read pp. 4–6; pause after the second sentence of the second paragraph on p. 6) “I’m not sure what this means. (display Doesn’t Make Sense icon or other signal) Let me reread the sentence. Hmm... ‘Everything that is under pressure is let go.’ I think it means that after the volcano erupts, the pressure lets up. It isn’t under pressure any more. (flip icon)</p> <p>(read to end of p. 6 and pause) “I have no idea what <i>plate tectonics</i> means, (show icon or other signal) so one thing I can do is to look it up in the glossary in the back of the book. (turn to glossary) It says... (read the definition) So <i>plate tectonics</i> is studying how the plates move to make things on the surface of the earth, like mountains. That’s very interesting! See how much I learned because I took the time to find a definition of a word I didn’t know?” (flip icon)</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Pass out the Comprehension Monitoring Icons or review other signals you would like students to use. Continue reading the text, encouraging students to indicate when they are confused.</p> <p>You could say: “Now let me know [by holding up your Doesn’t Make Sense sign] if you don’t understand something I’m reading and we’ll stop and fix it...”</p> <p>Stop at least twice to address confusion about the text. Then guide students to use appropriate fix-up strategies. If students are not signaling when they don’t comprehend, you could provide prompts related to unfamiliar words, difficult sentences, or confusing concepts. For example:</p> <ul style="list-style-type: none"> • (p. 10, second paragraph) You could begin a discussion of the concept depicted by the words ‘bendable solid.’ Reread the confusing sentences and use clues like ‘play clay’ and ‘thick glue’ to clarify. • (p. 12) You could pause after the word boundaries to ask students if they know the meaning and then look in the glossary.
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>After reading, facilitate an extended discussion in which all children have a chance to participate. Prompt students to take multiple turns, to elaborate on responses, and to follow up on their classmates’ ideas.</p> <p>You could use the following questions to facilitate a rich discussion:</p> <ul style="list-style-type: none"> • We know the mantle under the crust is always moving. Why do you think we don’t feel it? • Why do you think it’s important to study volcanoes? • Which do you think is more destructive, a volcano or an earthquake? Why?

CLOSE

Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

“Today we learned even more about volcanoes and discussed several ideas from our new book. We also made sure we understood what we were hearing. Turn to a partner and tell them one fix-up strategy to use if you don’t understand something... Try one strategy tonight with your family. If you don’t understand something they’re saying, ask them a question. They will be impressed with you!”

LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	TEXT MAPPING LESSON 10
SHOW ME WHAT YOU KNOW! We'll make a cause and effect mountain and explain three causes and effects.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Use compound and complex sentences. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Selected by teacher LESSON TEXT: <ul style="list-style-type: none"> <u>Volcanoes</u> by William B. Rice <u>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera or interactive whiteboard UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set # 3 Vocabulary Picture Cards: pressure, crust, illustration, reason Teacher Journal Lesson #10 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <p>You will guide students to use compound and complex sentences. The information below is for your reference.</p> <ul style="list-style-type: none"> A compound sentence is made by joining two independent clauses together with a coordinating conjunction (e.g., <i>Some volcanoes erupt often, <u>but</u> others lie dormant for years</i>). <ul style="list-style-type: none"> An independent clause (simple sentence) has a subject and verb and can stand alone as a sentence; it represents a complete thought (e.g., <i>Some volcanoes erupt often/Others lie dormant for years</i>). Coordinating conjunctions are connecting words. They include <i>and, but, for, nor, or, so, and yet</i>. A complex sentence is made by joining an independent clause and a dependent clause that includes a subordinating conjunction (e.g., <i>A soda can explodes like a volcano <u>when</u> you shake it</i>). <ul style="list-style-type: none"> Again, the independent clause has a subject and verb and makes sense standing alone (e.g., <i>A soda can explodes like a volcano</i>). The dependent clause has a subject and verb along with a subordinating conjunction. But it does not stand alone or represent a complete thought (e.g., <i>when you shake it</i>). <ul style="list-style-type: none"> Common subordinating conjunctions include <i>because, when, while, before, after, once, whenever, although, since, and though</i>; these words indicate time, place, or cause and effect. You can also reorder a complex sentence so the dependent clause comes first, followed by a comma (e.g., <i><u>When</u> you shake a soda can, it explodes like a volcano</i>). This lesson focuses on using the conjunctions <i>so</i> and <i>because</i>, but you could choose to include others, such as <i>when</i> and <i>if</i>. These would also be appropriate for discussing cause and effect. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> START THE LESSON WITH WRAP SET #3: PRESSURE, CRUST, ILLUSTRATION, REASON </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Have you heard the word <i>supercalifragilisticexpialidocious</i>? That's a very long word. When you say it, it makes you sound very smart. Another way to sound smart is to use longer sentences. That's our purpose today—to learn how to make sentences longer by putting two short sentences together. When we know how to use longer sentences, we understand how language helps us in our everyday life to talk about our ideas and understand what others are saying."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal, Lesson #10.</p>	

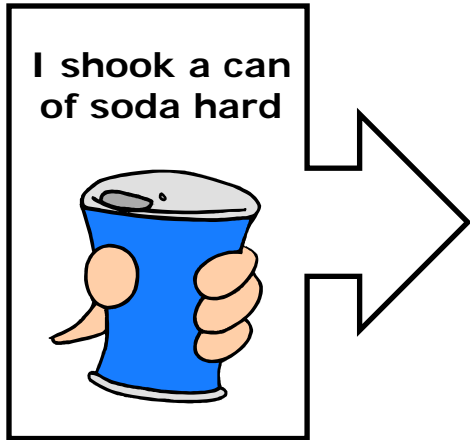
	<p>You could say: “In our books about volcanoes, we read a lot of information about how one thing causes another thing. Today we’re going to learn how to talk about that information. We’re going to take one sentence and add a word called a <i>conjunction</i> to another sentence to make one very long, cool sentence.</p> <p>(point to <i>cause</i> and <i>effect</i> boxes on teacher journal, p. 1) “Here you see some of the <i>cause</i> and <i>effect</i> boxes that we used before. The first box says, ‘I shook a can of soda hard.’ That’s our first sentence. The effect box has another sentence: ‘the can exploded.’ Now I’m going to add a conjunction to join the sentences. (point to conjunctions at bottom of journal) I could make a long sentence that says, ‘I shook a can of soda <i>so</i> hard <i>that</i> the can exploded.’ I just used one of the conjunctions to make two short sentences into one much longer sentence. And that’s not all I can do! I can also use the word <i>because</i> as a conjunction, but I will switch the order of the sentences. I can say, ‘The can exploded <i>because</i> I shook a can of soda hard.’ Isn’t it cool to make long sentences using conjunctions?</p> <p>“I’ll do another one so you can see how I made that long sentence. This says, ‘two plates rub together’ (point to <i>cause</i> box) and this says, ‘the plates bend and break.’ (point to <i>effect</i> box) I will use the word <i>so</i>. My long sentence is ‘Two plates rub together, <i>so</i> the plates bend and break.’ Or I could say, ‘The plates bend and break <i>because</i> two plates rub together.’ I said the long sentence two different ways, one using <i>so</i> and the other using <i>because</i>.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Use the second row of <i>cause</i> and <i>effect</i> boxes on teacher journal, p. 1 to practice forming sentences with students. You could say: “Now let’s practice. The <i>cause</i> in this box says, ‘The plates bend and break’ and the <i>effect</i> box says, ‘we feel earthquakes shake the ground.’ Let’s use the word <i>so</i> again. Read it with me: ‘The plates bend and break, <i>so</i> we feel earthquakes shake the ground.’ Now let’s use <i>because</i> in a sentence. We have to start with the effect this time... ‘We feel earthquakes shake the ground <i>because</i> the plates bend and break.’</p> <p>“Let’s do one more. This <i>cause</i> box says, ‘earthquakes shake the ground.’ Should we use <i>so</i> or <i>because</i> to make our long sentence? Let’s use <i>so</i>! Say it with me: ‘Earthquakes shake the ground, <i>so</i> cities are destroyed.’ Great! Now, let’s use <i>because</i>. Who would like to try?”</p> <p>Invite a volunteer to share a sentence, scaffolding and recasting as needed. Then have students turn to their partners and take turns saying both the <i>so</i> and <i>because</i> sentences.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Display the teacher journal, p. 2. You could say: “On the board, you see two more <i>cause</i> and <i>effect</i> boxes. This time, you and your partner will take turns making long sentences using the conjunctions at the bottom. I’ll read them to you and then each of you will make two long sentences. If you start first, make sure you choose the correct conjunction. If you’re the listener, check to make sure what your partner said sounds right. Remember that each of you should make two long sentences.”</p> <p>Read each set of <i>cause</i> and <i>effect</i> sentences and allow time for partners to speak and check each other’s sentences. Circulate the room to provide support and feedback, recasting students’ sentences as necessary. Then move onto the next set of sentences.</p> <p>After completing both rows, ask a few students to report their sentences to the whole group.</p>

CLOSE

Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

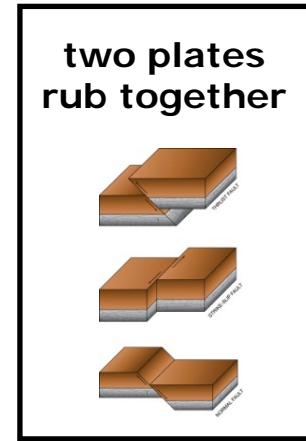
“I must admit, you all sounded very smart today. You used very long sentences. Who can remember the name of the word that we used between the two shorter sentences? **(pause for response)** It was a *conjunction*! It joins two shorter sentences into a longer sentence. We worked with three conjunctions today—*because, so, and so that*. Tonight I want you to impress your family. Try using one of the conjunctions we used today to make a very long sentence. They will think you are super smart!”



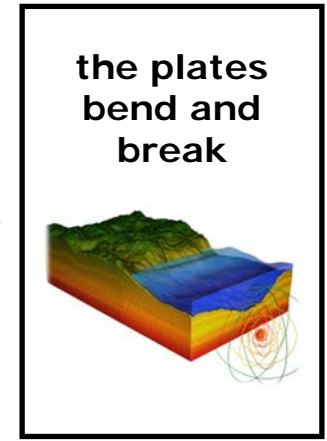
cause



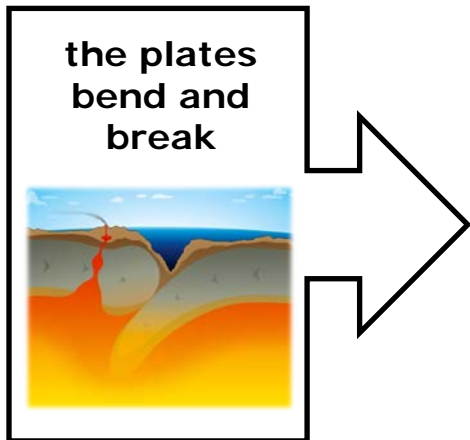
effect



cause



effect



cause



effect



cause



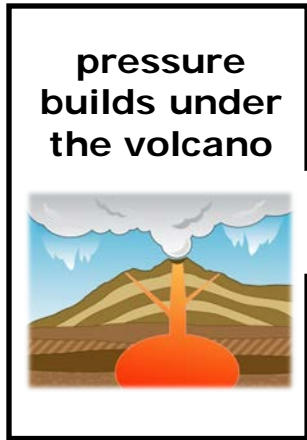
effect

Conjunctions:

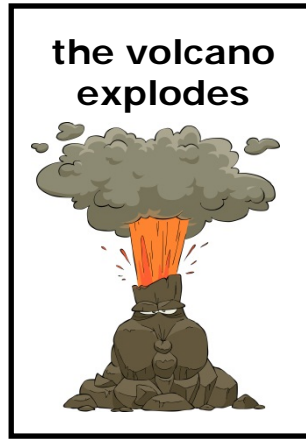
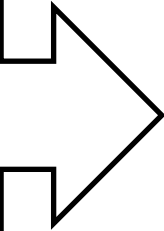
so

because

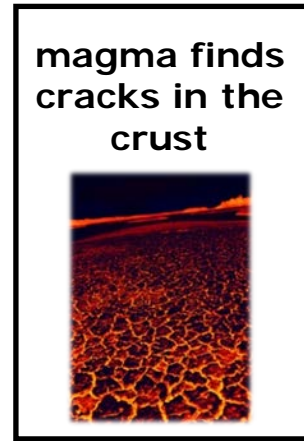
so that



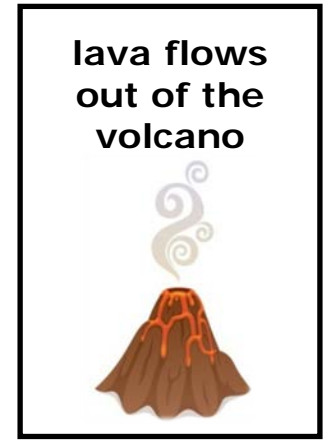
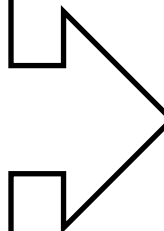
cause



effect



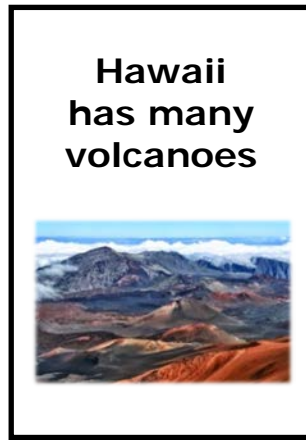
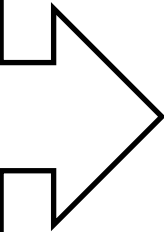
cause



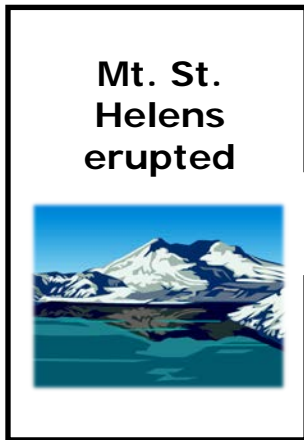
effect



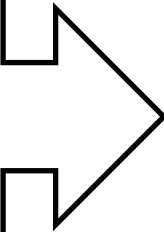
cause



effect



cause



effect

Conjunctions:

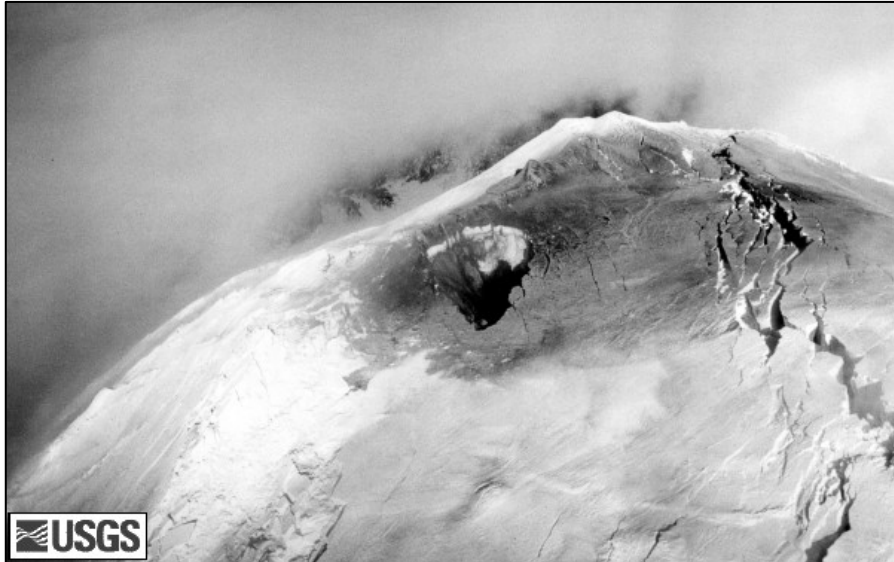
so

because

so that

LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	INTEGRATION LESSON 11
SHOW ME WHAT YOU KNOW! We'll make a cause and effect mountain and explain three causes and effects.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Use information from within a text and background knowledge to make and revise inferences. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Inferencing LESSON TEXT: <ul style="list-style-type: none"> <u>Volcanoes</u> by William B. Rice TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: pressure, crust, illustration, reason Teacher Journal Lesson #11 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Preview the lesson text. <ul style="list-style-type: none"> Decide which chapters or sections you will focus on; you don't need to reread the book to students. You may want to read chapters you did not read in the previous lessons. Use sticky notes to mark passages where you will model making inferences or ask inferential questions. The suggestions below are used in the lesson routines, but you could also mark others. <ul style="list-style-type: none"> (p. 4) After reading p. 4, ask, 'How are a volcano and a soda can alike? How are they different?' (p. 6) Looking at the <i>Volcanologists</i> picture, ask, 'Why do you think the volcanologist is taking a sample of lava?' (p. 10) The sidebar says that plates move about one inch per year. Ask students to make an inference about how much the plates have moved during their lifetimes. (p. 12) The text says magma moves upward because it's lighter than the rock around it. Ask students why things that are lighter move upward. Display the teacher journal for the You Do activity. If possible, display it digitally on an interactive whiteboard, or use a document camera to project the printed page. Read the captions to students. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #4: PRESSURE, CRUST, ILLUSTRATION, REASON </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Has your mom or dad ever told you, 'Your face is dirty,' and you knew that they really wanted you to wash your face, even though they didn't say it? You had to make an <i>inference</i>. You had to take what they said—that your face was dirty—and add your background knowledge—what they usually want you to do—to fill in what they didn't say. You inferred that they really wanted you to wash your face. Today our purpose is to talk about inferences. When we make <i>inferences</i>, we take new information and add our background knowledge, or what we already know, to fill in the blanks. Good readers and listeners make inferences all the time to help them understand what they're reading. That's what we're doing today."</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Read selections from the text and model making inferences.</p>	

	<p>You could say: (read p. 4) “I think I need to make an inference. It says that a soda can erupt just like a volcano. Let me think... I know that when you shake a soda can, the bubbles in the soda create pressure that explodes when you open it. I also know that pressure under the earth can build up and that volcanoes can erupt. So it must be the pressure in both the can and the volcano that make them erupt. I just made an inference. I used what I already knew with what the text told me to fill in the blanks, to help me understand what the book didn’t tell me. That’s an inference. Let’s go on...</p> <p>(show p. 6, image of volcanologist) “It’s time for another inference. I’m wondering why a volcanologist would take a sample of some hot lava. Hmm... I know that volcanologists study volcanoes and what’s in the earth. Maybe he or she could find out what’s inside the earth by studying the lava that comes out of the earth. I just made another inference.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue reading selections from the text. Ask students to help you make inferences.</p> <p>You could say: “This is fun! We can make all kinds of inferences when we read. Let’s go on...”</p> <ul style="list-style-type: none"> • (p. 10, side bar) “Hmm... This side bar tells us that plates move about one inch each year. Can you make an inference about how far the plates have moved in your lifetime? Think about the information in the text—that plates move one inch a year. Then combine that with what you already know about how old you are. Does anyone have an inference? (elicit and discuss student responses) • (p. 12, first two paragraphs) “The book says that magma is lighter than the rock around it, so it moves upward. I’m wondering why things move upward when they’re lighter. What can you infer? What do you already know about things that are lighter?” (elicit and discuss student responses) <p>Continue making inferences with students as you read selected portions of the text.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Display the teacher journal. You could say: “Now it’s your turn to make some inferences. On the board there are two pictures. I’ll read the caption under each picture and then you and a partner will discuss two inferences you can make. Remember, an inference means filling in the blanks, or adding new information to what you already know. After you have made some inferences with your partner, we’ll discuss your inferences as a class.”</p> <p>Read the caption under each picture and give pairs time to discuss and make inferences.</p> <p>Once pairs have discussed both pictures, regroup and have students share their inferences with the class, scaffolding and recasting their responses as needed.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Our job today was to fill in the blanks, to take information from our book and add what we already know to make something. What did we make today? (pause for response) Yes, inferences! We made some awesome inferences, just like good readers and listeners do. I want to challenge you today to give a friend a clue (like telling them their face is dirty) and then see if they can make an inference. If they do, tell them you were just joking, but that they made an inference. They will be surprised that you know so much!”</p>



USGS Photograph taken on March 27, 1980, by David Frank.

