

# EARTH MATERIALS

Grade 3



# 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.

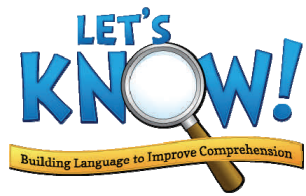
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## **Correspondence concerning this curriculum supplement should be addressed to:**

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](mailto: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

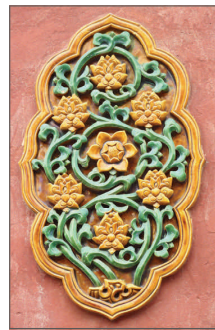
## Environment

The natural world; it influences the type, growth, and health of people, animals, and plants



## Detail

A small part of something bigger



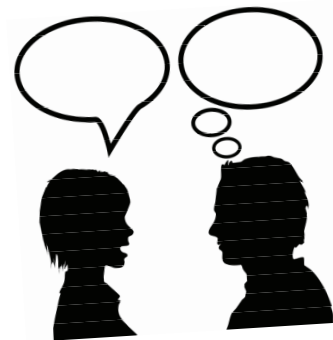
## Adjective

A word that describes a noun or pronoun



## Topic

Something or someone that people talk or write about



## Population

A specific group of people or animals that live in a certain place



## Erosion

The process by which something is worn away by natural forces such as water, wind, and ice



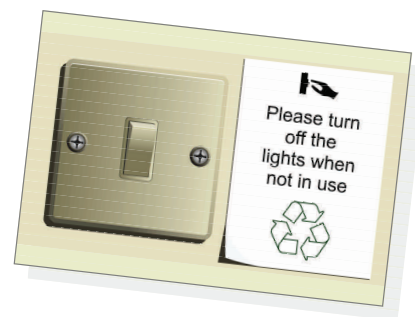
## Resource

A supply of something that can be used when it is needed



## Conserve

To use something carefully to protect it



Grade 3 | **EARTH MATERIALS**

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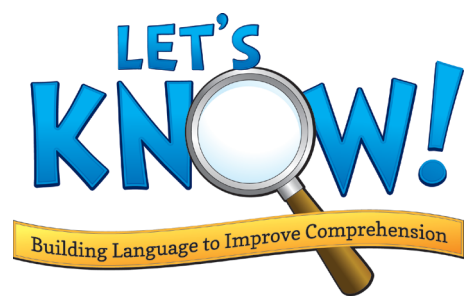
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- Vocabulary Picture Cards
- WRAP sets



# UNIT OVERVIEW

## EARTH MATERIALS

Students will learn about pollution and consider ways that we can care for the earth and conserve resources.

## DESCRIPTION

Students will practice using descriptive words such as adjectives and adverbs. They will include clear details in descriptions and summaries.

## CLOSE PROJECT

Children will work in pairs to illustrate posters showing how we can prevent pollution. They will create descriptive slogans to get their messages across.

## UNIT TEXTS

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

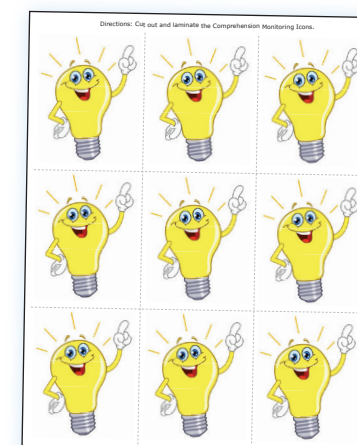
- Clean Planet: Stopping Litter and Pollution by Tristan Boyer Binns
- What Can We Do About Oil Spills and Ocean Pollution? by David J. Jakubiak
- Recycling Rules! by Barbara Keeler