This photo shows the top of Mt. St. Helens before it erupted. You can see that the snow on top of the crater is turning black and there's a big hole in the snow.

Make two inferences...



USGS Photograph taken on April 10, 1980, by Donald A. Swanson

A big bulge grew on the side of the crater (see the black arrow). Later, a large plume of steam came out of the top of the mountain.

Make two inferences...

LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	WORDS TO KNOW LESSON 12
SHOW ME WHAT YOU KNOW! We'll make a cause and effect mountain and explain three causes and effects.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Use a variety of different types of words correctly. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> <u>Volcanoes</u> by William B. Rice TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Key Crayons Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Vocabulary Picture Cards: boundary, consequence, solid, liquid Words to Know Rings: boundary, consequence, solid, liquid Student Journal Lesson #12 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Cut out the next four word strips and attach them to students' word rings. You might use sticky notes to flag the pages from the lesson text that are used in the lesson routines. The I Do and We Do routines are combined in this lesson. The You Do activity will require students to move throughout the classroom to talk with different partners. As an alternative, you could divide students into pairs or groups, rather than having them change partners. WORDS TO KNOW <ul style="list-style-type: none"> boundary: Something (fence, imaginary line, river) that shows where one area ends and another area begins consequence: Something that happens because of something else solid: Material that you can't pour and that holds its shape liquid: Something that flows freely; you can pour it 		
LESSON ROUTINE		
SET	Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension. You could say: "I have a key here. (hold up key) Keys open doors to your house, car, or locker. It's hard to get in without a key. Words are like keys. When we know words, it's like having a key. You can open doors and understand many new things that were closed before. Our purpose today is to learn four new Words to Know. Words open new doors. Knowing a lot of words helps us understand what we read and hear. Let's look at our new keys."	
I DO/ WE DO	Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO. Use the Vocabulary Picture Cards and Words to Know rings to introduce the Words to Know. You could say: "The first Word to Know we will talk about is boundary . Say the word boundary with me: boundary . A boundary is 'something that shows where one area ends and another area begins.' It can be something like a fence, imaginary line, or river."	

- **(show Vocabulary Picture Card)** This picture shows a **boundary**. The fence marks the **boundary** between two properties.
- Our book Volcanoes **(show p. 12)** says that the edges of plates in the earth are called **boundaries**. That's where volcanoes often erupt, on the edges or **boundaries**. The edge of your desk is like a **boundary**. You stay inside your space and don't go past the **boundary** into your neighbor's space.
- Find the word **boundary** on your word ring... Read with me: **Boundary** means 'something (fence, imaginary line, river) that shows where one area ends and another area begins.'
- Now turn to your partner and take turns saying what **boundary** is...
- Everyone stand and say the word **boundary**... Now blink twice and sit.

(consequence)

"The next word is **consequence**. Let's say the word **consequence: consequence. Consequence** means 'something that happens because of something else.'

- **(show consequence picture card)** This picture shows the **consequence** of an earthquake—the buildings fell down. The **consequence** of **pressure** building up inside the earth is a volcano or earthquake. If you work hard at school, the **consequence** is becoming very smart. If you don't work hard, the **consequence** is that you don't learn very much.
- Find the word **consequence** on your word ring... Read with me: **Consequence** means 'something that happens because of something else.'
- Now turn to your partner and take turns saying what **consequence** means...
- Everyone stand and say the word **consequence**... Now nod your head three times and sit.

(solid)

"The third word is **solid**. Everyone say the word **solid: solid. Solid** means 'material that you can't pour and that holds its shape.'

- **(show picture card)** This picture shows a **solid**. A brick is **solid**. It holds its shape.
- **(show Volcanoes, p. 13)** It says in the text that when melted rock cools, it becomes a **solid**. First the lava was **liquid** and then when it cooled, it was a **solid**. When water is a **solid** what's it called? **(pause for response)** Ice!
- Find the word **solid** on your word ring... Read with me: **Solid** means 'material that you can't pour and that holds its shape.'
- Now turn to your partner and take turns saying what **solid** means...
- Everyone stand and say the word **solid**... Now turn around once and sit.

(liquid)

"Our last word for today is **liquid**. Say the word **liquid** with me: **liquid. Liquid** means 'something that flows freely; you can pour it.'

- **(show picture card)** This picture shows a red **liquid**. It spilled out of the container.
- In the book Volcanoes, **(show p. 12)** it says that magma is mainly **liquid**. **(point to picture)** Water is a **liquid** when we drink it. What are some other **liquids**? **(pause for response)**
- Find the word **liquid** on your word ring... Read with me: **Liquid** means 'something that flows freely; you can pour it.'
- Now turn to your partner and take turns saying what **liquid** means...
- Everyone stand and say the word **liquid**... Now sit."

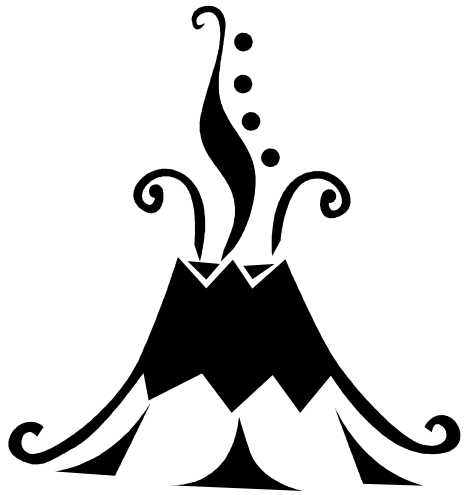
YOU DO

Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.

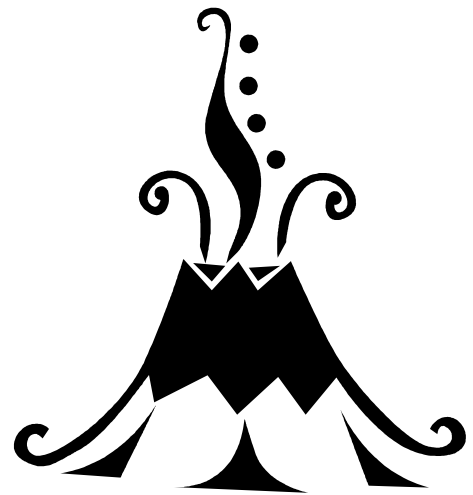
Distribute a crayon and the student journal to each student. You could say:

"Let's play a game with our new words. You need a crayon and your student journal. The volcanoes on the page each have one of our words under it, and there are two blanks at the bottom. To play the game, you need to go to another person and tell them what one of the words means—say the definition. If they say you're correct, then you can put an X on that volcano. You can use your word rings to help you remember the definitions if you need to.

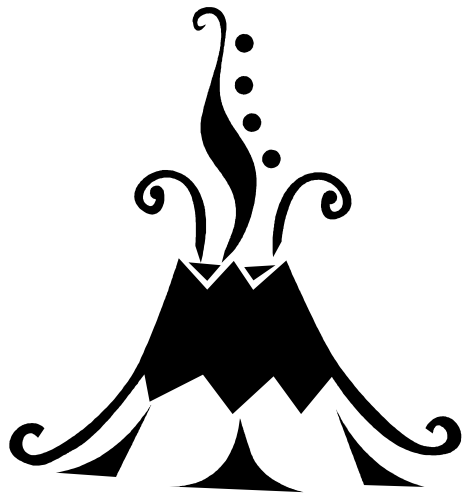
	<p>“Then switch places, and the other person will tell you what one of the words means. If it’s correct, then they can put an <i>X</i> on that volcano. Keep moving around the room and switching partners; one person tells a definition and the other tells them if it’s correct. Continue until all of your volcanoes are marked. For the two at the bottom, you can choose any of the words you want.”</p> <p>Circulate the room to monitor the activity and support students as they say the definitions.</p>
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say:</p> <p>“Today we learned four new Words to Know. It’s very important to learn new words so we can understand what we read or hear. We want to learn words every day! Tell a friend which word I’m thinking of...”</p> <ul style="list-style-type: none">• Which word would happen if you were shaking a soda can, solid or consequence?• What can you drink, boundary or liquid?• Which word is the edge of something, boundary or consequence?• If you can’t pour it, is it a liquid or solid? <p>Excellent working! Put these four words in your brain and use them at least once today.”</p>



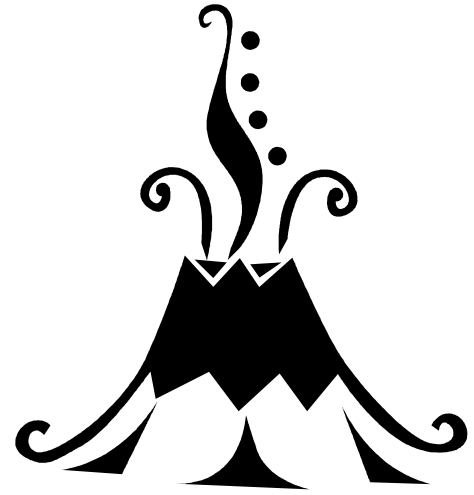
consequence



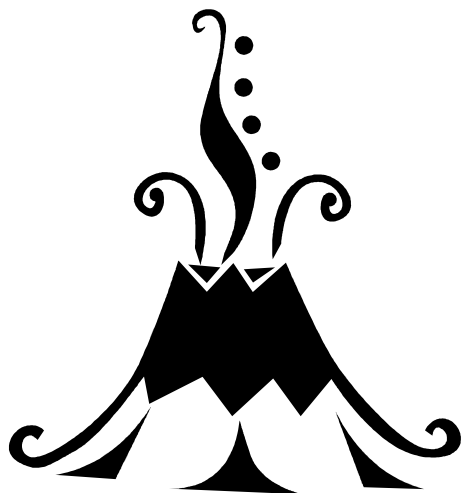
boundary

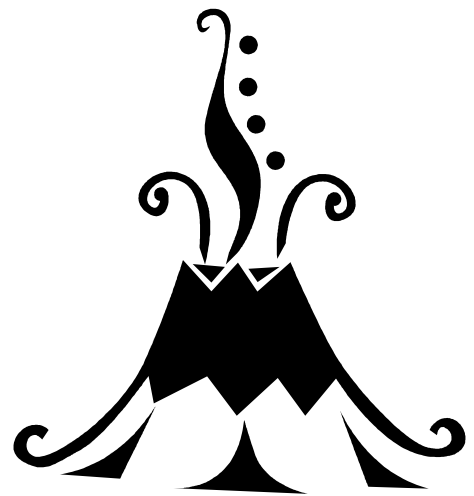


solid



liquid







WEEKLY LESSON PLANNER

EARTH MATERIALS

Week 4	Lesson 13	Lesson 14	Lesson 15	Lesson 16
Lesson Type	Text Mapping	Integration	Words to Know	Read to Know
Objectives	<ul style="list-style-type: none"> Extract information from one type of text and transform it into a new type of text. 	<ul style="list-style-type: none"> Identify the main idea and two key details of an informational text. 	<ul style="list-style-type: none"> Sort words into semantic categories. 	<ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Use writing or drawing to recount text with facts and details.
Lesson Texts	<ul style="list-style-type: none"> <u>Volcanoes</u> by William B. Rice 	<ul style="list-style-type: none"> <u>Volcanoes</u> by William B. Rice 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Drawing paper (1 per student) Sticky notes 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Sticky notes 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard 	<ul style="list-style-type: none"> Teacher's Bookshelf books Drawing or lined paper (1 per student) Sample drawing or explanation of cause and effect
Unit Materials Provided	<ul style="list-style-type: none"> Teacher Journal Lesson # 13 	<ul style="list-style-type: none"> WRAP set #5 Vocabulary Picture Cards: liquid, solid, boundary, consequence Teacher Journal Lesson #14 Student Journal Lesson #14 	<ul style="list-style-type: none"> Teacher Journal Lesson #15 (print or digital) Words cards for Lesson #15 	<ul style="list-style-type: none"> WRAP set #6 Vocabulary Picture Cards: liquid, solid, consequence, boundary



Digital/Tech



Prep Materials



Preview the Text



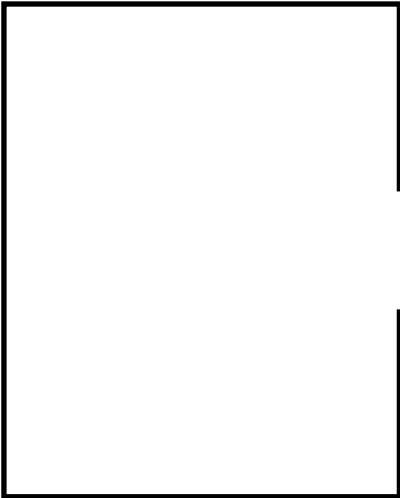
Game



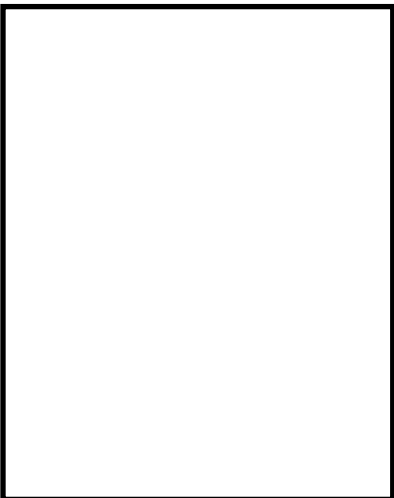
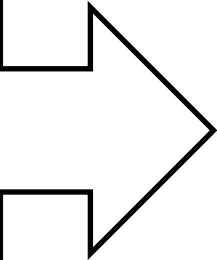
Save Materials

LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	TEXT MAPPING LESSON 13
<p>SHOW ME WHAT YOU KNOW! We'll make a cause and effect mountain and explain three causes and effects.</p>		
<p>TEACHING OBJECTIVE:</p> <ul style="list-style-type: none"> Extract information from one type of text and transform it into a new type of text. 		
<p>TEACHING TECHNIQUES:</p> <ul style="list-style-type: none"> Using Think-Alouds <p>LESSON TEXT:</p> <ul style="list-style-type: none"> <u>Volcanoes</u> by William B. Rice <p>TALK STRUCTURE FOR WE DO/YOU DO:</p> <ul style="list-style-type: none"> Think-Pair-Share 	<p>LESSON MATERIALS YOU PROVIDE:</p> <ul style="list-style-type: none"> Drawing paper (1 per student) Sticky notes <p>UNIT MATERIALS PROVIDED:</p> <ul style="list-style-type: none"> Teacher Journal Lesson # 13 	
<p align="center">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... You could use sticky notes to mark the following pages of <u>Volcanoes</u>: pp. 4, 6, 12, 16, and 21. You will use them as you model filling in the graphic organizer from the teacher journal. 		
<p align="center">LESSON ROUTINE</p>		
<p>SET</p>	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "You know that ice is a solid, right? Well, if I leave ice in my drink on a hot day, what happens? It transforms or changes into another substance, a liquid. It's in a different form, even though it's still water. Today our purpose is to transform or change information from our text into a different form, into a graphic organizer. It's still the same information; it's just in a different form. When we can transform information into another form, we really understand what it means and can use it to talk with other people. That's what good readers and listeners can do."</p>	
<p>I DO</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal Lesson #13. Use selections from the text to model filling in the cause and effect organizer.</p> <p>You could say: "Here you see a graphic organizer that we've been using to show cause and effect. Today we'll take the information from our book and transform it into this graphic organizer. I'll show you how it works..."</p> <p>(p. 4) "In the text, it says that pressure builds up inside the soda can when you shake it. When you open it, the soda explodes out of the can. I can fill in the <i>cause</i> box because I know that it was the pressure that built up. That's the cause. I'll write <i>pressure builds up</i>. (add to organizer) The effect is the explosion. I'll write <i>explosion</i> in the <i>effect</i> box. (add to organizer) I took information from the text and transformed it into these boxes that show cause and effect. The pressure is the cause, and the explosion is the effect.</p> <p>(p. 6, third paragraph) "On the next page, the text says, "Things are always on the move. This movement builds the pressure." I can transform this information from the text into my cause and effect organizer. The cause is the movement, so I'll write <i>movement</i> in the <i>cause</i> box. (add to organizer) The effect is pressure, so that goes in the effect box. (write pressure in effect box) Now I know that the cause of the pressure is movement inside the earth."</p>	

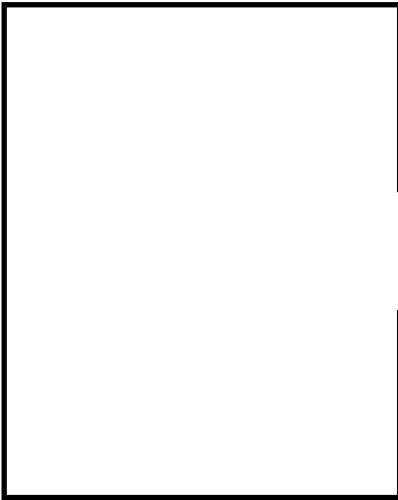
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Display teacher journal, p. 2. You could say: (p. 12) “Listen to what the book says on page 12: ‘It takes very high heat and just the right amount of pressure to make magma.’ Let’s transform this information. We have two parts in the cause—high heat and what else? (pause for response) Pressure, that’s right. We’re inside the earth with high heat and pressure. (write <i>high heat and pressure</i> in <i>cause</i> box) What is the effect? (pause for response) Magma! So <i>magma</i> goes in the <i>effect</i> box. (add to organizer) Do you see how this works? We have to take the words from the text and transform it into the graphic organizer. If we drew pictures for the words, we could make one more transformation, from words into pictures.</p> <p>(p. 16) “Let’s do another one. On page 16, it talks about what the plates are doing inside the earth. It says that at boundaries, sometimes plates can ‘subduct,’ or slide under another plate. They also can push into each other so the ‘crust of both plates crumples. The plates push up mountains in this way.’ I can find the effect, can you? What’s the effect when the plates crumple together? (pause for response) Yes, a mountain forms. I’ll write <i>mountain</i> as the effect. (add to organizer) Now what causes the mountain? When the plates can’t slide under each other, they crumple, or push up and break apart. So what’s the cause? (pause for response) Good thinking. Plates crumpling is the cause. (add <i>plates crumpling</i> as the cause) What’s the effect, again? (pause for response) A mountain. You really understand! Now it’s time to do some transformations with a partner.”</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Distribute drawing paper and divide students into pairs.</p> <p>Display teacher journal, p. 3. You could say: (p. 21) “Look at the first picture and set of cause and effect boxes on my journal page... Now, let me read you a paragraph from our book.</p> <p style="padding-left: 40px;">‘Pressure and heat in the mantle begin an eruption. They push magma into a chamber. Magma is lighter than the crust. So it tries to push above it. And pressure from gases pushes the magma through the crust. When pressure builds, ash, rock, gas, and steam escape. They push through a hole or crack in the Earth. This is an eruption.’</p> <p>With your partner, first think and talk about the cause and the effect. Then, on your piece of drawing paper, write or draw the cause and effect first, and then draw the boxes around them, like these ones. (point to <i>cause</i> and <i>effect</i> boxes on teacher journal) When you’re finished with the volcano, see if you can figure out the cause and effect of the next silly picture. (point to snowman picture) Write or draw the cause and effect, and then draw the boxes around them.”</p> <p>Read the paragraph more than once so students can determine the cause and effect. Circulate the room to provide students support in identifying the cause of the volcanic eruption.</p> <p>After pairs have discussed and written/drawn their answers, bring the group together and talk about the causes and effects they identified.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today you transformed information from one thing to another. You made the information look much different! Where was the information first? (pause for response) In the book. Then what happened to it? (pause) We transformed it into our <i>cause</i> and <i>effect</i> boxes, into a graphic organizer. You can make another kind of transformation. Take the information you learned today and transform it into a sentence. Who can transform the snowman picture into a sentence? (invite volunteers to share) Try it at home tonight.”</p>



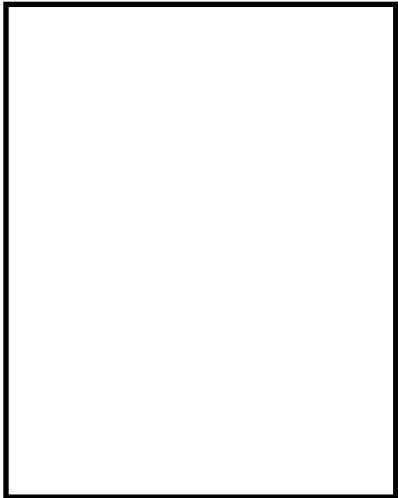
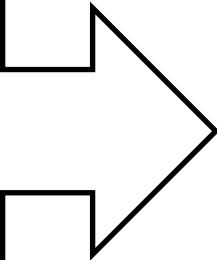
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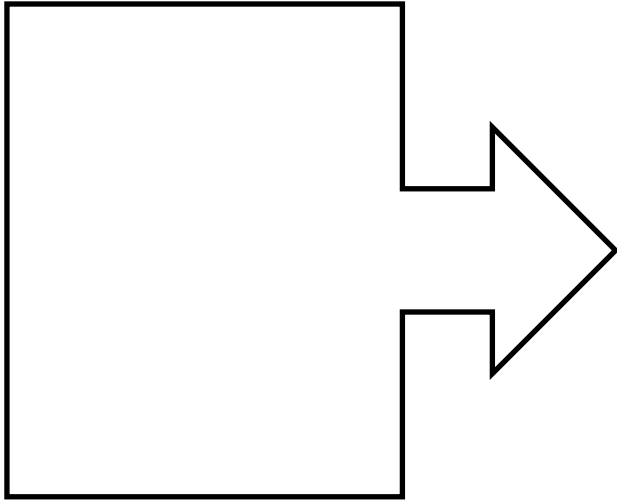
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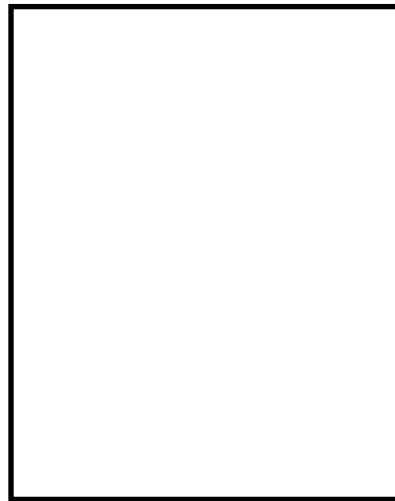
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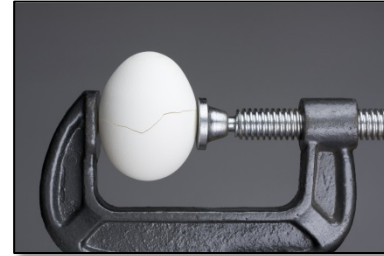
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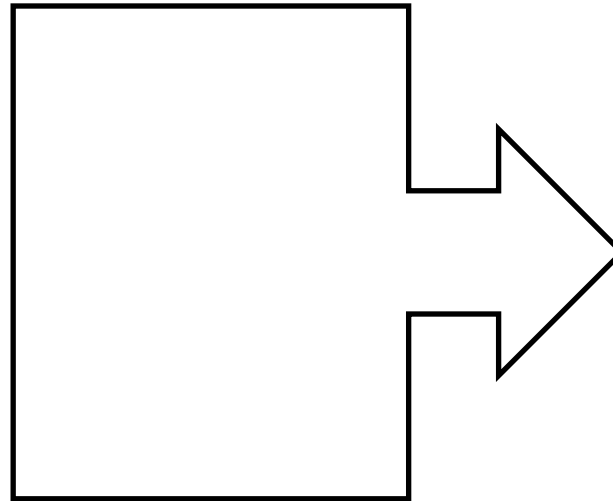
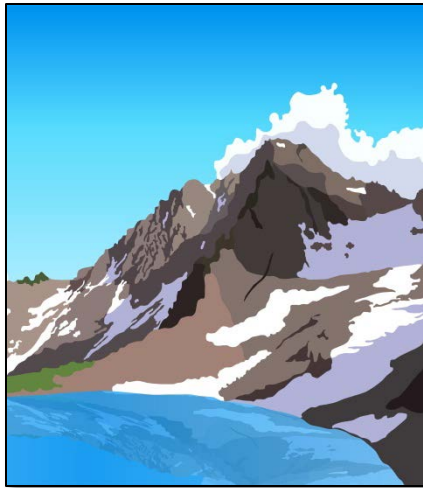
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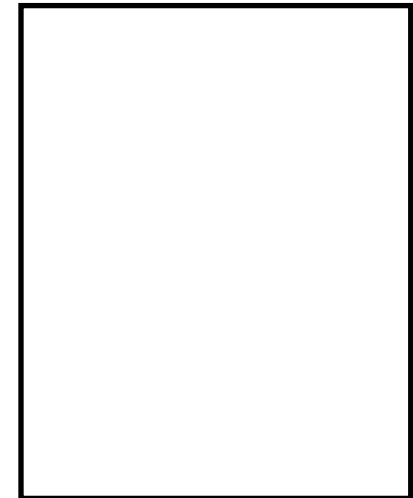
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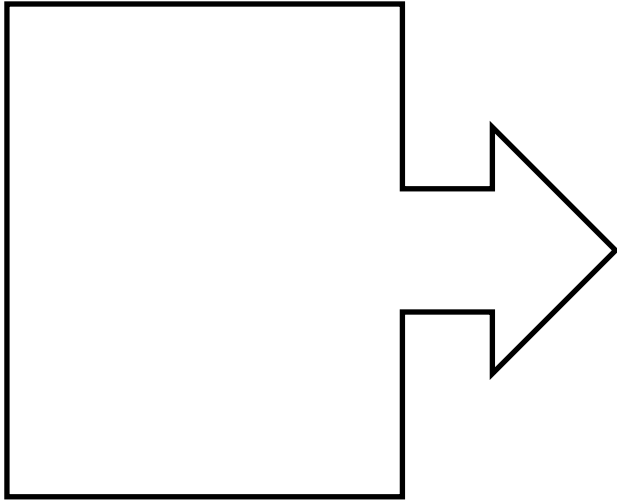
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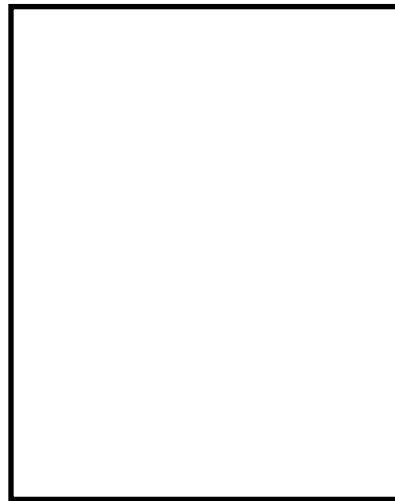
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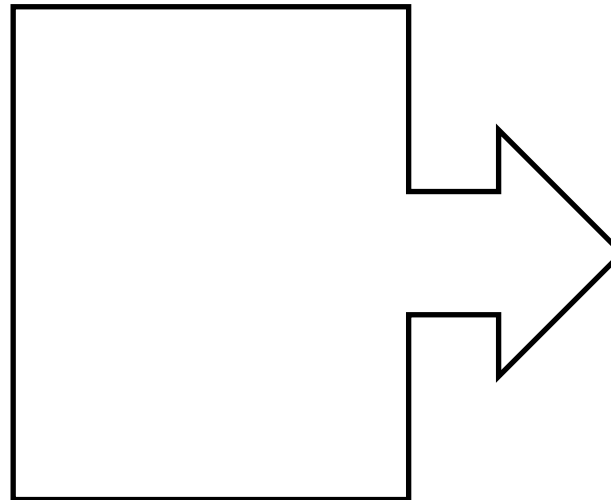
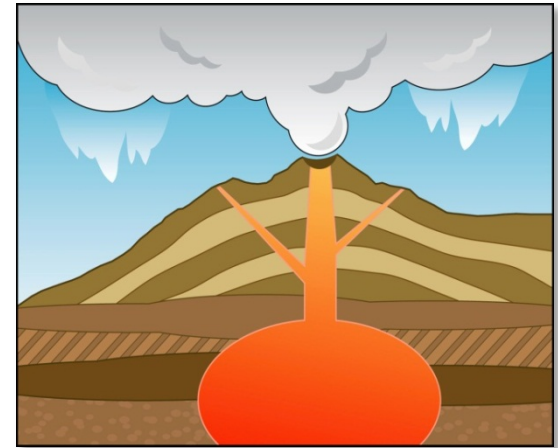
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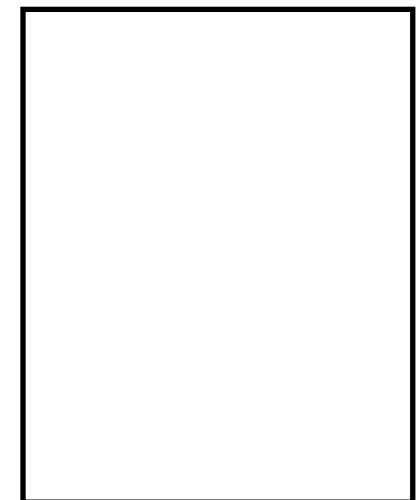
cause



effect



cause



effect

LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	INTEGRATION LESSON 14
SHOW ME WHAT YOU KNOW! We'll make a cause and effect mountain and explain three causes and effects.		
TEACHING OBJECTIVE:		
<ul style="list-style-type: none"> Identify the main idea and two key details of an informational text. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Finding the Main Idea LESSON TEXT: <ul style="list-style-type: none"> <u>Volcanoes</u> by William B. Rice TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #5 Vocabulary Picture Cards: liquid, solid, boundary, consequence Teacher Journal Lesson #14 Student Journal Lesson #14 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> Before the lesson... Use sticky notes to mark pages on which you will model or practice finding the main idea. You could use the chapters suggested in the lesson routines or read selected chapters of your choice. The pages used in the lesson routines are as follows: pp. 12, 16, 18, 21, 22, 24. Blank graphic organizers are provided on teacher journal, p. 1 and p. 2 has the completed graphic organizers. You may either fill in the main idea and details on p. 1 or uncover the answers on p. 2 as you model finding the main idea. The graphic organizers on the student journal are the same as those on the teacher journal, but there is a 'bank' of main ideas and details for students to select from next to each one. If students have writing challenges, they can draw lines from the boxes to the graphic organizer instead of writing in the answers. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 5px; text-align: center;"> START THE LESSON WITH WRAP SET #5: LIQUID, SOLID, BOUNDARY, CONSEQUENCE </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When you go to a new movie and a friend asks you what it's about, they don't want the entire story of the movie. What they want is the <i>main idea</i> and a few <i>details</i>. That's our purpose today—to find the main idea and two details from our book. When we know the main idea and key details, we know the most important thing; then we can better understand what we're reading or listening to."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display the teacher journal. Read selections from the text and model filling in the main ideas and details on the graphic organizers.</p> <p>You could say: "First, I'll read the paragraphs and think about the main idea and details. Then I'll write them in this graphic organizer. The main idea goes in the top of the mountain and the key details go below it, supporting the main idea.</p> <p>(read p. 12) "This page is talking about magma—the heading evens say <i>About Magma</i>—so I know that must be the main idea. The heading often helps me find the main idea. So, the main idea I will add to our graphic organizer is <i>magma</i>. It goes in the top of the mountain. (fill in main idea)</p>	

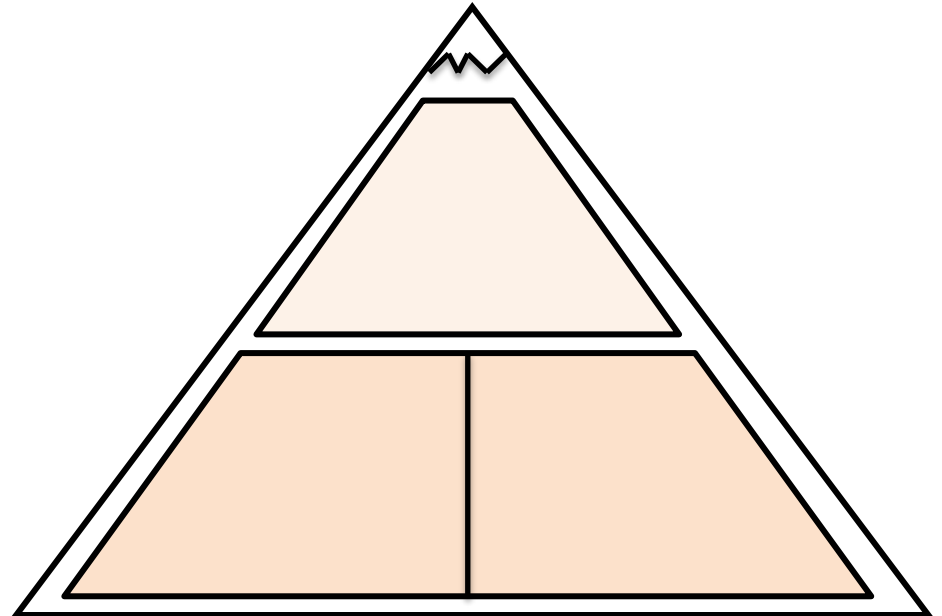
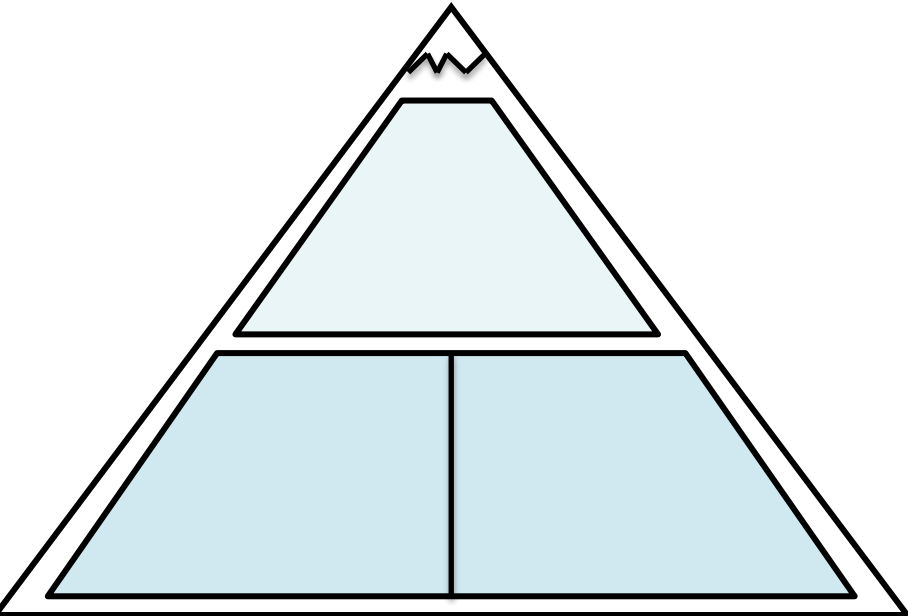
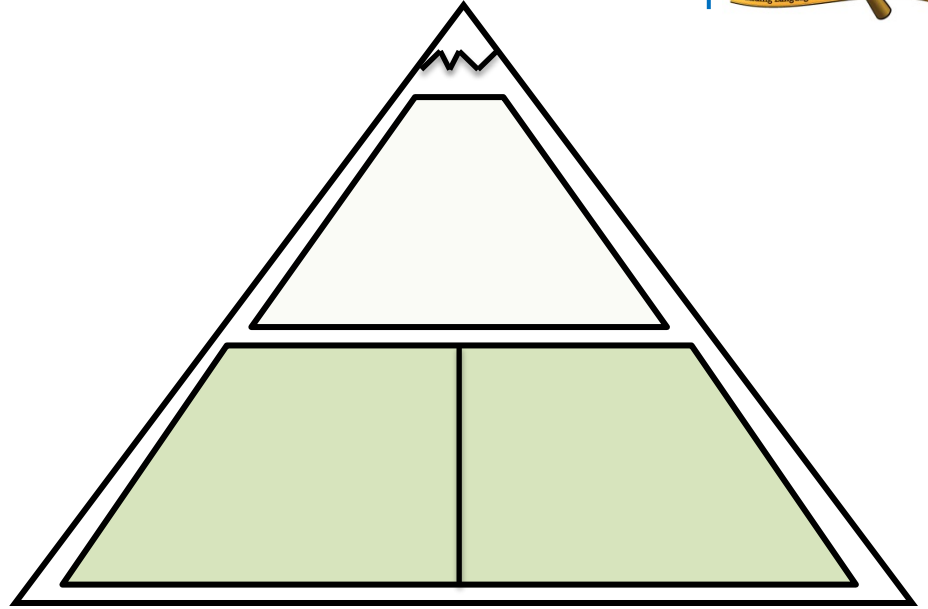
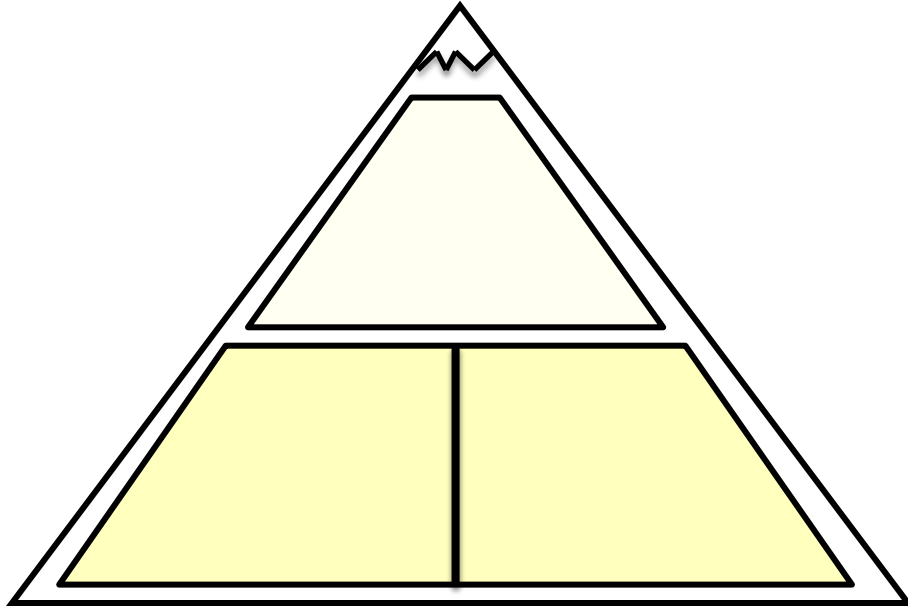
	<p>“Now I need two details that are important. Often the first sentence of a paragraph is the most important. (second paragraph) This sentence says, ‘Magma is lighter than the rock around it.’ I know that’s important because if it weren’t lighter, it wouldn’t flow out of the volcano. I’ll add <i>magma is lighter than rock</i> in the first box. The first sentence of the next paragraph says, ‘Magma is mainly liquid.’ I think that’s another detail, because if it weren’t mostly liquid, it wouldn’t flow out of the volcano. (add detail and point to completed organizer) So now I have a main idea, magma, and my two details are that magma is lighter than rock and that magma is mostly liquid. Let’s do another...</p> <p>(read p. 16) “The main idea here is about the plates colliding, so I will write <i>plates collide</i> in the top of the mountain. (fill in main idea) Now I’ll think of two details. The book said that two things can happen. The first thing that can happen is that one plate can be pushed under another plate. (add detail) Now what else can happen? It says the plates can ‘crumple into each other.’ (add detail and point to completed organizer) So the main idea I have for this mountain is that plates collide. The details are the two things that can happen, one plate can be pushed under the other or the plates can crumple into each other, or push up and break. Awesome.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Work with students to find the main idea of other selections from the book and fill in the rest of the teacher journal. You could say: “Let’s find the main idea and details of some other pages together...”</p> <p>(read p. 18) “What is the book talking about here? (pause for response) Yes, hot spots. That’s the main idea. (add hot spots to third organizer) Now think of two details. What happens at a hot spot? (reread the first two sentences of the second paragraph) It says, ‘Magma pushes through the crust.’ (add detail) What happens then? (pause for response; reread the rest of the page, if needed) Yes, new volcanoes and islands form. Let’s add that as our second detail. (add detail and point to completed organizer) So we have our main idea, hot spots, and two key details. The first detail is that magma pushes through the crust, and the second detail is that new volcanoes and islands form.”</p> <p>Repeat the procedure with p. 21, inviting students to tell you the main ideas and details to add to the final organizer on the teacher journal.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Distribute the student journal. You could say: “On your student journal you’ll see two graphic organizers like we used. I’ll read a page from the book. You and a partner will work together to find the main idea and details from the boxes next to each mountain. Discuss which one is the best choice for the main idea, and then write it in the top. Then figure out your details and write them in the bottom. When you’re finished, you can report your findings.”</p> <p>Read aloud the following selections from the text, allowing partners time to work together to complete the two graphic organizers.</p> <ul style="list-style-type: none"> • Read p. 22 and have students complete the first organizer. • Read p. 24 and have students complete the second organizer. <p>You might circulate the room between readings to provide support and feedback. If students have trouble writing, you can have them draw lines from the correct boxes to the organizer.</p> <p>When students are ready, have them share their findings. Discuss the correct answers with the whole group.</p>