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

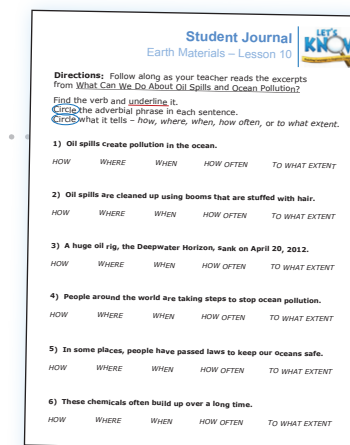
## UNIT MATERIALS



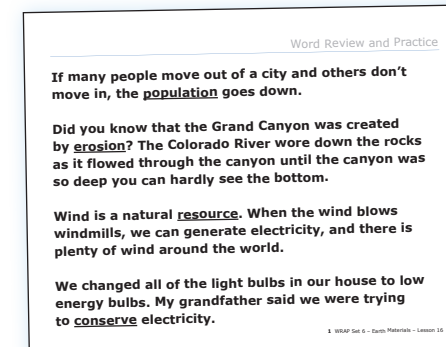
Teacher Journal\*



Comprehension Monitoring Icons



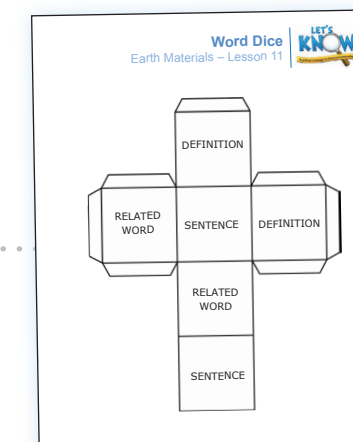
Student Journal



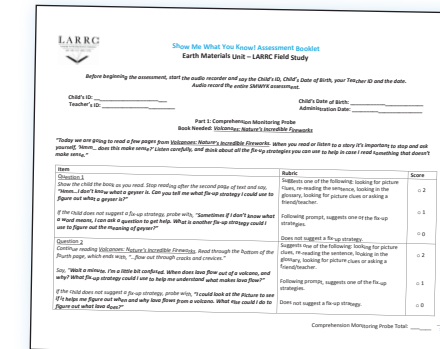
WRAP sets



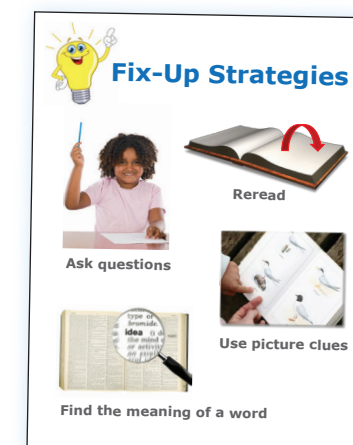
Vocabulary Picture Cards



Supplemental Materials\*



Show Me What You Know Assessment



Fix-Up Strategies Poster

## UNIT SCHEDULE

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\*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
- Comprehension Monitoring
- Predicting
- Rich Vocabulary Instruction
- Inferencing
- Finding the Main Idea
- Summarizing
- Engaging Readers
- Recasting
- Using Think-Alouds
- Using Navigation Words





# 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:**

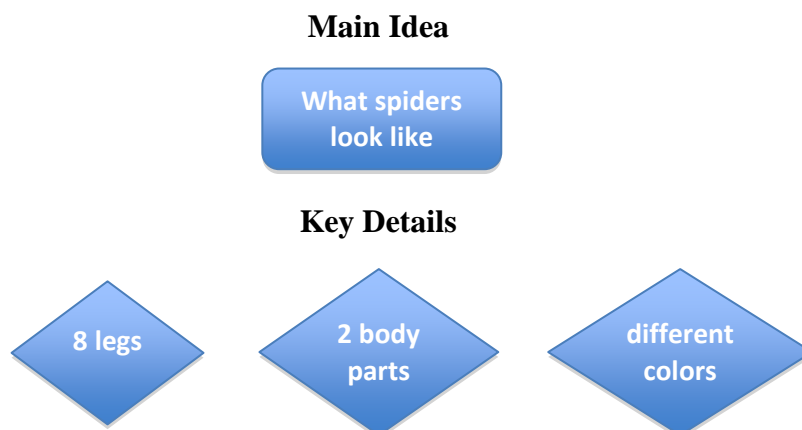
- 6) Remind students of the importance of finding the main idea and emphasize how repeated words (and phrases) in texts can help them find the main idea.

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.*
- Williams, J. P., Stafford, K. B., Lauer, K. D., Hall, K. M., & Pollini, S. (2009). Embedding reading comprehension training in content-area instruction. *Journal of Educational Psychology, 101*, 1-20.



## WEEKLY LESSON PLANNER

### EARTH MATERIALS

Week 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Lesson Type</b>	<b>Hook</b>	<b>Read to Me</b>	<b>Words to Know</b>	<b>SMWYK Practice</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Introduce students to the unit and the concept of 'man-made threats to Earth.'</li> <li>Describe two types of pollution.</li> </ul>	<ul style="list-style-type: none"> <li>Identify when text doesn't make sense and apply fix-up strategies.</li> <li>Engage in a range of talk structures on Grade 3 <b>topics</b> and texts.</li> </ul>	<ul style="list-style-type: none"> <li>Define the Words to Know <b>environment, detail, adjective, and topic.</b></li> </ul>	<ul style="list-style-type: none"> <li>Familiarize yourself with the SMWYK assessment.</li> <li>Briefly describe the Close project; show an example, if possible. 🗣️</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li><u>Clean Planet: Stopping Litter and Pollution</u> by Tristan Boyer Binns 📖</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li><u>Clean Planet: Stopping Litter and Pollution</u> by Tristan Boyer Binns</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Computer, interactive whiteboard, or document camera 🖥️</li> <li>Glass jars with lid (1 per group) 🗑️</li> <li>Small aluminum trays (1 per group) 🗑️</li> <li>Feathers (1 per group)</li> <li>Corks (1 per group)</li> <li>Cooking oil</li> <li>Water</li> <li>Blue food coloring</li> <li>Paper towels</li> </ul>	<ul style="list-style-type: none"> <li>Document camera 🖥️</li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard 🖥️</li> <li>Lined paper (1 per student)</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li><u>Pollution</u> slideshow for Lesson #1 📖</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension Monitoring Icons (optional)</li> <li>Fix-up Strategies Poster</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>environment, detail, adjective, topic</b></li> <li>Teacher Journal Lesson #3 🗣️</li> <li>Student Journal Lesson</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Practice Instructions 📖</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (2) 📖</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	HOOK LESSON 1
<b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Introduce students to the unit and the concept of 'man-made threats to Earth.'</li> <li>• Describe two types of pollution.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>• Rich Discussion</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Small Groups</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Computer, interactive whiteboard, or document camera</li> <li>• Glass jars with lid (1 per group)</li> <li>• Small aluminum trays (1 per group)</li> <li>• Feathers (1 per group)</li> <li>• Corks (1 per group)</li> <li>• Cooking oil</li> <li>• Water</li> <li>• Blue food coloring</li> <li>• Paper towels</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• <u>Pollution</u> slideshow for Lesson #1</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ Prepare a glass jar with water, oil, and blue food coloring for your own demonstration. You will need a cork for this as well.</li> <li>○ Prepare several glass jars (with lids) with water, oil, and blue food coloring. Each group of four students will need one. Each team will also need a cork, a feather, a paper towel, and a small aluminum pan filled with water.</li> </ul> </li> <li>• The <u>Pollution</u> slideshow, only five minutes in length, is meant to be a short introduction to the unit. If you are unable to play the slideshow, you could print the pages and display them on a document camera.</li> <li>• For the experiment, divide students into small groups of four. You could assign each student in the group a different role so that you can easily assign tasks during the activity.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<b>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.</b>  <b>You could say:</b> "We will begin studying a <b>topic</b> that is very important to everyone in this room! The purpose of our lesson is to describe the many ways that man can be a threat to the earth. Sometimes we do things that are harmful to the world around us. Have you ever gone to the beach or the desert or for a walk in your neighborhood and seen litter? That is one way that humans affect the <b>environment</b> . We will study the air we breathe, the water we drink, and the earth we live on. We will also learn about ways to solve the pollution problem. To start to think about our new unit, we are going to watch a slideshow. While you are watching, I want you to think about how people affect the <b>environment</b> and be able to describe what you see. The more we use describing words like <b>adjectives</b> , the clearer, more specific picture we will have in our mind."	
<b>I DO</b>	<b>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.</b>  <b>Show the <u>Pollution</u> slideshow.</b>	

**After viewing the slideshow, you could say:**

"We just saw examples of many different ways that man threatens the **environment**. During our Earth Materials unit, we are going to study about different types of pollution and ways that we can stop or prevent it. Now, to see firsthand how people affect the **environment**, we are going to do an experiment..."

**Show students your jar filled with water. Add the blue food coloring to the water and mix thoroughly. You could say:**

"This water represents the salty ocean water. Notice how the blue food coloring mixes in with the water. Later we will add another liquid to our water that will not mix as well as the food coloring does. Notice how I used **adjectives** to describe the water and the coloring? I said *salty* and *ocean* to describe the water—salty ocean water. I said *blue* and *food* to describe the coloring—blue food coloring. We are going to work on describing during this unit, too.

**(add the cork to the water)** "This cork will represent marine life, like birds, seals, dolphins, and whales—*marine* is an **adjective** that tells what kind of life lives in or around the ocean. Sometimes accidents happen in the ocean and oil from ships or oil rigs pours into the sea, causing pollution.

**(pour cooking oil into the jar, avoiding cork)**

**(move the jar in a swirling motion, mimicking the waves in the ocean)** "This oil represents an oil spill. Notice how the oil does not mix with the water; it just sits on the top. I could describe it as 'oily water' or an 'oil slick.' *Oily* is an **adjective** that describes the water—oily water."

**WE DO**

**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.**

**Divide students into groups and distribute all materials for the experiment.**

**You could say:**

"At your tables you have your own jar of 'ocean water.' We will do an experiment together to see how an oil spill affects the marine life around it; then we'll describe what we see using **adjectives**.

- Each team has a jar filled with water, oil, and blue food coloring. This is meant to show us what happens when there is an oil spill in the ocean. Look at the jar and think how you could describe what you see. Tell your team using **adjectives**. **(allow talk time; then have students share ideas)** You could say you see 'an oily layer floating on the salty, blue ocean water.' The **adjectives** are *oily* to describe the layer of oil and *salty, blue ocean* to describe the water.
- Now drop the cork in your jar. Look at the cork. Imagine it is a marine mammal... Describe what you would see if a pelican was floating in this water. Tell your partners." **(allow talk time; then share ideas)** You could say 'a *slick, oily* pelican' or a '*blackened* pelican.' Imagine how difficult it would be to fly if you were covered with oil.
- Put on the lid and shake your jar vigorously, but carefully. What happens to the oil? Describe what you see with your partners. **(allow talk time)** Some of the oil mixes with the water, right? What do you think happens to organisms or animals that float on the surface, like birds, ducks, seaweed? Talk to your group. **(allow talk time; then share ideas)**
- What do you think happens to animals that need to come to the surface to breathe, like dolphins, whales, seals, or turtles? How could you describe the animals that you'd see? Talk to your partners. **(allow talk time; then share ideas)** Yes, they would be covered with oil, making it difficult to breathe. I could describe them by saying 'the *distressed* animals' or the '*oil-soaked* animals.'
- Now we are going to find out what happens to birds when there is an oil spill. At your table, pass around the feather and examine it...
- Now drop it into the pan of clean water. Does it float? **(pause for response)** Shake it off... Dry it carefully with your paper towel... Does it still fluff up? **(pause)** Yes it does.



	<ul style="list-style-type: none"> <li>• Drop the feather into the jar of water and oil. What happens to it? <b>(pause for response)</b> Now dry it carefully with your paper towel... Does it still fluff up? <b>(pause)</b> Drop it back into the pan of water. Does it still float as well as it did before? <b>(pause)</b> No, it does not. <ul style="list-style-type: none"> <li>○ How would you describe the feather after it is soaked with oil? <b>(allow talk time; then share ideas)</b></li> <li>○ What would happen if birds tried to clean themselves? Talk to your partners. <b>(allow talk time; then share ideas)</b> Yes, they would eat the oil.”</li> </ul> </li> </ul>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Have students work in pairs to generate sentences describing the scene of an oil spill.</b>  <b>You could say:</b>  “Now I am going to ask you to think about what you would see if you went to the beach after an oil spill. Think about the cork floating in the water and the feather and how the oil affected them. Also think about the pictures that you saw in the <u>Pollution</u> slideshow. Working with a partner, I want you to create two sentences that describe what you would see at the beach after an oil spill. Remember to use describing words, or <b>adjectives</b>, in your sentences so that we can create a clear, specific picture in our minds. Think about your sentence and share it with your partner. Then we can share sentences as a class.”</p> <p><b>Circulate among students, providing support and feedback about their describing words.</b></p> <p><b>When students are ready, have volunteers share sentences. Ask students to point out the describing words their peers use.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “Today we talked about how people affect the <b>environment</b> and practiced using <b>adjectives</b> to describe what we might see at an oil spill. We talked about different kinds of pollution, including air, water, noise, and litter. We learned about how oil pollution affects wildlife. During this unit, we are going to learn more about different types of pollution, what we can do to stop it, and how to use <b>adjectives</b> to describe it. Tell your partner one of the <b>adjectives</b> we used today... I will be listening for you to use <b>adjectives</b> in all of your work at school.”</p>