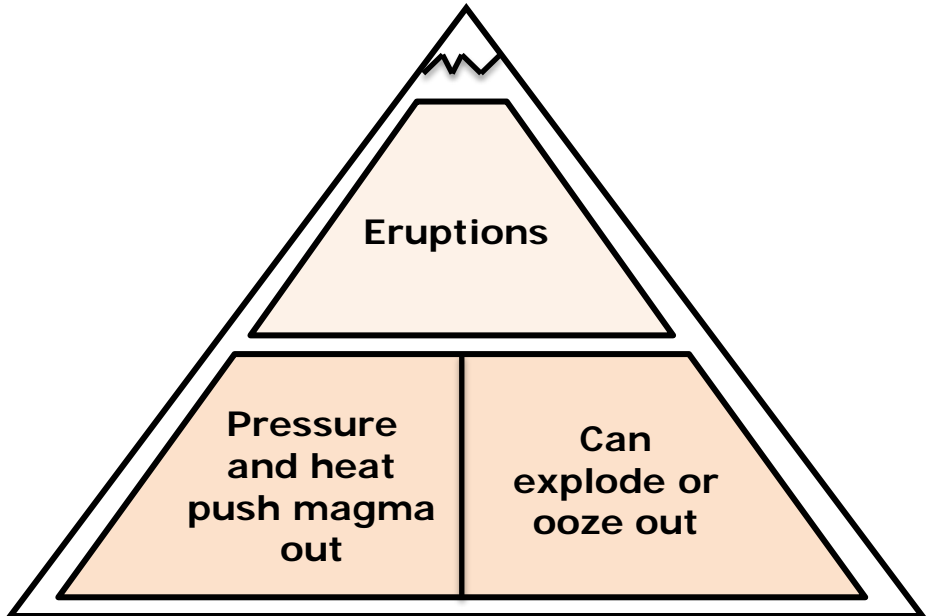
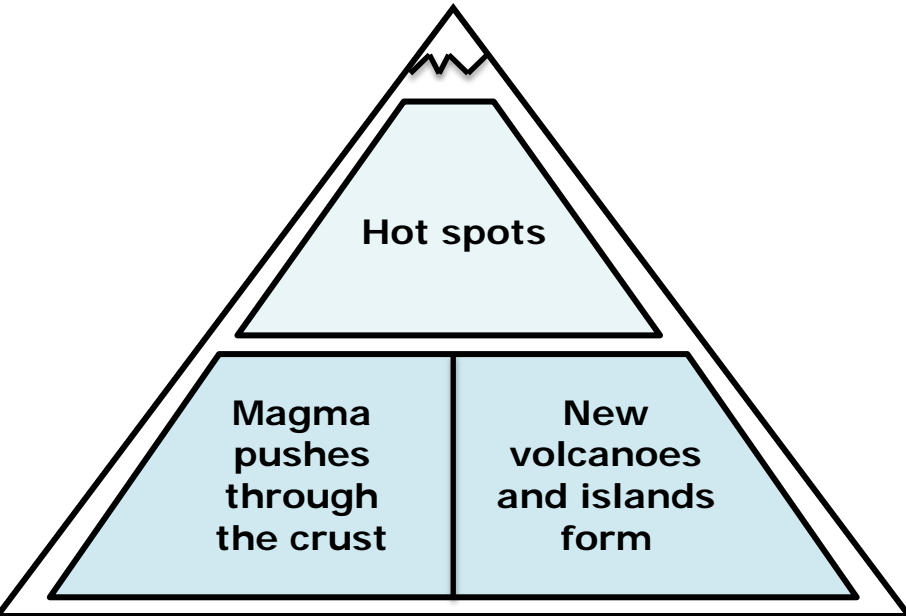
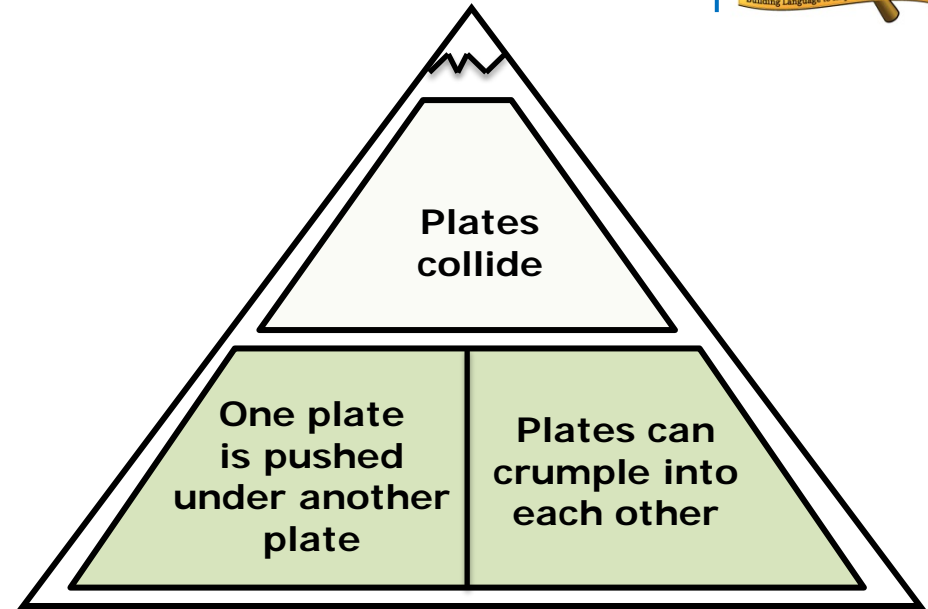
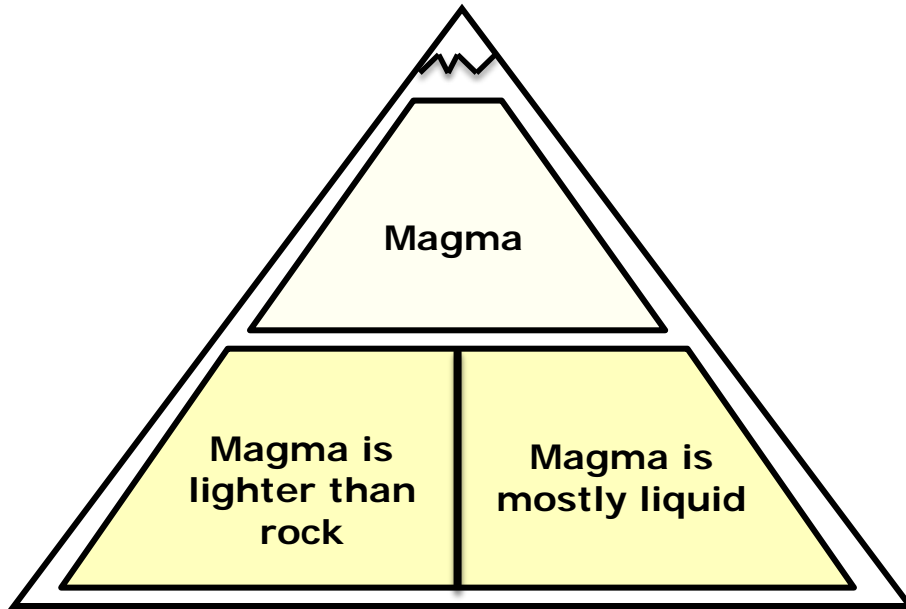
CLOSE

Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

"We worked again today on finding the main idea and details. Finding the main idea and key details is such an important skill for all good students; we have to practice a lot! College students need to find the main idea and details when they read. The next time you read a book or watch TV or a movie, ask yourself, 'What's the main idea?' See if you can find the main idea and details. You are becoming a very good student when you can find the main idea and details!"



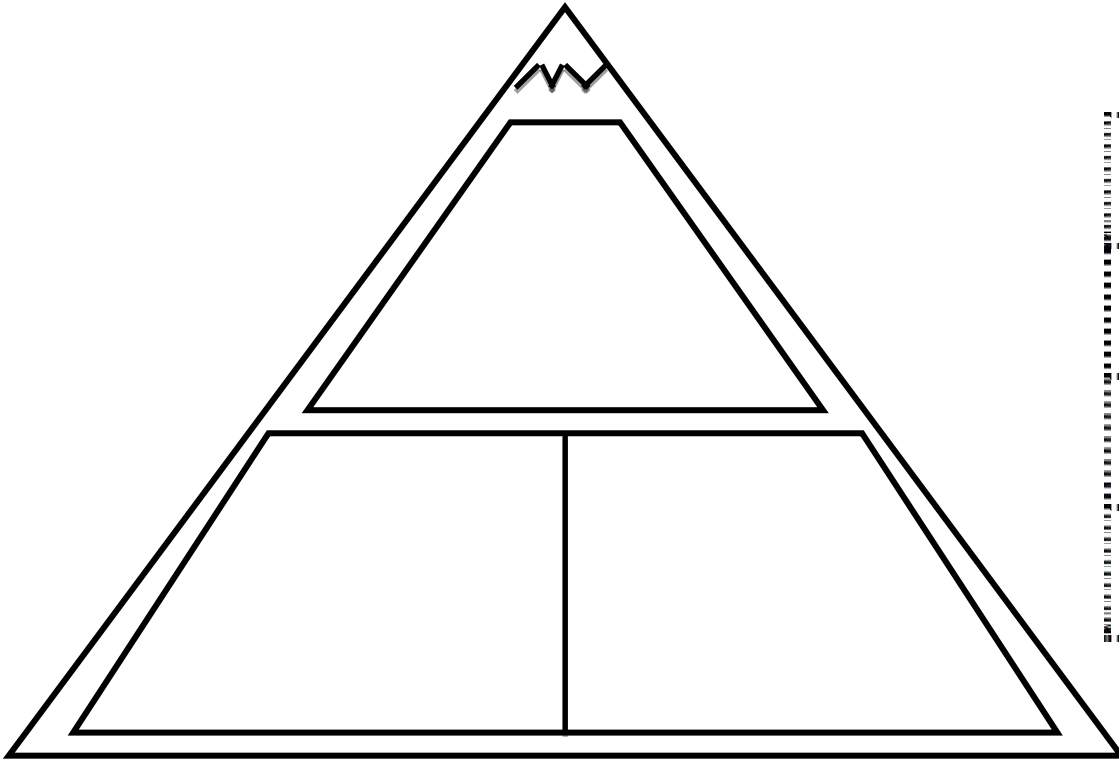


Student Journal

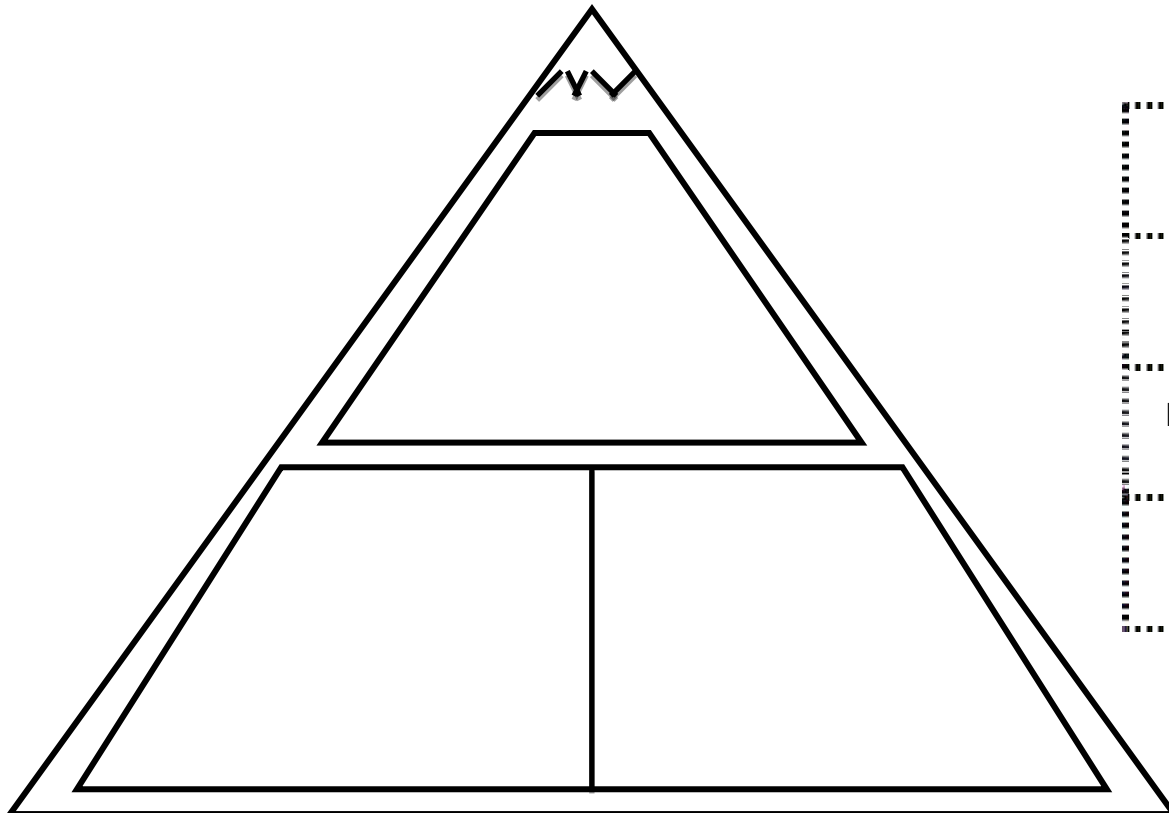
Earth Materials – Lesson 14



DIRECTIONS: Use the phrases from the boxes below to fill in the main idea and key details. You may draw lines from the boxes to the graphic organizer.



- some lava cools quickly; some slowly
- lava is super-hot
- lava
- volcanoes



- earthquakes
- water
- before volcanoes erupt
- volcano bulges

LET'S KNOW! GRADE 1	EARTH MATERIALS DESCRIPTION	WORDS TO KNOW LESSON 15
SHOW ME WHAT YOU KNOW! We'll make a cause and effect mountain and explain three causes and effects.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Sort words into semantic categories. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #15 (print or digital) Words cards for Lesson #15 	
SPECIAL INSTRUCTIONS FOR THIS LESSON		
<ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> You may use the digital or print version of the teacher journal. If using the print version, you may want to cut out the images to place on your webs; you will need four copies of the word web. Cut out the word cards for Lesson #15 to save time. For the You Do activity, distribute one word card to each student. WORDS TO KNOW <ul style="list-style-type: none"> boundary: Something (fence, imaginary line, river) that shows where one area ends and another area begins consequence: Something that happens because of something else solid: Material that you can't pour and that holds its shape liquid: Something that flows freely; you can pour it SUGGESTED RELATED WORDS <ul style="list-style-type: none"> liquid: <i>water, wet, spill</i>; (opposite) solid solid: <i>hard, rock, firm</i>; (opposite) liquid consequence: <i>result, outcome, effect</i> boundary: <i>border, line, edge</i> 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Do you go to a relative's house for holidays, like maybe to your grandmother's? It's fun to have dinner with your family. Well, our purpose today is to find some relatives for our Words to Know. Maybe we'll find some brothers, sisters, or cousins. When we know more related words, we know more about word families, and that's a good thing! The more you know about words, the better you can understand and use them when you read, write, talk, and listen."</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display the teacher journal or word web. Model filling in the web for the word liquid.</p> <p>You could say: "Here's our first word, liquid. It means 'something that flows freely; you can pour it.' Liquids are things like <i>water</i>. You can <i>spill</i> them. Liquids are <i>wet</i>. (add related words to web) The opposite is one of our other words, solid. A solid has a shape, but a liquid doesn't. All of these words are related to liquid in some way. They're in the same word family: <i>water, spill, wet</i>. The opposite is solid."</p>	

	<p>"I could make a sentence that uses the word or a related word like this: 'When I put my drink in the freezer, it changed from a liquid to a solid'. Or I could say, 'The liquid <i>spilled</i> when I knocked over my glass.'"</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Work with students to make word webs for solid, consequence, and boundary. Ask students to name related words to add to the webs; you may add their ideas or the suggested related words provided. Then generate a sentence for each word that uses the Word to Know and/or a related word.</p> <p>You could say: "Let's work together to find related words for solid. Solid is 'material that you can't pour and that holds its shape.' Can you think of examples of things that are solid? (pause for response; add ideas to web) Yes, <i>rocks</i>. <i>Rocks</i> are solid. Are solid things <i>hard</i> or soft? (pause for response) <i>Hard</i>. (add hard to web) Solid can also mean <i>firm</i>, like a handshake. (add to web) What's the opposite of a solid? (pause for response) Yes, liquid. Can you think of any other words that are related to solid?"</p> <p>"So, <i>hard, rocks, firm, and liquid</i> are all related words. Let's make a sentence using a related word: 'He ran into a solid brick wall with his bike. It was very <i>hard</i>.'"</p> <p>Continue discussing the remaining words with students. Add related words to word webs and generate sentences for each word.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Distribute one word card for Lesson #15 to each student and explain the activity.</p> <p>You could say: "Each of you has a word card. Your job is to find all of the people who have words that go with your word. In each group, you'll have a Word to Know card and related words for that word. For example, the group that has consequence will also have <i>result, effect, and outcome</i>. (you could show the cards) When you all find each other, take turns telling why you belong to that word family. For example, the person with <i>result</i> could say, 'I belong to consequence because the <i>result</i> is the consequence.' When everyone is finished, I'll ask some of you why you belong to your group; be ready with a good reason!"</p> <p>Circulate the room to monitor students and be sure they find the right groups; support students in articulating how their word cards are related.</p> <p>As time allows, have some students or groups explain to the class why they are related to their word families.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: "Today we learned even more words. You can learn words in many places—in school, when you talk, when you read, when you watch TV, and when you listen to people talk. The more words we know, the better we can understand what we read and listen to. Listen to these related words and tell your neighbor the Words to Know they go with..."</p> <ul style="list-style-type: none"> ○ <i>outcome</i> (consequence) ○ <i>line</i> (boundary) ○ <i>hard</i> (solid) ○ <i>spill</i> (liquid) <p>Great job, today! I will be listening for you to keep using these words!"</p>