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	READ TO ME LESSON 2
<b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Identify when text doesn't make sense and apply fix-up strategies.</li> <li>Engage in a range of talk structures on Grade 3 <b>topics</b> and texts.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>Comprehension Monitoring</li> <li>Rich Discussion</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Clean Planet: Stopping Litter and Pollution</u> by Tristan Boyer Binns</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> <li>Small Groups</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera</li> <li>Sticky notes</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Comprehension Monitoring Icons (optional)</li> <li>Fix-up Strategies Poster</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Preview the lesson text. <ul style="list-style-type: none"> <li>You do not need to read the entire book during this lesson. Choose the sections or chapters you would like to read.</li> <li>Use sticky notes to mark passages where you will model comprehension monitoring or prompt students to monitor their comprehension.</li> <li>You could note potential questions for rich discussion as you preview the book. Suggested questions are provided in the You Do routine, but you could select other higher-order questions to ask.</li> </ul> </li> <li>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.</li> <li>Refer students to the Fix-Up Strategies Poster throughout the lesson.</li> <li>During rich discussion, provide the opportunity for students to carry on an extended conversation about <b>topics</b> from the text. Ensure that all students have the opportunity to participate. Prompt them to take multiple turns, to elaborate on responses, and to follow up on their peers' ideas.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p> <p><b>You could say:</b>  "This morning, as I was reading the newspaper, I got to the end of the paragraph and thought that I did not understand what I just read. I needed to use a fix-up strategy to understand the paragraph. We know that good readers stop and ask themselves, 'Did I just understand what I read?' When we don't understand, we don't just keep reading—we stop and use a fix-up strategy. <b>(point to Fix-Up Strategies Poster)</b> Today we are going to practice asking ourselves if we understand what we read. If we don't we will use a fix-up strategy."</p>	
<b>I DO</b>	<p><b>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.</b></p> <p><b>You could say:</b>  "Today I'm going to review what good readers do when they don't understand what they read. Then you will have a chance to practice this with a partner and on your own. I am going to remind you how to use the Makes Sense/Doesn't Make Sense signs <b>(or raise your hand/put thumb down)</b> when you don't understand. As I read, your job is to watch how I use this strategy when I come to a part I don't understand."</p>	

	<p><b>Read p. 4 of the text aloud, stopping to model comprehension monitoring. You could say:</b>        “After I read this page, I stop and ask myself if this made sense. Did I understand everything the author was trying to say? Were there any difficult words? I am going to hold up my Doesn’t Make Sense sign. <b>(show icon)</b> On this page I am confused when the author says, ‘Sometimes things that are good in one place are pollution in another.’ I don’t understand how something that is good in one place can be bad in another. I think I will use the fix-up strategy <i>Reread</i> <b>(point to strategy on poster)</b> and read that section again. <b>(reread the paragraph under ‘Everything in its place’)</b></p> <p>“When I reread the section, I see that soil in the forest is good because it is where it belongs, but soil in the ocean is bad because it doesn’t belong there. The ocean has to have sand, not soil or dirt. I had to reread to understand how things that are not in the right place could be pollution or bad for the <b>environment</b>. Now it makes sense.” <b>(model turning icon around)</b></p> <p><b>Read p. 5 aloud, stopping to use another fix-up strategy. You could say:</b>        “After reading page 5, I am confused because I don’t know what the word <i>ecosystem</i> means. <b>(hold up Doesn’t Make Sense sign)</b> One fix-up strategy is to read the words around the unknown word and see if it gives me any clues. When I read around the word, it talks about polluted air making people, animals, and plants ill. It then says it can change <i>ecosystems</i>, so maybe an <i>ecosystem</i> has something to do with people, animals, plants, and the living world. When I look at the word itself I see the word <i>system</i>, which means how things work together. So, I think that <i>ecosystem</i> might mean how people, animals, and plants work together. That makes more sense to me now.” <b>(flip icon)</b></p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Pass out Comprehension Monitoring Icons to students or remind them of your chosen signal. You could say:</b>        “Now as I read, I want you to monitor your comprehension; ask yourself if you understand what I am reading. Remember, the text might not make sense because there is a word that you don’t know. Sometimes you might not understand because there is a long sentence that is difficult. Maybe I could misread a word or ignore punctuation. I will ask you to listen as I read, hold up your Doesn’t Make Sense sign if something is confusing, and then think about what fix-up strategy you would use.”</p> <p><b>Continue reading the text, stopping at least twice to help students ‘fix up’ their confusions. If students are not signaling, provide prompts related to unfamiliar words, difficult sentences, or confusing concepts. For example, you could stop on the following pages:</b></p> <ul style="list-style-type: none"> <li>• (p. 6) Practice using context clues to figure out the meaning of the word <i>particles</i>.</li> <li>• (p. 6) Practice rereading the sentence before and after to better understand what <i>acid rain</i> is.</li> <li>• (p. 7) Practice using pictures to understand the concept of what burning fuels does to the ozone layer; students can use the graphic provided on p. 7 to better understand the <b>topic</b>.</li> </ul>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>After reading, divide students into small groups for rich discussion. After students have discussed with their groups, have them share ideas as a class; you could do this after each question or after all three questions have been discussed by the groups.</b></p> <p><b>You could use the following questions to facilitate rich discussion:</b></p> <ul style="list-style-type: none"> <li>• Explain which of the following is the best option for your family and <i>why</i>: drying clothes on a line, turning off lights, turning down the heat, running a full dishwasher, turning off computers and TVs, or planting a tree.</li> <li>• Why is it important to prevent chemicals from polluting water?</li> <li>• What would happen if our drinking water became polluted?</li> </ul>

**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 you practiced doing what good readers do! We know good readers ask themselves if what they are reading makes sense, and if it doesn’t they use fix-up strategies to understand it. Tell your partner one fix-up strategy... Remember that whenever you are reading anything, you want to monitor your comprehension and apply fix-up strategies if you don’t understand. We also discussed information from our book with each other. When you discuss what you read, it helps you understand what other people think and it gives you practice stating your opinion. I really enjoyed listening to your discussions, and I hope you’ll do this with other books you read. You can discuss with your friends or your family at home.”

Directions: Cut out and laminate the Comprehension Monitoring Icons.



Directions: Cut out and laminate the Comprehension Monitoring Icons.



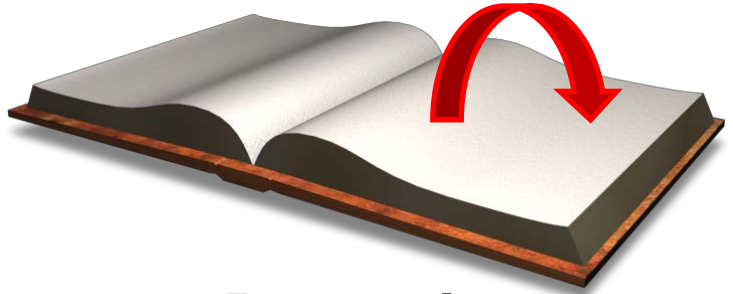




# Fix-Up Strategies



**Ask questions**



**Reread**



**Use picture clues**



**Find the meaning of a word**

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	WORDS TO KNOW LESSON 3
<p><b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Define the Words to Know <b>environment, detail, adjective, and topic.</b></li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>TALK STRUCTURES FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> <li>Group Discussion</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard</li> <li>Lined paper (1 per student)</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>environment, detail, adjective, topic</b></li> <li>Teacher Journal Lesson #3</li> <li>Student Journal Lesson #3</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before this lesson...</b> We suggest creating a Words to Know poster prior to this lesson on chart paper or an interactive whiteboard using Teacher Journal #3. Display the poster for the duration of the unit.</li> <li>In addition to posting the teacher journal, you can pass out Student Journal Lesson #3 for students to reference throughout the unit.</li> <li><b>WORDS TO KNOW</b> <ul style="list-style-type: none"> <li><b>environment:</b> The natural world; it influences the type, growth, and health of people, animals, and plants</li> <li><b>detail:</b> A small part of something bigger</li> <li><b>adjective:</b> A word that describes a noun or pronoun</li> <li><b>topic:</b> Something or someone that people talk or write about</li> </ul> </li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "Today we are going to learn some new vocabulary words. When I say the words, I want you to think about how well you know these words. If you know what the word means, give me a thumbs-up. If you are not sure of the meaning but you have heard it before, give me a sideways thumb, and if you have never heard the word before, give me a thumbs-down. It is not bad if you don't know them; it is exciting because you get to learn a new word! The Words to Know we will learn today are <b>environment... detail... adjective... and topic.</b> Now we are going to learn what they mean and how to use them in a sentence. [The words will be on our Words to Know poster for the unit]. The purpose of our lesson is to learn the definition of each word and to use it correctly in a sentence. The more words you know, the better reader and writer you become!"</p>	
<p><b>I Do/ WE DO</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "Our first Word to Know is <b>environment.</b> Say and spell the word <b>environment</b> with me:  <b>environment, E-N-V-I-R-O-N-M-E-N-T.</b></p> <ul style="list-style-type: none"> <li><b>Environment</b> means 'the natural world; it influences the type, growth, and health of people, animals and plants.' (<b>show Vocabulary Picture Card</b>)</li> </ul>	

- Our book Clean Planet shows how man affects the **environment** by polluting it and also how man helps to clean the **environment**.
- **Environment** means ‘the natural world. It influences the type, growth, and health of people, animals and plants.’ Turn to your partner and tell them what **environment** means... Now switch...
- Now make up your own sentence using the word **environment**. Partners check to make sure the word is used correctly—that the meaning is right. **(allow brief talk time)**

**(detail)**

“The second Word to Know for today is **detail**. Say and spell the word **detail** with me: **detail, D-E-T-A-I-L.**

- **Detail** means ‘a small part of something bigger.’ **(show Vocabulary Picture Card)**
- If I asked you to tell me **details** about what you ate last night, you would tell me the kinds of vegetables you had and how they were cooked. In our book Clean Planet, there are many **details** about the different kinds of pollution.
- **Detail** means ‘a small part of something bigger.’ Turn to your partner and tell them what **detail** means... Now switch...
- Now make up your own sentence using the word **detail**. Partners check to make sure the word is used correctly—that the meaning is right. **(allow brief talk time)**

**(adjective)**

“The next Word to Know is **adjective**. Say and spell the word **adjective** with me: **adjective, A-D-J-E-C-T-I-V-E.**

- **Adjective** means ‘a word that describes a noun or pronoun.’ **(show Vocabulary Picture Card)**
- On page 4 of our book Clean Planet, the author uses the **adjectives** *clear* and *clean-looking* to describe water. On page 6, the author uses the **adjective** *tiny* to describe the particles.
- **Adjective** means ‘a word that describes a noun or pronoun.’ Turn to your partner and tell them what **adjective** means... Now switch...
- Now make up your own sentence using the word **adjective**. Partners check to make sure the word is used correctly—that the meaning is right. **(allow brief talk time)**

**(topic)**

“Our last Word to Know for today is **topic**. Say and spell the word **topic** with me: **topic, T-O-P-I-C.**

- **Topic** means ‘something or someone that people talk or write about.’ **(show Vocabulary Picture Card)**
- We are studying the **topic** of pollution, how pollution is made, and how we can solve the problem. In our book Clean Planet, the **topic** is pollution. When you choose something to write about, you choose the **topic**. In Social Studies, we study different **topics**.
- **Topic** means ‘something or someone that people talk or write about.’ Turn to your partner and tell them what **topic** means... Now switch...
- Now make up your own sentence using the word **topic**. Partners check to make sure the word is used correctly—that the meaning is right.” **(allow brief talk time)**

**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.**

**You could say:**

“I am going to say a sentence. You decide which of our four words completes the sentence...