Teacher Journal

Earth Materials – Lesson 15



liquid



solid



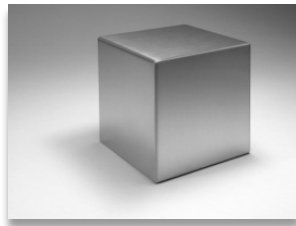
consequence



boundary



water



hard



result



border



wet



firm



effect



line



spill



rock



outcome



edge



water



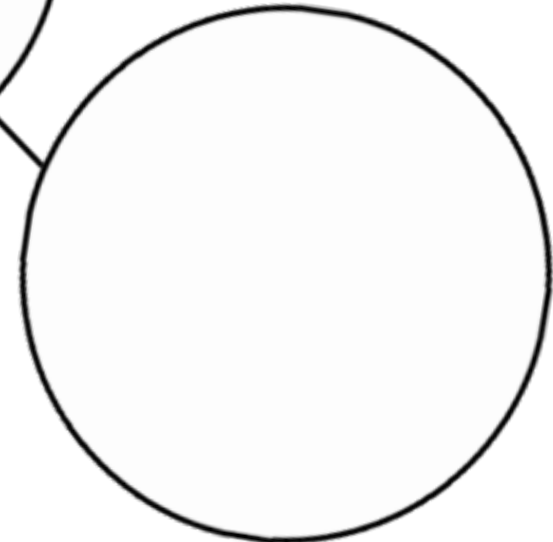
spill

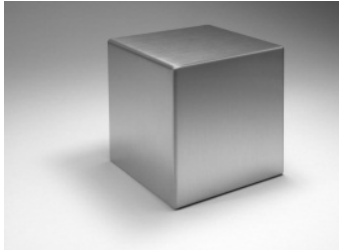


liquid



wet





hard



rock



solid



firm



result



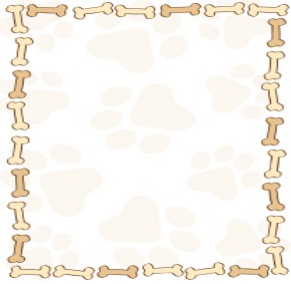
outcome



consequence



effect



border



line



boundary



edge



liquid



wet



solid



rock



liquid



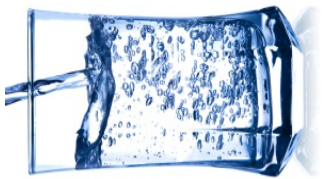
wet



solid



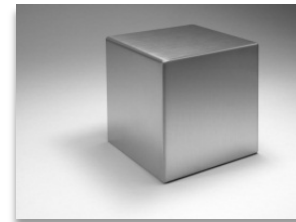
rock



water



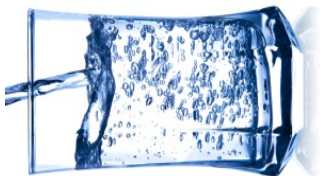
spill



hard



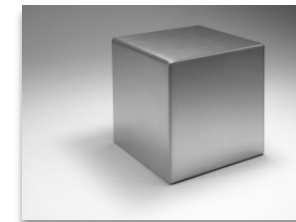
firm



water



spill



hard



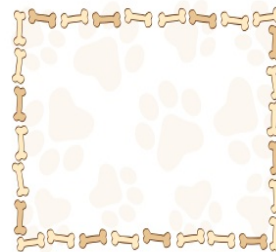
firm



boundary



consequence



border



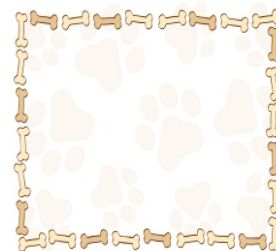
result



boundary



consequence



border



result



edge



effect



line



outcome



edge



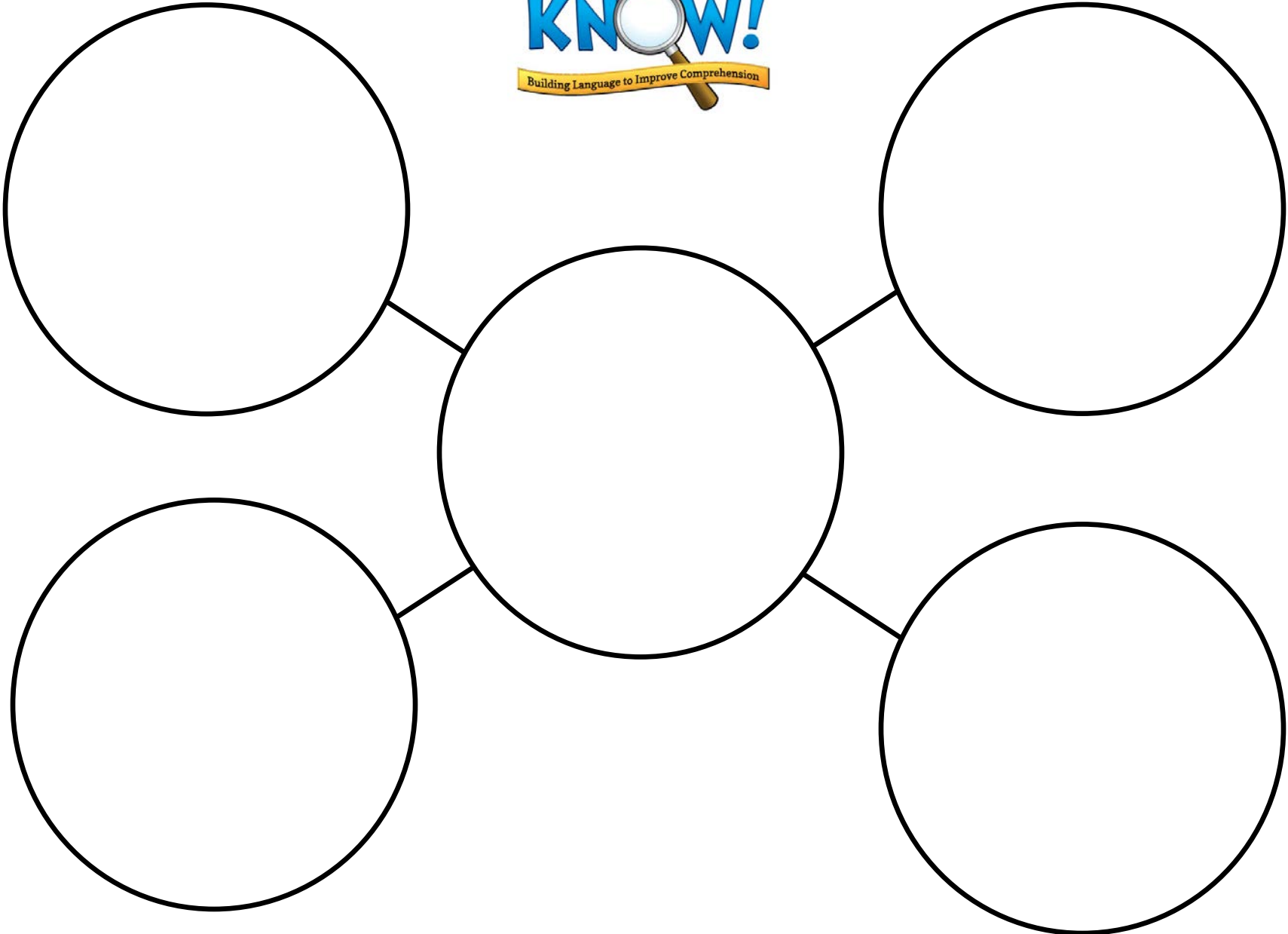
effect



line



outcome



**LET'S KNOW!
GRADE 1**

**EARTH MATERIALS
CAUSE AND EFFECT**

**READ TO KNOW
LESSON 16**

SHOW ME WHAT YOU KNOW! We'll make a cause and effect mountain and explain three causes and effects.

TEACHING OBJECTIVES:

- Exhibit sustained attention to and engagement in reading activities.
- Use writing or drawing to recount text with facts and details.

TEACHING TECHNIQUE:

- Engaging Readers

LESSON TEXT:

- N/A

TALK STRUCTURE FOR WE DO/YOU DO:

- Think-Pair-Share

LESSON MATERIALS YOU PROVIDE:

- Teacher's Bookshelf books
- Drawing or lined paper (1 per student)
- Sample drawing or explanation of cause and effect

UNIT MATERIALS PROVIDED:

- WRAP set #6
- Vocabulary Picture Cards: **liquid, solid, consequence, boundary**

SPECIAL INSTRUCTIONS FOR THIS LESSON:

- **Before the lesson...**
 - Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. The texts should in some way be related to the unit theme but may vary in genre, topic, complexity, and so on.
 - Complete an example drawing or explanation to share as a model during the I Do routine. Draw or write about a cause and effect from one of the bookshelf books or a selection from your classroom library. See the I Do routine for ideas.
- Allow students to select the texts they want to read during the Read to Know lessons; provide them autonomy in their decisions.
- Monitor the length of time students read; they may not be able to read independently for more than 10 minutes at a time.

LESSON ROUTINE

SET

START THE LESSON WITH WRAP SET #6: LIQUID, SOLID, CONSEQUENCE, BOUNDARY

Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.

You could say:

"Do you like it when your mom tells you what to wear? That's not much fun. It's much better when you get to choose what you want to wear. Today, you can choose a book to read. It can be any of the books in our room that look interesting to you. Your purpose today is to read your book and find one cause and effect in the book or pictures and then discuss it with a partner. You'll have plenty of time to read and look at the **illustrations**. If you finish one book, you can find another book to read. Good readers and speakers can read books and talk about them with others."

I DO

Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.

Review the Read to Know procedure and expectations, if needed.

To establish a goal for children's reading, you could say:

"The book I've chosen today is about [earthquakes]. **(share sample drawing or explanation)** Here's one cause and effect from the book I chose. [I saw a picture of some streets that had big cracks in them. I know that when the plates below the **crust** move, it can make the earth crack. The *cause* is the plates moving. The *effect* is that the street cracked. I drew a picture of that cause and effect]."

	<p>“When you’re finished reading your book today, I will pass out sheets of drawing or writing paper. You can write or draw one cause and effect and then share it with your partner.”</p>
WE DO	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Have students choose their books. Allow them to engage with their texts for [10–15] minutes on their own.</p> <p>You could say: “Now find a book and a space to read quietly until I signal you to begin your task for today. Remember to think about finding a cause and effect as you read.”</p> <p>Circulate the room to monitor students as they read independently.</p>
YOU DO	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Distribute drawing or lined paper, depending on how students want to depict the causes and effects they found in their books. You could say: “Think about your book. On a piece of paper, write or draw one cause and effect from your book. Then discuss what you learned with your partner.”</p> <p>Allow students time to draw or write and share with their partners. Circulate the room to observe students’ understanding of cause and effect and to engage in their discussions.</p> <p>As time allows, invite volunteers to share the cause and effect they chose with the whole group.</p>
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “I like to read for enjoyment; choosing a book that’s interesting to me helps me understand and remember the information. Tell your partner something exciting you remember from your book. (allow brief talk time) You know that books are fascinating ways to find out about the world. The more we read, the more we understand about our world. Let’s read and learn even more.”</p>



WEEKLY LESSON PLANNER

EARTH MATERIALS

Week 5	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Lesson Type	Read to Me	Text Mapping	Integration	Read to Know
Objectives	<ul style="list-style-type: none"> Participate in collaborative conversations about Grade 1 topics. Use prior knowledge to make, revise, and confirm predictions. 	<ul style="list-style-type: none"> Identify the primary differences across expository text structures: cause/effect, description, compare/contrast, and cycles/sequences. 	<ul style="list-style-type: none"> Use information from within a text and background knowledge to make and revise inferences. 	<ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Communicate important information from the text to someone who hasn't read it.
Lesson Texts	<ul style="list-style-type: none"> Earth's Layers by Jason D. Nemeth 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Earth's Layers by Jason D. Nemeth 	<ul style="list-style-type: none"> N/A

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Document camera Sticky notes 	<ul style="list-style-type: none"> Computer or interactive whiteboard A marker and a crayon 	<ul style="list-style-type: none"> Sticky notes 	<ul style="list-style-type: none"> Teacher's Bookshelf books Sample explanation of author's purpose
Unit Materials Provided	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> WRAP set #7 Vocabulary Picture Cards: solid, liquid, consequence, boundary Text Structures slideshow for Lesson #18 Teacher Journal Lesson #18 	<ul style="list-style-type: none"> Words to Know rings: liquid, solid, consequence, boundary Teacher Journal Lesson #19 	<ul style="list-style-type: none"> WRAP set #8 Vocabulary Picture Cards: liquid, solid, consequence, boundary



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	READ TO ME LESSON 17
SHOW ME WHAT YOU KNOW! We'll make a cause and effect mountain and explain three causes and effects.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Participate in collaborative conversations about Grade 1 topics. Use prior knowledge to make, revise, and confirm predictions. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Rich Discussion Predicting LESSON TEXT: <ul style="list-style-type: none"> <u>Earth's Layers</u> by Jason D. Nemeth TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share Group Discussion 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> N/A 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Preview the lesson text to decide which chapters you will read; you do not have to read the entire text and may prefer to spend more time on just some of the sections or concepts. <ul style="list-style-type: none"> Use sticky notes to flag pages on which you will model predicting or prompt students to make predictions. The following are used in the lesson routines, but you could use others. <ul style="list-style-type: none"> (p. 6, before reading sidebar) Predict the temperature of the earth's core. (before reading p. 10) Predict the reason that author included a photo of a compass. (before reading p. 12) Predict the composition of the mantle. (p. 14, after first paragraph) Predict where the crust is thinnest, under the ocean or on land. (p. 14–15, before reading sidebars) Predict the most common rock under the ocean (basalt) and on land (granite). You could also note questions for rich discussion as you preview the text. Predicting helps students activate their background knowledge and link that knowledge to new information in the text; this helps students create a more precise mental model of a text. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Have you ever eaten a hard-boiled egg? You peel off the hard shell, then there's the egg white, and inside that there's a yellow yoke. Our purpose today is to talk about our new book called <u>Earth's Layers</u>. We'll discuss how an egg and the earth are alike and also make some <i>predictions</i>. When we make predictions we use what we know and what we learn from the book to make educated guesses about what we will read. That makes reading very exciting. Let's see what we can learn today."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Review the Predicting technique and model making predictions as you read the text.</p> <p>You could say: "As I read our newest book about what's inside the earth, I'll stop and make some predictions. I'll use what I know and what I read in the book to help me predict what might happen or what I might find out. Then I can keep reading to discover if I was correct or if I have to change my prediction..."</p>	

	<p>(read pp. 4–6) “The core looks very hot. I’m going to <i>predict</i> that the temperature is 1,000 degrees. I know that 1,000 degrees is very hot, so I think I made a good prediction. Now I’ll read this bubble beside the picture. (read sidebar) It says that the core is 11,000 degrees not 1,000 degrees. My prediction was wrong! Let’s keep reading.</p> <p>(before reading p. 10) “Here’s a picture of a compass. We’re reading about the core of the earth, so I’ll <i>predict</i> that something in the core of the earth has to do with compasses and magnets. I really don’t know what it is, but I predict that maybe something inside the core of the earth makes magnets and compasses work.”</p> <p>Continue reading pp. 10–11 and confirm the relationship between the earth’s core and magnetic fields.</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue reading selections from the text. Ask students prediction questions and encourage them to make their own predictions as they listen. Remember to confirm and revise the predictions as you encounter new information.</p> <p>You could say: (before reading p. 12) “This page is going to be about the mantle. Here’s a prediction for you to make... What do you think the mantle is made of? Why? (elicit and scaffold responses; then read the page and ask students to confirm or revise their thinking)</p> <p>(p. 14, after first paragraph) “Hmm... I wonder where the earth’s crust is the thinnest. Under the ocean or under land? Who wants to make a prediction? (elicit and scaffold responses; then read the second paragraph and ask students to confirm or revise their thinking)</p> <p>(pp. 14–15, before reading sidebars) “Okay, the book says the earth’s crust is made of plates. The plates are ‘huge slabs of rock.’ Here we have a picture (p. 14) of rocks by the ocean, and here (p. 15) we have a picture of some rocks on land. Does someone want to predict what kind of rocks make up the crust under the ocean? (elicit and scaffold responses) What about on land?” (elicit and scaffold responses; then read the sidebars to learn the types of rock that make up the crust)</p> <p>Keep reading as much of the text as you would like and predicting with students; ensure that there is plenty of time left for rich discussion.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>After reading, facilitate an extended whole-group discussion of topics from the text. Rich discussion should be a teacher-led but student-dominated conversation. Prompt students to take multiple turns and to elaborate on their ideas and those of their peers.</p> <p>You could use the following questions to evoke rich discussion:</p> <ul style="list-style-type: none"> • Might it be possible for people to travel to the center of the earth? Why or why not? • How are the earth and an egg the same? How are they different? • What are some ways we know about what’s inside the earth?
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we talked about the earth’s layers and about predicting what might come next. Turn to your partner and predict what the weather is like outside. Use what you already know and make a prediction. (allow brief talk time) You can confirm or revise your prediction at recess.”</p>

**LET'S KNOW!
GRADE 1**

**EARTH MATERIALS
CAUSE AND EFFECT**

**TEXT MAPPING
LESSON 18**

SHOW ME WHAT YOU KNOW! We'll make a cause and effect mountain and explain three causes and effects.

TEACHING OBJECTIVE:

- Identify the primary differences across expository text structures: cause/effect, description, compare/contrast, and cycles/sequences.

TEACHING TECHNIQUES:

- Using Think-Alouds

LESSON TEXT:

- N/A

TALK STRUCTURE FOR WE DO/YOU DO:

- Think-Pair-Share

LESSON MATERIALS YOU PROVIDE:

- Computer or interactive whiteboard
- A marker and a crayon

UNIT MATERIALS PROVIDED:

- WRAP set #7
- Vocabulary Picture Cards: **solid, liquid, consequence, boundary**
- Text structures slideshow for Lesson #18
- Teacher Journal Lesson #18

SPECIAL INSTRUCTIONS FOR THIS LESSON:

- During the slideshow, read the information from the slides and discuss each text structure type. If you cannot play the slideshow, you could print out the slides and display them with a document camera.
- Fill in the chart from Teacher Journal Lesson #18 for each text structure. Write the purpose of the text structure in the top row and navigation words in the bottom row. Teacher journal, p. 2 shows a completed chart; you may refer to it for ideas or opt to uncover the information from p. 2 as you teach the lesson.

LESSON ROUTINE

SET

START THE LESSON WITH WRAP SET #7: SOLID, LIQUID, CONSEQUENCE, BOUNDARY

Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.

You could say:

"I have two items here, a marker and a crayon. **(show items)** They both have colors and are used to write, but there are many differences. They're made of different things, they're different sizes, and they make different markings. I just compared a crayon and a marker. Today our purpose is to compare how authors write different kinds of information. When we know how and why the author wrote the information, it helps us understand it better."

I DO

Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.

Get ready to show the Text Structures slideshow. You could say:

"This slideshow will help us look at different kinds of information from books. We're going to find differences in how the author writes the information. Let's look at the first ones..."