**(say each sentence, give think time, and then give a signal for all students to respond at once)**

- The forest, desert, and mountains are all different kinds of \_\_\_\_\_. **(environments)**
- The author wrote a book about the desert. The desert was the \_\_\_\_\_. **(topic)**
- My friend described her new house, telling me all about it. She included every \_\_\_\_\_. **(detail)**
- Good writers use words to describe what they are talking about. They use lots of \_\_\_\_\_.” **(adjectives)**

	<p><b>Pass out lined paper. You could say:</b>          “Now I would like you to write four sentences, one with each of our new words. Sample sentences are shown here. <b>(refer to teacher journal, Words to Know poster, or student journal)</b> When you are done writing sentences, share them with a partner.”  <b>Circulate the room to provide support and feedback as students are working.</b></p> <p><b>Once students have shared with partners, invite a few volunteers to share their sentences with the class.</b></p>
CLOSE	<p><b>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.</b></p> <p><b>You could say:</b>          “Today we learned four new words. I am going to ask you a question, and I want you to tell me which Word to Know...”</p> <ul style="list-style-type: none"> <li>• Which word means a kind of describing word? <b>(adjective)</b></li> <li>• Which word means the natural world? <b>(environment)</b></li> <li>• Which word means something you write about? <b>(topic)</b></li> <li>• And which word means an important piece of information? <b>(detail)</b></li> </ul> <p>Great! I want you to listen for these words and use them as much as you can in the next few days. I will be listening for you to use these words in your conversations and your writing.”</p>

**Word:** **environment**

**Definition:** The natural world; it influences the type, growth, and health of people, animals, and plants

**Related Words:** *habitat, nature, surroundings, location, setting*

**Sample Sentence:** The ocean is filled with whales, dolphins, fish, kelp, and coral. The ocean is their \_\_\_\_\_.

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**Word:** **detail**

**Definition:** A small part of something bigger

**Related words:** *feature, item, parts, pieces, elements*

**Sample Sentence:** The building was full of very ornate tiles and paintings. It had so many \_\_\_\_\_.

Word: **adjective**

**Definition:** A word that describes a noun or pronoun

**Related words:** *describe, attribute, noun*

**Sample Sentence:** The main character was tall, angry, bossy, and mean.

*Tall* describes the main character. *Tall* is an \_\_\_\_\_.

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Word: **topic**

**Definition:** Something or someone that people talk or write about

**Related Words:** *subject, main idea, theme*

**Sample Sentence:** Jimmy wrote a story about dolphins. Dolphins were

the \_\_\_\_\_ of the story.



# Student Journal

## Earth Materials – Lesson 3



**Word:** topic

**Definition:** Something or someone that people talk or write about

**Related Words:** *theme, subject, main idea*

**Sample Sentence:** The topic of Jimmy's story was dolphins because he likes them and knows a lot about them.

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**Word:** detail

**Definition:** A small part of something bigger

**Related words:** *feature, item, parts, pieces, element*

**Sample Sentence:** The building was full of very ornate tiles and paintings; it had so many details we didn't know where to look first.

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**Word:** environment

**Definition:** The natural world; it influences the type, growth, and health of people, animals and plants

**Related Words:** *habitat, nature, surroundings, location, setting*

**Sample Sentence:** The ocean environment is filled with whales, dolphins, fish, kelp, and coral.

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**Word:** adjective

**Definition:** A word that describes a noun or pronoun

**Related words:** *describe, attribute*

**Sample Sentence:** When I added adjectives to my story about the main character, like *tall, angry, bossy, and mean*, it helped me describe him better.