(present slides 2-3) "In the first paragraph, **(Description)** the author *describes* what a volcano might look like before it erupts. There are lots of words that describe the volcano, like *bulge, gas fumes, steam, ash,* and *sulfur* describes the smell. The next paragraph **(Sequence)** is much different. It talks about the order or *sequence* of how tsunamis form. The author has to write the events in the correct order. You see words like *first, next, then,* and *last.*

(display teacher journal) "Let's write down some of the ways the description and sequence paragraphs are different in this chart. One thing I noticed is that the **reasons** the author wrote them are different. In the first one, he or she describes what things look like, or what they are like. I'll write *What things look like* in the top row of this chart. **(add to chart)**

	<p>“In the next row, I’ll add the kind of words or navigation words the author used. For this paragraph, the author used words <i>that describe</i> like the ones we talked about. I’ll write <i>Words that describe</i> and some of the words the author used in the chart. (add to bottom row) In the second paragraph, the author has to write things in order. That’s different than just describing, correct? I will write <i>Puts things in order</i> in the top row of my chart.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Have students help you identify navigation words to add to the chart for the <i>Sequence</i> column. You could say: “I want you to notice another thing. What kinds of navigation words are used in the sequence paragraph? Look at the words in yellow...” Elicit responses, pointing out the words in the paragraph as needed; write the navigation words used in the bottom row of the <i>Sequence</i> column.</p> <p>Present slide 4 of the <u>Text Structures</u> slideshow (<i>Compare and Contrast</i>) and fill in the third column of the chart. You could say: “Let’s talk about how the author wrote this information. What does he or she want to do? (pause for response) He or she compares two different things—earthquakes and volcanoes. When we compare, we look for how things are the... (pause for response) Same and different. Correct. I will write that in the chart. (add to top row) What navigation words does the author use to compare and contrast?” Elicit responses, scaffolding as needed; write the navigation words used in the bottom row of the <i>Compare and Contrast</i> column.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Show slide 5 (<i>Cause and Effect</i>). Have students work in pairs to decide the purpose and find the navigation words. You could say: “Now you and your partner are going to work together. Your job is to look at this last paragraph and decide two things—what the author wanted to do and what navigation words he or she used. Remember, the purpose of the first paragraph was to <i>describe</i> something, the second one was to <i>sequence</i> things or put them in order, the third was to <i>compare</i> two things. Decide with your partner what the last paragraph does and what navigation words it uses. Then you can report what you found to the group and we’ll finish our chart.” Circulate the room to monitor students’ discussions and provide feedback.</p> <p>After students have had ample time to discuss, elicit responses from volunteers and complete the <i>Cause and Effect</i> column of the chart.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “We did something very different today. We compared how authors wrote four different paragraphs. Tell your partner one of the navigation words in the paragraphs. Then switch partners and tell them a different word. (allow brief talk time) When you’re writing, you can also use different kinds of words. You can describe, write a sequence, compare two things, or tell how one thing causes another thing to happen. We can tell what an author wants to tell us by the words and the way he or she writes the words. That’s a very good thing about reading and writing, and good readers and writers know these things, just like you do.”</p>

Text Structures

Description	Sequence	Compare and contrast	Cause and effect

Text Structures

Description	Sequence	Compare and contrast	Cause and effect
What things look like	Puts things in order	How things are the same and different	How things are caused by other things
Words that describe: earthquakes, gas fumes, steam, ash, sulfur	First Next Then Last	Both Same Different But However	Because So So that Causes

LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	INTEGRATION LESSON 19
SHOW ME WHAT YOU KNOW! We'll make a cause and effect mountain and explain three causes and effects.		
TEACHING OBJECTIVE: • Use information from within a text and background knowledge to make and revise inferences.		
TEACHING TECHNIQUE: • Inferencing LESSON TEXT: • <u>Earth's Layers</u> by Jason D. Nemeth TALK STRUCTURE FOR WE DO/YOU DO: • Think-Pair-Share	LESSON MATERIALS YOU PROVIDE: • Sticky notes UNIT MATERIALS PROVIDED: • Words to Know rings: liquid, solid, consequence, boundary • Teacher Journal Lesson #19	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... Preview the lesson text. <ul style="list-style-type: none"> ○ Decide which chapters or sections you will focus on; you don't need to reread the book to students. You may want to read chapters you did not read in the previous lessons. ○ Use sticky notes to mark passages where you will model making inferences or ask inferential questions. The suggestions below are used in the lesson routines, but you could also mark others. <ul style="list-style-type: none"> ▪ (p. 5) Ask how eggs and the earth are different. ▪ (p. 6) Ask why scientists <i>think</i> the core has other elements besides iron. Why don't they know? ▪ (p. 7) Ask where the pressure on the inner core comes from. ▪ (p. 8) Ask why the outer core is liquid. ▪ (p. 10) What would happen if Earth didn't have a magnetic field? 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I have a riddle for you. What did one earthquake say to another earthquake? ...It's not my fault. For that joke to be funny, you have to make an inference—you have to fill in the blanks. <i>Fault</i> lines are the boundaries of plates, where earthquakes happen, so you use what you know about earthquakes and fill in the blanks; then you can laugh at the joke. Today our purpose is to talk about inferences. We make inferences when we take new information, like clues in a book, and add our background knowledge to fill in the blanks with information that wasn't in the book. Good readers and listeners make inferences all the time to help them understand what they're reading. That's what we're doing today."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Read selections from the text and model making inferences.</p> <p>You could say: (pp. 4–5) "After reading these pages, I want to make an inference. It says that a hard-boiled egg and the earth are alike, but I know that they're different too. I'll make an inference by adding what I know with what the text told me to fill in the blanks, to help me understand what the book didn't tell me. The mantle has two parts, but I know an egg only has one white part. That's one way an egg and the earth are different. Also, the earth is solid and liquid, but a hard-boiled egg is all solid. The differences that I found are inferences. The book didn't tell me; I filled in the blanks. Let's go on..."</p>	

	<p>(p. 6) “There’s something that the book doesn’t tell me. It says that scientists <i>think</i> that the inner core has other elements besides iron. That means that they don’t know, they just think it does. I wonder <i>why</i> they don’t really know. I need to make an inference. I know that the inner core is very hot and very far away from the crust, where we live. I’ll <i>infer</i> that scientists don’t really know for sure what’s in the core because they can’t get material from the core. They just have to use what they do know from lava that comes from inside the earth and infer, or fill in the blanks, just like I do!”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue reading selections from the text. Ask students to help you make inferences.</p> <p>You could say: “Scientists make inferences using what they already know and what they find in the world to fill in the blanks. We can make many inferences when we read as well. Let’s make some more...”</p> <ul style="list-style-type: none"> • (p. 7, read first sentence) The next paragraph says, ‘The inner core is solid because of the high pressure at Earth’s core.’ Let’s make an inference. Where do you think the pressure comes from? (elicit and scaffold responses; discuss ideas as a class) • (read the next sentence) Now you can see if your inference was correct. We have new information in the book that tells us the pressure comes from ‘all of Earth’s weight pressing down.’ Is that what we thought? • (p. 8) The book says that the outer core is liquid not solid. Let’s make an inference. Why is it liquid instead of solid? We already know the inner core is solid because of all the pressure. So why might the outer core be liquid? What can you infer? (elicit and scaffold responses) Maybe the outer core has less... (pause for response) Pressure! Good thinking. If it has less pressure, maybe that’s why it’s liquid instead of solid.” <p>Continue making inferences with students until they are ready for independent practice.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Display the teacher journal. You could say: “Now it’s your turn to make some inferences. On the board there are jokes and riddles. I’ll read the joke and then you and a partner will discuss why the jokes are funny. You have to make inferences to figure out why it’s funny. Remember an <i>inference</i> means filling in the blanks, or adding new information to what you already know. Partner 1 will explain the first joke and partner 2 will explain the second joke. We’ll see how many inferences we can make using these jokes.”</p> <p>Read the jokes and give students time to discuss them with their partners and explain why they’re funny. Monitor students’ discussions or have a class sharing time after partners discuss each joke; you may need to help students articulate their inferences.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Our job today was to listen to jokes. Really! Jokes are only funny when we can use inferences to fill in the blanks, to add what we already know to what the joke says. We made inferences, just like good readers and listeners do. For homework, think of a joke, one of these or another of your choice and tell it to someone in your family or a friend. Then see if they can make an inference. How will you know if they made an inference? ... If they laugh!”</p>

LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	READ TO KNOW LESSON 20
SHOW ME WHAT YOU KNOW! We'll make a cause and effect mountain and explain three causes and effects.		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. Communicate important information from the text to someone who hasn't read it. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Engaging Readers LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Teacher's Bookshelf books Sample explanation of author's purpose UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #8 Vocabulary Picture Cards: liquid, solid, consequence, boundary 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. The texts should in some way be related to the unit theme but may vary in genre, topic, complexity, and so on. Today, students will choose a book and think about <i>why</i> the author wrote it—the author's purpose. Prepare an explanation of author's purpose to share as a model during the I Do segment. You could use one of the bookshelf books, a book from your classroom library, or one of the unit texts. Allow students to select the texts they want to read during the Read to Know lessons; provide them autonomy in their decisions. Monitor the length of time students read; they may not be able to read independently for more than 10 minutes at a time. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #8: LIQUID, SOLID, CONSEQUENCE, BOUNDARY </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Once I went to a bookstore to see the author of a book that I liked. It was very interesting. The author talked about how he wrote the book and then he read his favorite part of the book. Today you're going to read a book and pretend that you're the author. Talk with your partner about why you wrote the book and then tell about your favorite part of the book. When we can think like authors, we can better understand what the author wrote."</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>To establish a goal for children's reading, you could say: "As you read your book today, think like the author. Think about why the author wrote the book and what he or she might like to tell the readers. Here's a book that I chose. (share book and prepared explanation) I'll pretend that I'm the author... I think the author wrote this book because [she was interested in telling children about earthquakes. The author wants them to know that earthquakes are caused by plates inside the earth sliding and colliding]. My favorite part was when the author talked about [measuring the plates that are moving and figuring out where earthquakes might occur. If I were an author, I would definitely talk about measuring the earthquakes]."</p>	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Have students choose their books. Allow them to engage with their texts for [10–15] minutes on their own.</p> <p>You could say: “Now find a book that looks good to you and a place to read. Then read quietly until I signal you that it’s time to share with a partner. Remember to keep in mind why the author wrote your book.”</p> <p>Circulate the room to monitor students as they read independently.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Have students stop reading and take a moment to consider why the author wrote the book they were reading. Then have them share their ideas with a partner.</p> <p>You could say: “Now talk to your partner. Pretend you’re the author of the book you read. Talk about why you decided to write the book and your favorite part.”</p> <p>Circulate the room to monitor students and provide feedback as they think and discuss. Support them in thinking about and articulating the author’s purpose.</p> <p>If time allows, invite volunteers to present their books to the class, pretending that they are the authors.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “We talked about the authors of our books today. We thought about why they wrote their books. Authors write about information that they’re interested in, hoping that you will enjoy what they wrote. Soon you’ll be an author. You can tell others about what you’re interested in. Tell your partner what kind of a book you’d like to write.” (allow brief talk time)</p>



WEEKLY LESSON PLANNER

EARTH MATERIALS

Week 6	Lesson 21	Assessment	Assessment	Assessment
Lesson Type	Read to Know	SMWYK	SMWYK	SMWYK
Objectives	<ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. 	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7. 	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7. 	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.
Lesson Texts	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> <u>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison 	<ul style="list-style-type: none"> <u>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison 	<ul style="list-style-type: none"> <u>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Teacher's Bookshelf books Sample description of a picture from a book 	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> None recommended
Unit Materials Provided	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Story Images SMWYK Assessment Booklets (6) 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Story Images SMWYK Assessment Booklets (6) 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Story Images SMWYK Assessment Booklets (6)



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

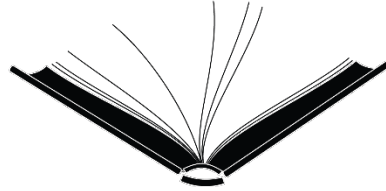
LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	READ TO KNOW LESSON 21
SHOW ME WHAT YOU KNOW! We'll make a cause and effect mountain and explain three causes and effects.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Engaging Readers LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Teacher's Bookshelf books Sample description of a picture from a book UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> N/A 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. The texts should in some way be related to the unit theme but may vary in genre, topic, complexity, and so on. Today, students will choose a book and select a picture from the book to describe to a partner. Using one of the bookshelf books, a selection from your classroom library, or one of the unit texts, prepare a description of a photo, illustration, or graphic to share as a model during the I Do routine. Allow students to select the texts they want to read during the Read to Know lessons; provide them autonomy in their decisions. Monitor the length of time students read; they may not be able to read independently for more than 10 minutes at a time. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I love to look at books that have pictures in them. When I was in first grade, all of my books had to have lots of pictures. Even when I got bigger, I loved books with pictures. Pictures help the author describe what they want the reader to know. Today as you read, your purpose is to find a picture in the book you're reading that you especially like and use some words to <i>describe</i> the picture. When we can use pictures and words to describe what we're reading, it's easier for us to understand the text."</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>To establish a goal for children's reading, you could say: "As you read your book today, find a picture that you really like from the book you read. Here's a picture from the book I chose. (show picture from chosen book) I chose it because the picture shows [a volcano in Hawaii. I visited Hawaii once and so I think the picture is very interesting]. I'll tell my partner why I picked the picture and give a good description of the picture. I will use <i>describing</i> words to tell all about it. (you could model some describing words using your picture)</p> <p>"Today, you will pick a book and when you're finished reading, you can show a picture from the book to your partner and share why you chose it. Make sure to give a really good description of the picture."</p>	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Have students choose their books. Allow them to engage with their texts for [10–15] minutes on their own.</p> <p>You could say: “Now find a book that looks interesting to you and a quiet place to read. Read your book by yourself until I tell you it’s time to talk to a partner.”</p> <p>Circulate the room to monitor students as they read independently.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Have students stop reading and take a moment to choose the pictures they will describe. You could have them choose a few describing words before they talk with their partners.</p> <p>You could say: “Now, find your partner and share your picture. Describe why you chose it and be sure to give a good description. I will be coming around to hear how you describe your pictures!”</p> <p>Circulate the room to monitor students and provide feedback as they describe their pictures in pairs. Support them in thinking of vivid describing words.</p> <p>If time allows, invite volunteers to share their pictures and descriptions with the whole group.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “We talked about pictures or illustrations from our books today. Tell your partner something you liked about the picture from their book. (allow brief talk time) When we read, we find out more about our world. We can learn from the words, but also from pictures and illustrations. When you write a book, you’ll need to remember how important the pictures are. You can use photos or illustrations to share information; make sure you include good descriptions as well. Good readers and writers use both words and pictures.”</p>

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SMWYK: These materials not available for download.



WEEKLY LESSON PLANNER

EARTH MATERIALS

Week 7	Lesson 22	Lesson 23	Lesson 24
Lesson Type	Stretch and Review	Stretch and Review	Close
Objectives	<ul style="list-style-type: none"> Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives. 	<ul style="list-style-type: none"> Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives. 	<ul style="list-style-type: none"> Identify and use navigation words appearing in cause and effect text structures.
Lesson Texts	<ul style="list-style-type: none"> Selected by teacher 	<ul style="list-style-type: none"> Selected by teacher 	<ul style="list-style-type: none"> <u>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison <u>Volcanoes</u> by William B. Rice <u>Earth's Layers</u> by Jason D. Nemeth

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Selected by teacher 	<ul style="list-style-type: none"> Selected by teacher 	<ul style="list-style-type: none"> Writing and drawing utensils Glue and scissors Document camera or interactive whiteboard
Unit Materials Provided	<ul style="list-style-type: none"> You could reuse any materials provided for the unit. 	<ul style="list-style-type: none"> You could reuse any materials provided for the unit. 	<ul style="list-style-type: none"> Teacher Journal Lesson #24 Cause and effect mountains for Lesson #24 Student Journal Lesson #24



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	STRETCH AND REVIEW LESSON 22
SHOW ME WHAT YOU KNOW! We'll make a cause and effect mountain and explain three causes and effects.		
Teaching Objective: <ul style="list-style-type: none"> • Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. • Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> • Selected by teacher LESSON TEXT: <ul style="list-style-type: none"> • Selected by teacher TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Selected by teacher 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Selected by teacher UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • You could reuse any materials provided for the unit. 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... Use the results from the Show Me What You Know assessments to plan this lesson. Reference your classroom summary sheet from the assessments to help determine the areas to review or expand upon during this lesson. <ul style="list-style-type: none"> ○ For the lesson text, you may select from texts provided for the unit or select new texts. ○ Write your own lesson plan by filling in each section below. 		
LESSON ROUTINE		
SET	Engage student's interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.	
I DO	Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.	

WE DO	Provide guided practice, feedback, and support, insuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.
YOU DO	Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.
CLOSE	Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

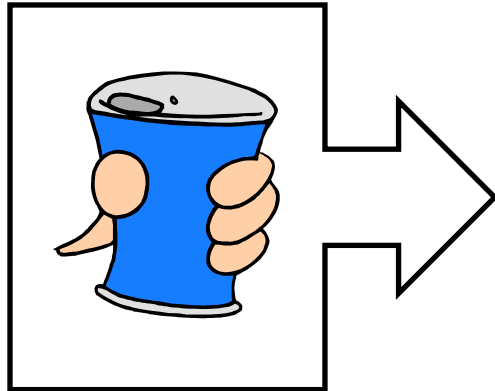
LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	STRETCH AND REVIEW LESSON 23
SHOW ME WHAT YOU KNOW! We'll make a cause and effect mountain and explain three causes and effects.		
Teaching Objective: <ul style="list-style-type: none"> • Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. • Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> • Selected by teacher LESSON TEXT: <ul style="list-style-type: none"> • Selected by teacher TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Selected by teacher 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Selected by teacher UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • You could reuse any materials provided for the unit. 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... Use the results from the Show Me What You Know assessments to plan this lesson. Reference your classroom summary sheet from the assessments to help determine the areas to review or expand upon during this lesson. <ul style="list-style-type: none"> ○ For the lesson text, you may select from texts provided for the unit or select new texts. ○ Write your own lesson plan by filling in each section below. 		
LESSON ROUTINE		
SET	Engage student's interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.	
I DO	Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.	

WE DO	Provide guided practice, feedback, and support, insuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.
YOU DO	Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.
CLOSE	Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	CLOSE LESSON 24
SHOW ME WHAT YOU KNOW! We'll make a cause and effect mountain and explain three causes and effects.		
TEACHING OBJECTIVES:		
<ul style="list-style-type: none"> Identify and use navigation words appearing in cause and effect text structures. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Using Navigation Words LESSON TEXT: <ul style="list-style-type: none"> <u>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison <u>Volcanoes</u> by William B. Rice <u>Earth's Layers</u> by Jason D. Nemeth TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Writing and drawing utensils Glue and scissors Document camera or interactive whiteboard UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #24 Cause and effect mountains for Lesson #24 Student Journal Lesson #24 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <p>For the Close project, students will construct cause and effect mountains. They will choose two cause and effect relationships to depict on the blank sides of their mountains.</p> <ul style="list-style-type: none"> Before the lesson... The Close lesson is designed to take 60 minutes but may run longer depending on students' engagement. Preplanning will help you structure the lesson so that students get the maximum time to complete the project. You could break this lesson into two sessions, if needed. <ul style="list-style-type: none"> You could cut the cause and effect mountains for Lesson #24 on the dotted lines to save time during the lesson; do not cut on the solid lines. There are several ways to modify this project for students' skill levels: <ul style="list-style-type: none"> If students are unable to write, they could draw pictures or cut out pictures from the student journal to glue on the mountain and then talk about the causes and effects. Students could use a combination of drawing and writing to describe the causes and effects. Students who desire a challenge could use two of their own examples to complete the mountain. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Today is the last day of our Earth Materials unit, and we're going to have a blast! Actually we're going to make some mountains, or you can make a volcano if you choose. Our purpose is to think about <i>causes</i> and <i>effects</i> one more time. We'll identify some causes and effects in our world. When we understand how one thing can cause another thing to happen, we better understand our world and that helps us understand what we read and what we hear."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal Lesson #24. You could say: "Here on the board (point to first row of teacher journal) you see a cause and effect that your book talked about. If you shake a soda can and then open it up, the soda explodes out of the can. The shaking is the cause, and the explosion is the effect. When I talk about the cause and effect, I can use two different sentences. I can say, 'I shook the soda can <i>so</i> hard <i>that</i> it exploded.' Or I could say, 'The soda can exploded <i>because</i> I shook it hard.' I used some of the navigation words that we talked about: <i>because</i>, <i>so</i>, and <i>that</i>. The two sentences mean the same thing, but I had to switch the order of the cause and effect depending on which navigation word I used."</p>	

	<p>“Here’s another example. (point to second row) The cause is blowing up a balloon too big, and the effect is a popped balloon. I could say, ‘The balloon popped <i>because</i> I blew it up too big’ or ‘I blew up the balloon <i>so big that</i> it popped!’ Both mean the same thing but I used different navigation words.</p> <p>“Today we are going to show what we know about cause and effect by making a mountain of causes and effects. (show one of the cause and effect mountains for Lesson #24 and model writing a sentence) I’ll write the balloon sentence on one side of the mountain. I’ll write, ‘I blew up the balloon so big that it popped!’ Then I could draw a huge balloon that popped.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Guide students to identify the causes and effects from the teacher journal and express the relationships in sentences.</p> <p>You could say: (teacher journal, p. 2) “Let’s look at these next two. What’s the cause? (pause for response) A lightning bolt. What’s the effect? (pause) The tree burst into flames. What are the two sentences I could use? (elicit and scaffold responses, reminding student to use <i>so</i> or <i>because</i>)</p> <p>“The next example makes you think a little more. What’s the cause? (pause for response) An earthquake. What’s the effect? (pause) The building fell down. Now let’s think of a sentence using the word <i>caused</i>... The (point to earthquake and pause) earthquake... <i>caused</i> (point to building and pause) the building to fall down. Let’s think of another sentence. The building fell down... Which word should I use? (pause for response) <i>Because</i> (point to earthquake and pause) of the earthquake. Here are our two sentences...</p> <ul style="list-style-type: none"> • The earthquake <i>caused</i> the building to fall down. • The building fell down <i>because</i> of the earthquake. <p>Excellent work, friends.</p> <p>(display teacher journal, p. 3) “Now the next examples come from your daily life. What if your alarm doesn’t ring or you don’t hear it? Let’s talk about the cause and effect and sentences that use our navigation words.”</p> <p>Scaffold students’ responses based on the pictures from p. 3 of the teacher journal. Help them form sentences using navigation words.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Distribute the student journal and the cause and effect mountains for Lesson #24.</p> <p>You could say: “Each of you will make a cause and effect mountain today.</p> <ul style="list-style-type: none"> • To help you plan what to put on your mountain, you can use your student journal page. (display student journal) <ul style="list-style-type: none"> ○ The first cause and effect is done for you, just fill in the navigation word that fits. ○ The next set of <i>cause</i> and <i>effect</i> boxes makes you work a little harder. You have to figure out the effect and then think of a sentence using one of the navigation words. If you want, you can practice writing on the lines beside the boxes. ○ The last set is for you to decide. We talked about several causes and effects today, so you can use one of those examples or think of another example on your own. You can draw or write the cause and effect in the boxes. Then make a sentence using a navigation word. • When it’s time to make your mountain, finish the sentence that’s already on one side of the mountain. Then choose two more causes and effects to write or draw on the other sides of your mountain. [Don’t cut yet], just draw and write three causes and effects on your mountain.