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	SMWYK PRACTICE LESSON 4
<p><b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>Familiarize yourself with the SMWYK assessment.</li> <li>Briefly describe the Close project; show an example, if possible.</li> </ul>		
<p><b>TEACHING TECHNIQUES:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li><u>Clean Planet: Stopping Litter and Pollution</u> by Tristan Boyer Binns</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Individual Testing</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>None recommended</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>SMWYK Practice Instructions</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (2)</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></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"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Look over the SMWYK materials, view the SMWYK training module, and review instructions for the Close project in Lesson 24.</li> <li>If possible, prepare an example of the Close project to showcase when you describe the Close project.</li> </ul> </li> <li>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.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "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>	
<p><b>I Do/ WE Do/ YOU DO</b></p>	<p><b>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.</b></p> <p><b>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.</b></p>	
<p><b>CLOSE</b></p>	<p><b>After administering the assessments, create enthusiasm among students by describing the Close project and, if possible, sharing an example.</b></p> <p><b>You could say:</b>          "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
<b>Lesson Type</b>	<b>Text Mapping</b>	<b>Words to Know</b>	<b>Integration</b>	<b>Read to Know</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Identify and write descriptive noun phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe semantic relationships among content (academic) words occurring frequently in grade-level texts.</li> <li>Use target vocabulary words correctly in spoken or written texts.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the purpose of a text and discuss why the author may have made certain choices.</li> </ul>	<ul style="list-style-type: none"> <li>Exhibit sustained attention to and engagement in reading activities.</li> <li>Use a combination of writing, dictating, and drawing to recount the text with appropriate facts and relevant, descriptive <b>details</b> after independently reading a book.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Clean Planet: Stopping Litter and Pollution</u> by Tristan Boyer Binns </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li><u>Clean Planet: Stopping Litter and Pollution</u> by Tristan Boyer Binns </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard </li> <li>Blank paper (1 per student)</li> </ul>	<ul style="list-style-type: none"> <li>Document camera </li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's Bookshelf books </li> <li>Preselected nonfiction book </li> <li>Sample description of a book topic </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>WRAP set #1</li> <li>Vocabulary Picture Cards: <b>environment, detail, adjective, topic</b></li> <li>Teacher Journal Lesson #5</li> <li>Student Journal Lesson #5</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>environment, detail, adjective, topic</b></li> <li>Teacher Journal #6 (print or digital) </li> <li>Word web (optional) </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #2</li> <li>Vocabulary Picture Cards: <b>environment, detail, adjective, topic</b></li> <li>Student Journal Lesson #8</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	TEXT MAPPING LESSON 5
<p><b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Identify and write descriptive noun phrases.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Using Think-Alouds</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li><u>Clean Planet: Stopping Litter and Pollution</u> by Tristan Boyer Binns</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Document camera or interactive whiteboard</li> <li>Sticky notes</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #1</li> <li>Vocabulary Picture Cards: <b>environment, detail, adjective, topic</b></li> <li>Teacher Journal Lesson #5</li> <li>Student Journal Lesson #5</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Preview the text and use sticky notes to mark noun phrases that you will have students identify during the We Do segment.</li> <li>You will work with students to locate noun phrases in the lesson text and then to write noun phrases, focusing on vivid description. A noun phrase includes a noun and the modifiers that describe it. The modifiers may include <b>adjectives</b> as well as articles (<i>a, an, the</i>). In this lesson, you will focus on identifying the nouns and <b>adjectives</b>.</li> </ul> <p>Examples: <i>the black cat, shiny earrings, an interesting book, a blustery day, a silly idea, old shoes</i></p>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #1: ENVIRONMENT, DETAIL, ADJECTIVE, TOPIC</b></p> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "Have you ever noticed that some authors describe something so well that you can see it in your mind, even if there is no picture in the book? One way they do this is to use descriptive <i>noun phrases</i> when they write. Listen to this sentence: 'I see a cabin.' When I hear that sentence, I can only imagine a boring cabin because there are no <b>adjectives</b> describing the cabin. Now listen to this sentence: 'The <i>secluded, run-down, log</i> cabin was in the <i>deep, dark, forest</i>.' When I hear that sentence I can imagine a lot more because of all the <b>adjectives</b> like <i>secluded, run-down, and log</i> that are used in the noun phrases. The purpose of this lesson is to find noun phrases in our text and then to write some descriptive noun phrases ourselves."</p>	
<p><b>I DO</b></p>	<p><b>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.</b></p> <p><b>Display Teacher Journal Lesson #5. Find noun phrases in the text and add them to the chart.</b></p> <p><b>You could say:</b>          "Remember that a noun is the name of a person, place, or thing, and an <b>adjective</b> is a word that describes a noun. When you put <b>adjectives</b> and nouns together, you can create descriptive noun phrases. A <i>noun phrase</i> is a group of words that acts like a noun. I am going to read from our book <u>Clean Planet</u>. I am going to look for noun phrases that describe pollution. I will start by looking for the noun in a sentence. Then I will find the <b>adjectives</b> that describe that noun. Sometimes there is more than one <b>adjective</b>..."</p>	

	<p><b>(read p. 11, identifying noun phrases)</b> “When I read the caption for the picture, I see that it says the people hear ‘constant loud noise pollution.’ <i>Pollution</i> is the noun—pollution is a thing. Next I look for the <b>adjectives</b> that describe pollution. <i>Constant, loud, and noise</i> are all <b>adjectives</b> that describe pollution in this sentence. I will write the noun phrase <i>constant loud noise pollution</i> on my chart. <b>(add to chart)</b> I will circle the noun and underline the <b>adjectives</b>...</p> <p>“This page also says that noise can be ‘a big problem.’ I will write the noun phrase <i>a big problem</i> on my chart, circling the noun <i>problem</i> and underlining the <b>adjective</b> <i>big</i>.” <b>(add to chart)</b></p>
WE DO	<p><b>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.</b></p> <p><b>Work with students to continue finding noun phrases in the lesson text. Add them to the chart on the teacher journal and ask students to tell you which words to circle and which to underline. You could say:</b>  “Now we are going to work together find <i>noun phrases</i> in our text and write them in our chart...”</p> <p><b>(read p. 11, second paragraph)</b> “It says that noise can make people ill. ‘Then it is called noise pollution.’ In that last sentence, think about what the noun is... The noun is <i>pollution</i>. What is the <b>adjective</b> that describes pollution? Share with your partner. <b>(allow brief talk time)</b> Now tell your partner what the noun phrase is. <b>(allow talk time)</b> Who can tell me the noun phrase? <b>(pause for response)</b> The noun phrase is <i>noise pollution</i>. I’ll add that to the chart. <b>(add to chart)</b> Which word should I circle? <b>(pause and circle <i>pollution</i>)</b> Underline? <b>(pause and underline <i>noise</i>)</b></p> <p>“Now look at the next sentence: ‘People can make it by playing loud music or shouting.’ Think about the nouns in that sentence and which one is part of a noun phrase. Tell your partner. <b>(allow talk time; then elicit responses)</b> Yes, <i>music</i> is the noun. What is the <b>adjective</b>? <b>(pause for response)</b> Yes <i>loud</i> is the <b>adjective</b>. Together they make a descriptive noun phrase. Tell your partner the noun phrase. <b>(allow talk time; elicit responses)</b> Yes, <i>loud music</i>. <b>(add to chart)</b> Let’s circle the noun <i>music</i> and underline the <b>adjective</b> <i>loud</i> in our chart...”</p> <p><b>Continue to read pp. 11–12 as time permits. Have students identify the nouns, adjectives, and noun phrases and add them to the chart on the teacher journal.</b></p>
YOU DO	<p><b>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.</b></p> <p><b>Distribute Student Journal Lesson #5. You could say:</b>  “Now we are going to practice identifying noun phrases from our book. On your journal page, you will find some sentences from our book. The noun phrase is in bold text. Your job is to find the bold noun phrase, and then circle the noun and underline the <b>adjective</b> or <b>adjectives</b>, if there is more than one. Then, at the bottom of the page, you have the chance to use descriptive <b>adjectives</b> to create your own interesting noun phrases!”</p> <p><b>Read the sentences one at a time, allowing students enough time to circle nouns and underline adjectives. Then provide time for students to complete their own sentences. As time allows, invite volunteers to share their sentences.</b></p>
CLOSE	<p><b>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.</b></p> <p><b>You could say:</b>  “Tell a partner what kind of phrases we were looking for in our text today... Right, <i>noun phrases</i>. Tell your partner how to find a <i>noun phrase</i>... You find the noun and then look for the words that <i>describe</i> it. A noun phrase is a group of words that acts like a noun. Now tell your partner why authors use descriptive noun phrases when they write... It makes their writing much more interesting and fun to read, doesn’t it? I will be watching for your creative noun phrases when you write.”</p>