	<ul style="list-style-type: none"> • (demonstrate putting mountain together) When you are totally finished writing and drawing, you can [cut on the dotted lines], fold on the solid lines, and put a little glue on the side that says, 'Don't write...' Then slip it behind the next side of the mountain and hold it until the glue dries. Now you will have a cause and effect mountain!" (hold up assembled mountain) • Go ahead and get started on your work now. I'll be coming around if you need help." <p>Circulate the room to assist students with choosing navigation words and writing sentences on their journals and mountain sheets. Then help them assemble their mountains.</p> <p>When students have finished, allow them to share their mountains in pairs or with the whole group. Have them say their sentences aloud, tell which navigation words they used, and explain the pictures they drew.</p>
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: "Today we finished our last lesson of the unit. We talked a lot about cause and effect. Tell your partner your favorite cause and effect on your mountain. (allow talk time) You can find causes and effects everywhere. Show your family your cause and effect mountain tonight and see if they can figure them out!"</p>



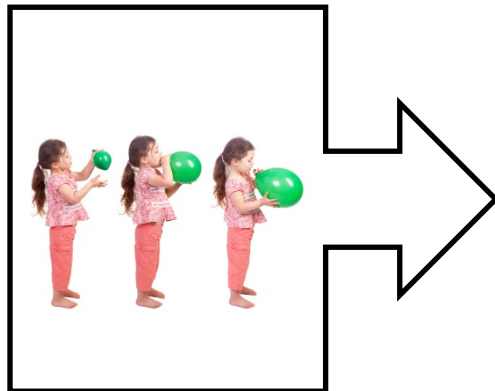
cause



effect

I shook the soda can so
hard that it exploded!

The soda can exploded
because I shook it so hard.



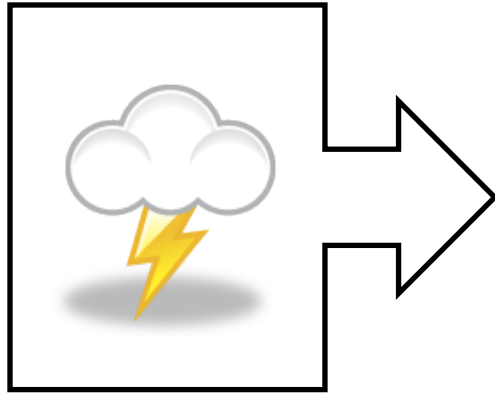
cause



effect

The balloon popped because I
blew it up too big.

I blew up the balloon so big
that it popped!



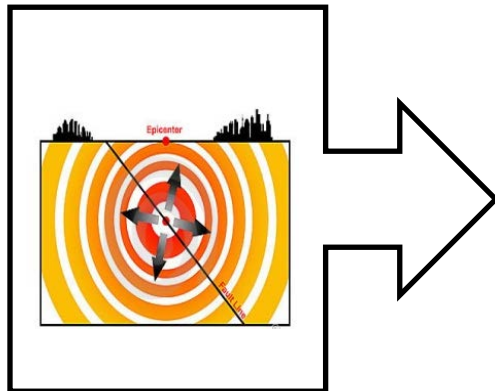
cause



effect

A lightning bolt hit the tree
_____ it burst into
flames.

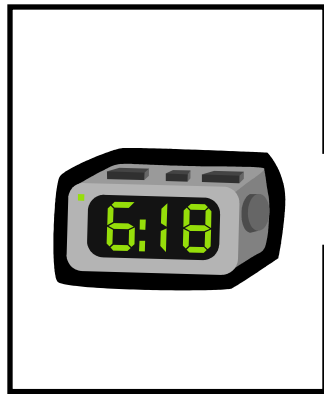
The tree burst into flames
_____ a lightning bolt
hit the tree.



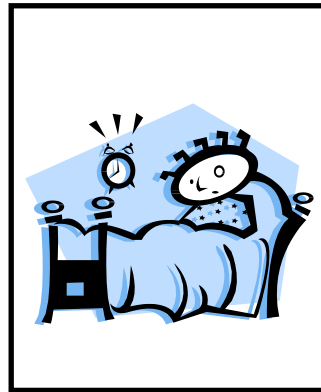
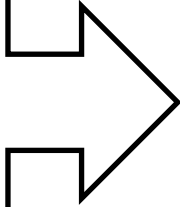
cause



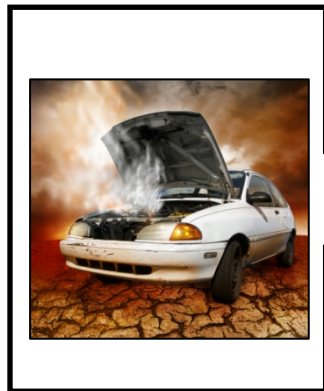
effect



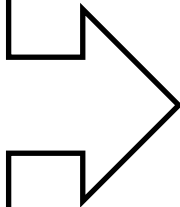
cause



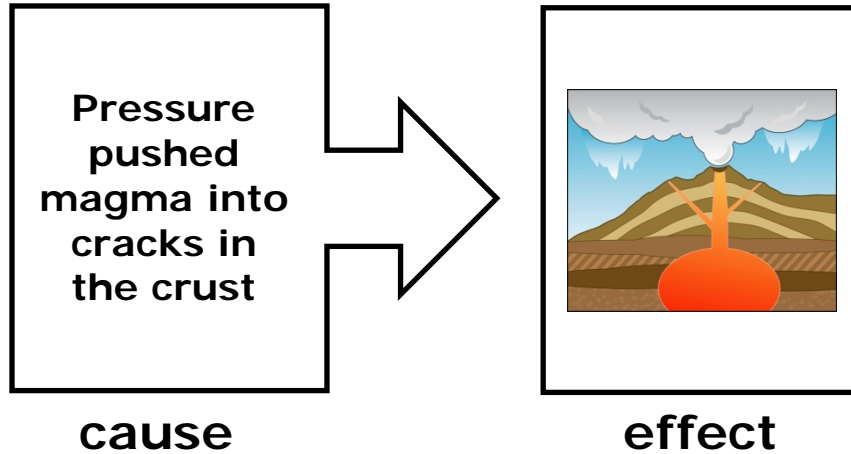
effect



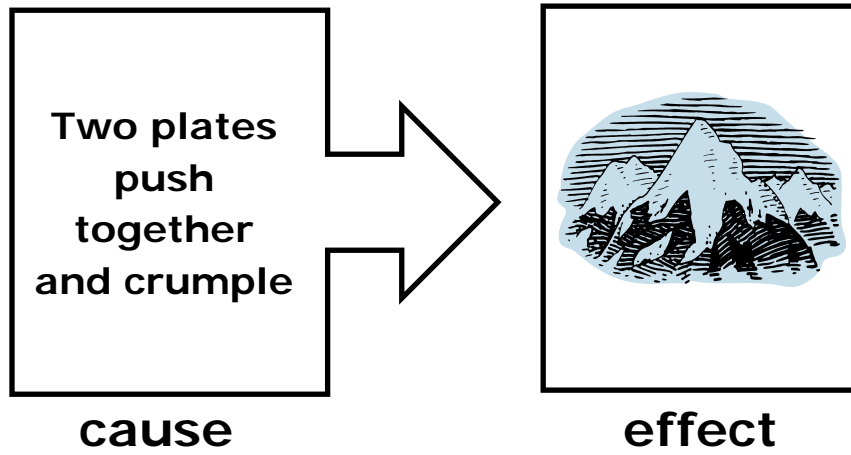
cause



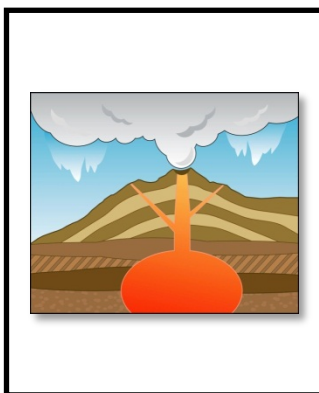
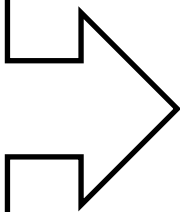
effect



The volcano erupted _____ pressure under the volcano pushed the magma into holes and cracks in the crust.



Pressure pushed magma into cracks in the crust

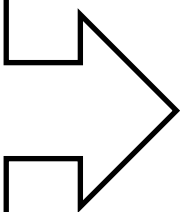


The volcano erupted _____
pressure under the volcano pushed the magma into holes and cracks in the crust.

cause

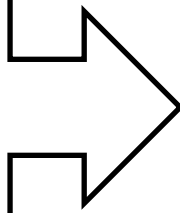
effect

Two plates push together and crumple



cause

effect



cause

effect

because

so

causes

so that

Cause and Effect Mountain

Earth Materials – Lesson 24



Directions: Cut on the dotted lines *only*. After sides are complete, fold on the solid lines to make the mountain. Put glue on the side you don't write on and slip the next side over it to make the mountain stand up.



DO NOT
WRITE ON
THIS SIDE
OF THE
MOUNTAIN!

The volcano erupted

**pressure under the volcano pushed the
magma into holes and cracks in the crust.**



Unit Resources

- Background Knowledge
- Teacher's Bookshelf
- Word Web
- Unit Vocabulary
- Vocabulary Picture Cards
- WRAP sets



Teacher Background Knowledge

Grade 1 – Earth Materials

WHAT IS A VOLCANO?

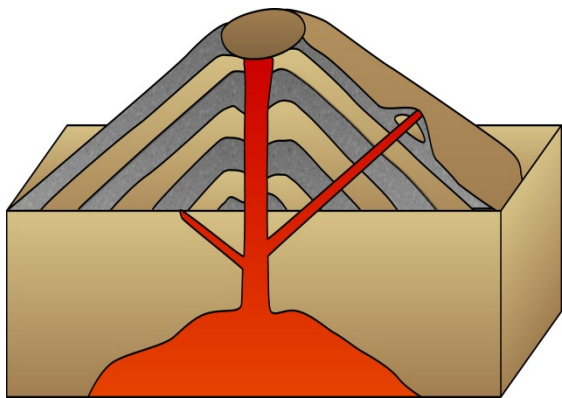
Volcanoes are places where materials from inside the earth (magma and gases) build up near the earth's surface. They act as a vent where the magma, gases, steam, and debris such as rock and ash can be released. *Volcano* refers to both the vent from which the volcanic materials erupt and the structure made by the lava and erupted materials that build up around the vent.



Scientists categorize volcanoes into three groups: extinct, dormant, and active. Extinct volcanoes have erupted in the past, but are not likely to do so again. Dormant volcanoes have erupted in the past and may do so again. Active volcanoes erupt often.

WHAT MAKES A VOLCANO?

Most volcanoes form at plate boundaries, but there are others that form over 'hot spots.' Magma forms mainly as a result of plates rubbing against each other, melting parts of the mantle. When magma builds up, it moves upward because it is lighter than the rock around it.

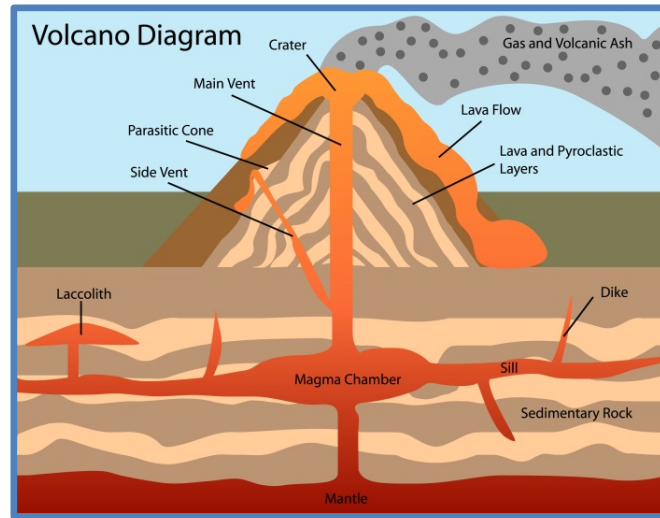


WHAT MAKES A VOLCANO ERUPT?

Magma is partially molten crust and mantle rock. The upward movement of magma creates a magma chamber in the earth's crust. Magma travels through cracks in the crust or by melting a path through the rock. The magma is released (erupts) when the pressure can no longer be held in by the earth.

The explosiveness of a volcanic eruption is dependent on the gas content of the magma. If magma has a high silica level, it will be slow-moving, thick, and viscous, or sticky. Highly explosive eruptions are a result of magma with high silica content and lower temperatures that maintain the high gas content. If magma reaches the surface with a high gas content, the pressure and pent-up heat energy can result in a very explosive eruption—a loud blast.

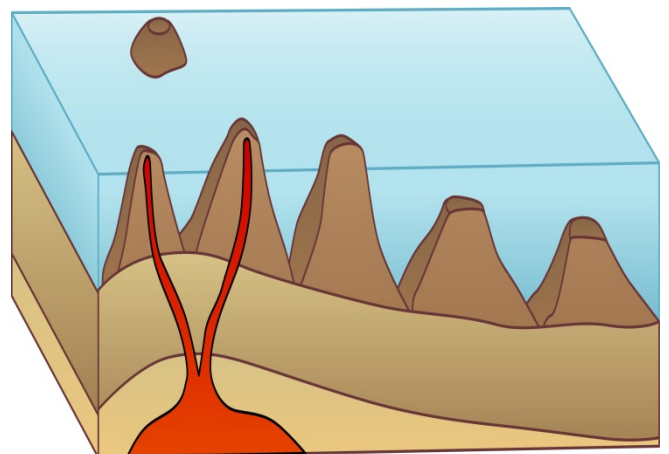
Not all volcanoes erupt violently. If gases are released slowly, the lava—magma that has been released from the volcano—will slowly ooze through cracks in the surface. Lava can travel slowly if it's thick or very quickly if it's thin, up to 60mph! Lava can cool quickly or over many years. Thick lava may not travel far; it can build up and form rock when it cools.



VOLCANO TYPES

The following are types of volcanoes:

- **Shield volcano** – Basaltic lava that easily flows across the ground can build large volcanoes with low, sloping sides like a shield.
- **Stratovolcano** – The sides of these large mountains are made of alternating layers of different types of lava. Mt. Fuji is an example of a stratovolcano.
- **Dome volcano** – Dome volcanoes have steep rounded lava domes. The domes are made of silica-rich lava that was too viscous to move and therefore cooled and crystallized in the vent area. Mt. St. Helens is an example of a dome volcano.
- **Cinder cone volcano** – These volcanoes have steep, straight sided cinder cones that are made of loose volcanic rock fragments that fall from the eruption cloud and gather around the vent.





Teacher's Bookshelf

Earth Materials – Grade 1

Required Books:

Volcanoes:

Natures Incredible Fireworks

by David L. Harrison

ISBN-10: 1563979969

ISBN-13: 978-1563979965

Volcanoes

by William B. Rice

ISBN-10: 1433303108

ISBN-13: 978-1433303104

Earth's Layers

by Jason D. Nemeth

ISBN-10: 1448862965

ISBN-13: 978-1448862962

Optional Books:

During independent reading, students should have the opportunity to select books from your classroom library that are related to the unit theme. Consider topics such as volcanoes and how they form, volcanic rocks, earthquakes, the earth's layers, geology, erosion, and landforms.

Following is a list of suggested books you can check out from your school or public library to accompany the Earth Materials unit. Some selections may be beyond students' reading level, but they may still engage with the text and images.

Volcanoes: Times for Kids

by Cy Armour

ISBN-10: 0743983483

ISBN-13: 978-0743983488

What are Volcanoes?

by Mari C. Schuh

ISBN-10: 0736811729

ISBN-13: 978-0736811729

Volcanoes: Pegasus Encyclopedia Library

by Pallabi B. Tomar

ISBN-10: 8131913155

ISBN-13: 978-8131913154

Volcanoes: First Graphics

by Renée Gray-Wilburn

ISBN-10: 1429679530,

ISBN-13: 978-1429679534

Volcanoes

by Rochelle Baltzer

ISBN-10: 1617876976,

ISBN-13: 978-1617876974

To the Core: Earth's Structure

by Lisa Trumbauer

ISBN-10: 1410926060

ISBN-13: 978-1410926067

Volcanoes

by Peter Murray

ISBN-10: 1567661971

ISBN-13: 978-1567661972

Looking at Rocks

by J Dussling and T Haggerty

ISBN-10: 0448425165

ISBN-13: 978-0448425160

Rocks and Minerals

by Ann O. Squire

ISBN-10: 0516269852

ISBN-13: 978-0516269856

Earthquakes

by Seymour Simon

ISBN-10: 0060877154

ISBN-13: 978-0060877156

Jump into Science: Earthquakes

by Ellen J. Prager

ISBN-10: 1426300905

ISBN-13: 978-1426300905

Volcanoes and Earthquakes

by Susanna van Rose

ISBN-10: 0756637805

ISBN-13: 978-756637804

Weathering and Erosion

by Clive Gifford

ISBN-10: 0237527448

ISBN-13: 978-0237527440

Time for Kids: Earthquakes!

Time for Kids

ISBN-10: 0060782110

ISBN-13: 978-0060782115

Introducing Landforms (Looking at Earth)

by Bobbie Kalman and Kelley Macaulay

ISBN-10: 0778732134

ISBN-13: 978-0778732136

Plateaus

by Sheila Anderson

ISBN-10: 082258607X

ISBN-13: 978-0822586074

Looking at Landforms

by Ellen K. Mitten

ISBN-10: 1606945378

ISBN-13: 978-1606945377

Volcanoes

by Franklyn M. Branley

ISBN-10: 0064451895

ISBN-13: 978-0064451895

Caves

by Sally M Walker

ISBN-10: 0822579936

ISBN-13: 978-0822579939

Erosion: Changing Earth's Surface

by Robin Michael Koontz

ISBN-10: 1404821953

ISBN-13: 978-1404821958

Earthquakes

by Franklyn M. Branley

ISBN-10: 0064451887

ISBN-13: 978-0064451888

Minerals

by Patricia Miller-Schroeder

ISBN-10: 160596977X

ISBN-13: 978-1605969770

Rocks and Minerals

by Neil Morris

ISBN-10: 0865058474

ISBN-13: 978-0865058477

Gems, Crystals and Precious Rocks

by Steven M. Hoffman

ISBN-10: 1448827086

ISBN-13: 978-1448827084

How Mountains Are Made

by Kathleen Weider Zoehfeld

ISBN-10: 0064451283

ISBN-13: 978-0064451284

Mountains

by Seymour Simon

ISBN-10: 0688154778

ISBN-13: 978-0688154776

Mountains

by Shelia Anderson

ISBN-10: 0822586053

ISBN-13: 978-0822586050

Volcanoes!

by Anne Schreiber

ISBN-10: 1426302851

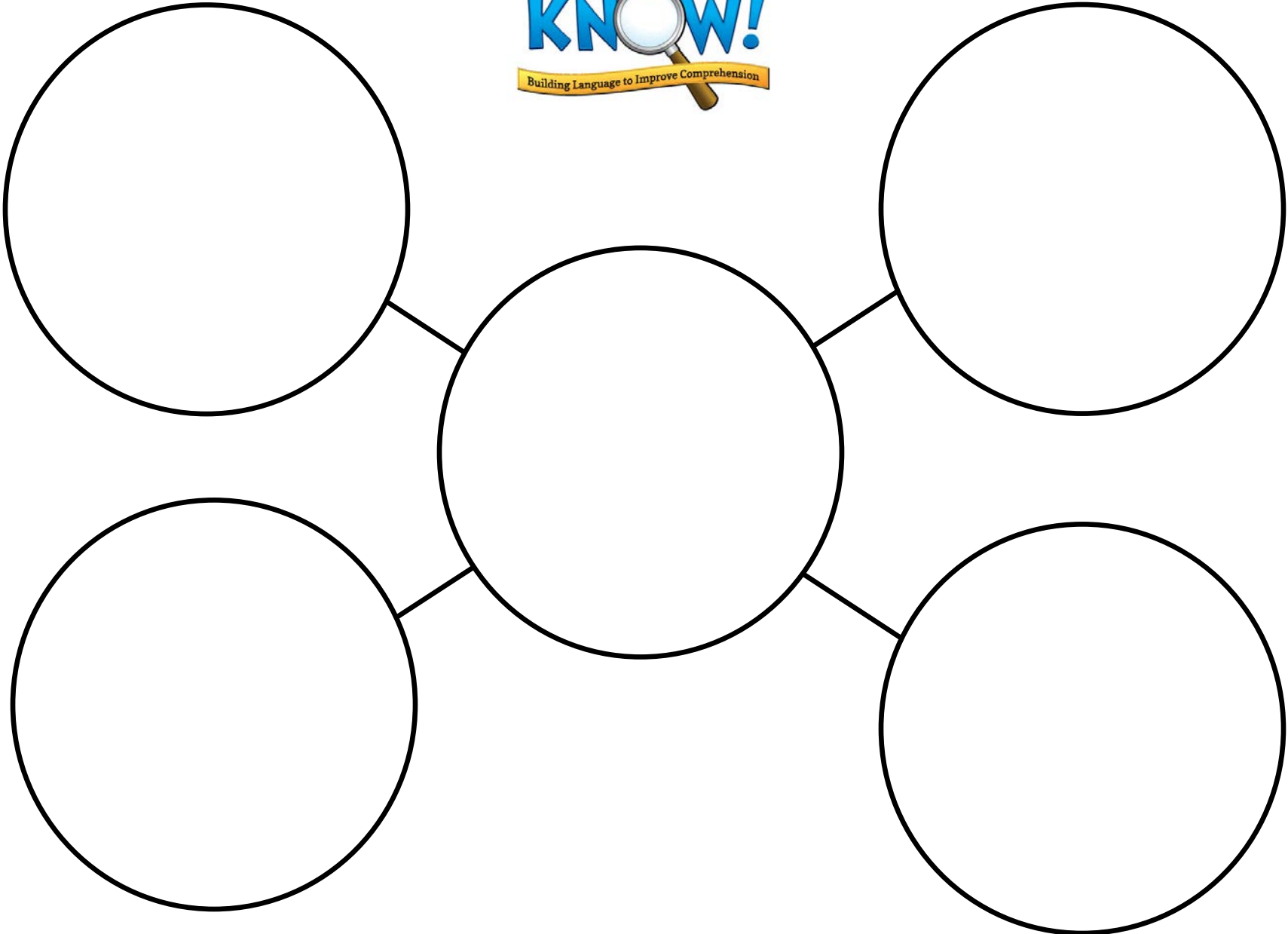
ISBN-13: 978-1426302855

Planet Earth/Inside Out

by Gail Gibbons

ISBN-10: 0688158498

ISBN-13: 978-0688158491





Unit Vocabulary

Earth Materials – Grade 1

Pressure

The force produced when something presses or pushes against something else



Crust

The hard outer part of something



Illustration

A picture or drawing in a book or magazine



Reason

Explains why something happens or why you did something



Boundary

Something (fence, imaginary line, river) that shows where one area ends and another area begins



Consequence

Something that happens because of something else



Solid

Material that you can't pour and that holds its shape

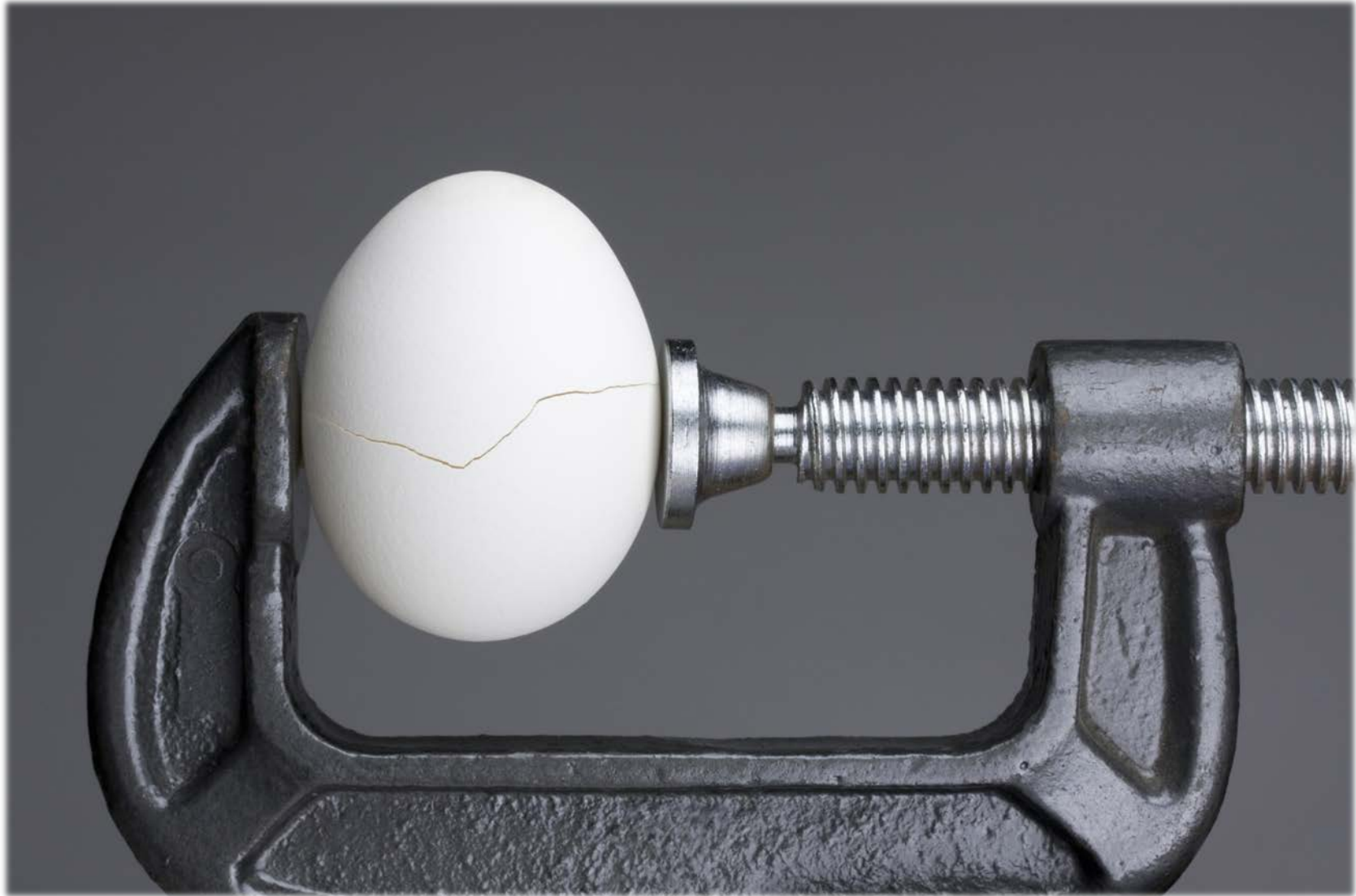


Liquid

Something that flows freely; you can pour it



Pressure

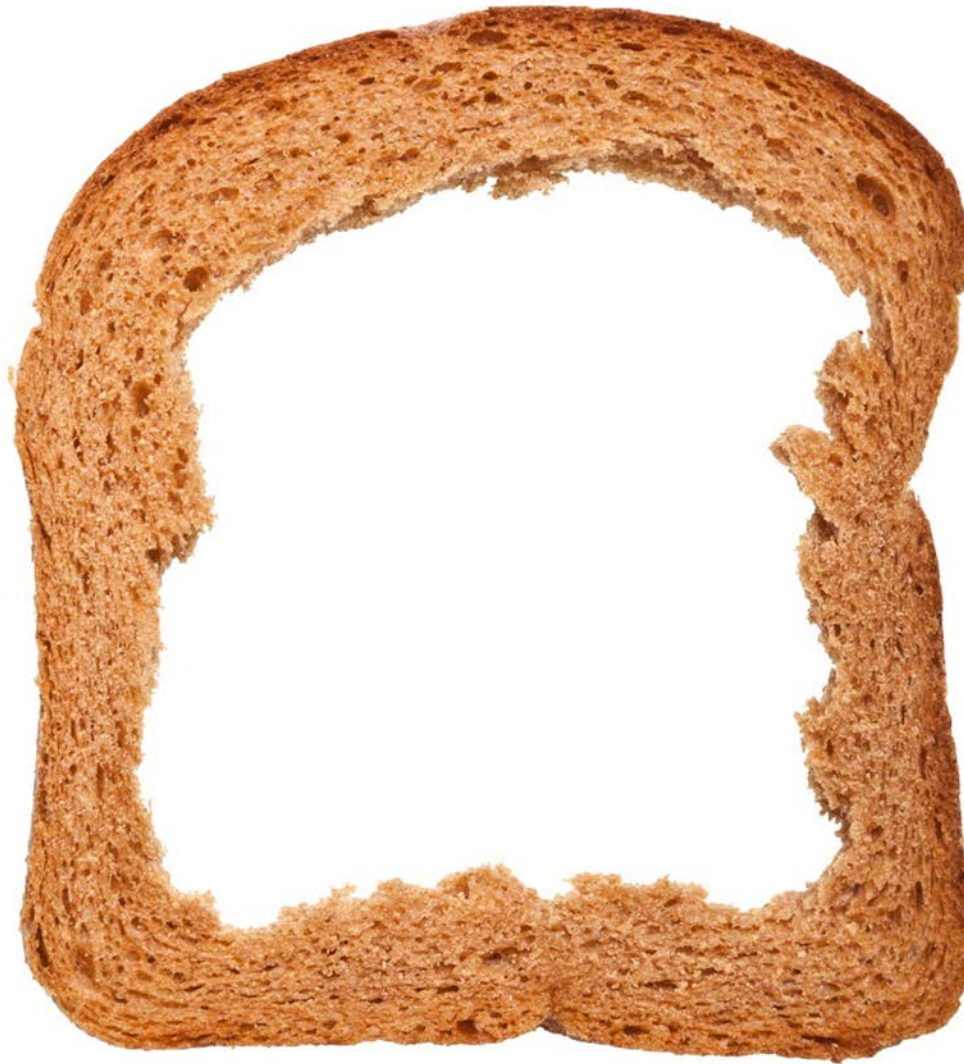




Pressure

The force produced when something presses or pushes against something else

Crust

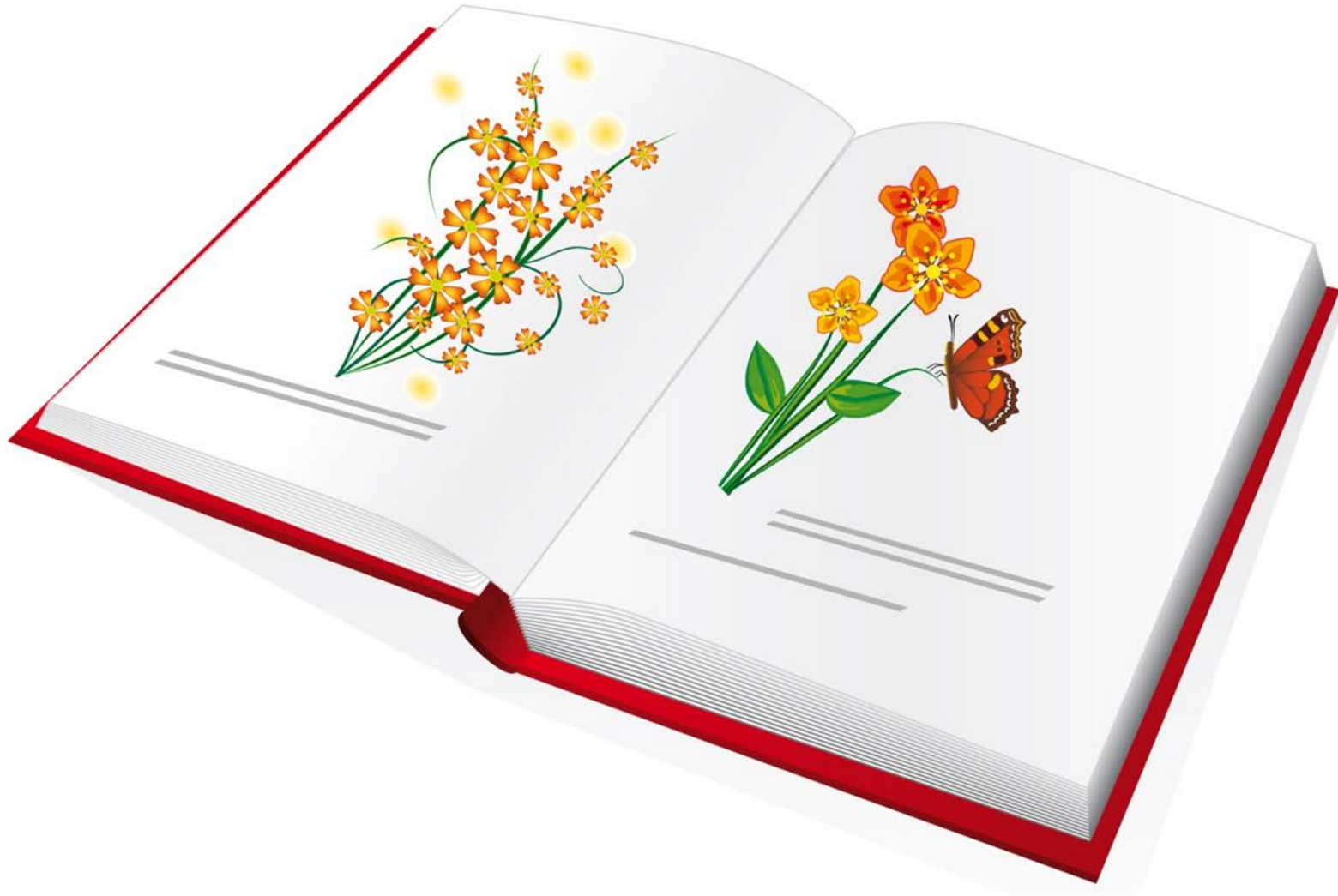




Crust

The hard outer part
of something

Illustration





Illustration

A picture or drawing
in a book or magazine

Reason





Reason

Explains why something happens or why you did something

Boundary





Boundary

Something (fence, imaginary line, river) that shows where one area ends and another area begins

Consequence





Consequence

Something that happens
because of something else

Solid





Solid

Material that you can't pour
and that holds its shape

Liquid





Liquid

Something that flows freely;
you can pour it

Pressure is the force that is produced when something pushes or presses against something. In my first aid class, I learned that if someone has a cut that is bleeding, you should put **pressure** on it. You should find a clean bandage and press on the place that is bleeding.

The **crust** is the hard outer part of something. Can you think of two things that have **crusts**? I can think of pizza, bread, and the earth.

When I go to the library I like to pick out books with beautiful **illustrations**. I especially like colorful pictures that show the setting of a story.

If someone asks you to tell them why you did something, they want to know your **reason**.



WRAP Set 1 – Lesson 5

Present the WRAP sentences before beginning the lesson.

- 1) Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
- 2) Put the picture card away and display the WRAP set.
- 3) Proceed with reading the WRAP sentence aloud to students.

On Saturday mornings when we turn on our hose, there is low water pressure because so many families are using water. You can barely get a trickle out of the hose.

My mom made us a delicious apple pie. She made a solid crust for the bottom and a criss-cross lattice crust for the top. The crust is my favorite part.

I helped by dad put together a new toy for my brother. We had to follow the illustrations to figure out what to do.

My uncle was going to take us to the zoo, but he called to say we couldn't go. The reason was that he had to work.



WRAP Set 2 – Lesson 8

Present the WRAP sentences before beginning the lesson.

- 1) Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
- 2) Put the picture card away and display the WRAP set.
- 3) Proceed with reading the WRAP sentence aloud to students.

When you drive up a mountain, sometimes your ears pop. This is because the air pressure is lower at higher elevations than lower elevations.

My baby sister won't eat the crusts of her bread. She doesn't like the hard outer part; she just likes the soft part of the bread.

Would you like to be an author or an illustrator? The author writes the text and the illustrator draws the pictures or illustrations.

The reason our cake tasted so good was because we followed a good recipe.



WRAP Set 3 – Lesson 10

Present the WRAP sentences before beginning the lesson.

- 1) Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
- 2) Put the picture card away and display the WRAP set.
- 3) Proceed with reading the WRAP sentence aloud to students.

When my bike has a flat tire, the air pressure is too low. I can increase the pressure inside my tires by pumping them up.

Did you know that Earth's crust is made of many different kinds of rock? Even though the middle of the earth is liquid, the crust on the surface where we live is hard.

I invited my friend to spend the night at my apartment, but her grandmother didn't know where I lived. My mom drew an illustration for her showing which streets to take.

I found my little brother painting with my best water colors that he wasn't supposed to use. I said, "You'd better have a good reason for this!"



WRAP Set 4 – Lesson 11

Present the WRAP sentences before beginning the lesson.

- 1) Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
- 2) Put the picture card away and display the WRAP set.
- 3) Proceed with reading the WRAP sentence aloud to students.

The boundary between our house and our neighbor's house is a rock wall. If we want to visit our neighbors, we have to go around the wall.

A consequence happens because of something else. There can be good consequences, like having enough money to buy something because you saved for it, or bad consequences, like when you get in trouble for breaking a rule.

If something is solid you can't pour it or shape it. It stays the same shape all of the time. Rocks are solid objects, but water is not.

Water is the most important liquid on earth. You can drink it, pour it, and it flows in streams and rivers.



WRAP Set 5 – Lesson 14

Present the WRAP sentences before beginning the lesson.

- 1) Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
- 2) Put the picture card away and display the WRAP set.
- 3) Proceed with reading the WRAP sentence aloud to students.

When we played hide-and-seek, we said the boundary was the sidewalk. You couldn't go past the sidewalk to hide.

Our school bus broke down on the way to school. As a consequence we were late.

Even though the glass in a window is solid, you can still see through it. Windows were a great invention!

I like to take liquid yogurt in my lunch box. I can squirt it out and swallow it without using a spoon.



WRAP Set 6 – Lesson 16

Present the WRAP sentences before beginning the lesson.

- 1) Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
- 2) Put the picture card away and display the WRAP set.
- 3) Proceed with reading the WRAP sentence aloud to students.

A boundary can be an imaginary line that you can't see. Sometimes my sister and I make a boundary down the middle of our room, and we aren't allowed to go on the other side.

I helped my dad bake some muffins, but we forgot to set the oven timer. As a consequence the muffins were burned by the time we remembered to take them out of the oven.

We tried to eat ice cream after dinner last night, but it was frozen solid. We couldn't get a spoon or knife into it.

Water can turn from a liquid to a solid if you freeze it. And it can also evaporate into a gas! Water is amazing!



WRAP Set 7 – Lesson 18

Present the WRAP sentences before beginning the lesson.

- 1) Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
- 2) Put the picture card away and display the WRAP set.
- 3) Proceed with reading the WRAP sentence aloud to students.

My teacher let us write on the board with colored chalk, but she said that we couldn't write past the boundary.

Sometimes the consequences of an earthquake are very sad. Buildings can fall down because the earth shakes so hard.

The middle of the earth is solid. Its shape doesn't change.

My mom likes to use liquid soap for our washing machine. She says it dissolves better than other kinds of detergent.



WRAP Set 8 – Lesson 20

Present the WRAP sentences before beginning the lesson.

- 1) Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
- 2) Put the picture card away and display the WRAP set.
- 3) Proceed with reading the WRAP sentence aloud to students.