**Noun phrases** from Clean Plant: Stopping Litter and Pollution

Circle the nouns and underline the adjectives.



# Student Journal

## Earth Materials – Lesson 5



**Directions:** Follow along as your teacher reads excerpts from the book Clean Planet: Stopping Litter and Pollution. The noun phrase is bold. You should circle the noun in each noun phrase and underline the adjectives. The first one is done for you.

**Example:** The Hudson **(River)** in New York is an important **(waterway)**.

- 1) **The Clearwater Project** works with **local people** and the government.
- 2) People can come aboard **the wooden ship Clearwater** to learn more and help with research.
- 3) **One good way** to start is to get involved with **a conservation group** such as the Sierra Club.
- 4) They tackle **local issues** such as **air and water quality, alternative energy** and **other issues**.

Now it is your turn to write your own descriptive noun phrases! Fill in the nouns or the adjectives.

- 1) My dog has \_\_\_\_\_ adjective \_\_\_\_\_ adjective **ears!**
- 2) The **bright, colorful** \_\_\_\_\_ noun sat in the tree.
- 3) The \_\_\_\_\_ adjective **looking bear** ambled quickly toward the  
\_\_\_\_\_ adjective \_\_\_\_\_ adjective **picnic basket.**
- 4) At night the **white feathered** \_\_\_\_\_ noun hunted silently  
for \_\_\_\_\_ adjective \_\_\_\_\_ adjective **mice.**

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	WORDS TO KNOW LESSON 6
<p><b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>Identify and describe semantic relationships among content (academic) words occurring frequently in grade-level texts.</li> <li>Use target vocabulary words correctly in spoken or written texts.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard</li> <li>Blank paper (1 per student)</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>environment, detail, adjective, topic</b></li> <li>Teacher Journal #6 (print or digital)</li> <li>Word web (optional)</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> You may use the print or digital version of the teacher journal. If using the print version, you may want to cut out the images so you can place them on your word webs. You will need four copies of the word web.</li> <li>Use the teacher journal and/or word webs to map the Words to Know to their related words. You can either insert the provided words and pictures or write related words in the outer circles.</li> <li><b>WORDS TO KNOW</b> <ul style="list-style-type: none"> <li><b>environment:</b> The natural world; it influences the type, growth, and health of people, animals, and plants</li> <li><b>detail:</b> A small part of something bigger</li> <li><b>adjective:</b> A word that describes a noun or pronoun</li> <li><b>topic:</b> Something or someone that people talk or write about</li> </ul> </li> <li><b>SUGGESTED RELATED WORDS</b> <ul style="list-style-type: none"> <li><b>environment:</b> <i>habitat, surroundings, location</i></li> <li><b>detail:</b> <i>element, feature, item</i></li> <li><b>adjective:</b> <i>describe, attribute, noun</i></li> <li><b>topic:</b> <i>theme, subject, main idea</i></li> </ul> </li> <li>Each pair of students should have blank paper for the We Do and You Do segments of the lesson.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "The other day I was writing a story about my dog. When I was finished, I read it to my [son]. He said, "That is a good story, but you kept using the word <i>trick</i> over and over again.' So, I began to think that my writing would be better if I could come up with some other words that meant the same thing as <i>trick</i>. When I rewrote the story, I changed the word <i>trick</i> to <i>stunt, game, and clever show</i>. When my son reread it, he told me it was much better. As readers and writers, we want to think about how words are related. <i>Related</i> means that something belongs together. I used related words to make my story more interesting. Today we are going to find words that are related to our Words to Know. This will help us understand what we read and make us more descriptive writers."</p>	

<p><b>I Do</b></p>	<p><b>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.</b></p> <p><b>Display the teacher journal or a word web. Think aloud as you generate related words for topic and model filling in a word web (or point out the related words on the digital teacher journal).</b></p> <p><b>You could say:</b>  “Today we are going to think of words that are related to our Words to Know. The first word that I will model for you is <b>topic, T-O-P-I-C</b>. We learned that <b>topic</b> means ‘something or someone that people talk or write about.’ We said that the <b>topic</b> of the book <u>Clean Planet</u> was pollution.</p> <p>“I am going to make a word web for <b>topic</b>. I will think about what I know about this word and add these words to my web. I know that the <b>topic</b> is the <i>subject</i> of what the author is writing about, so I could add <i>subject</i> to my web as a related word. <b>(add to web)</b> I know that the <b>topic</b> of an article can sometimes be the <i>main idea</i>, so I can add that to my web. <b>(add to web)</b> Another word that means the same thing is <i>theme</i>. <b>(add to web)</b> Now I have these related words for <b>topic</b>: <i>theme, subject, and main idea.</i>”</p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Work with students to make a word web for detail. Ask students to suggest related words to add to the web; you may add their ideas as well as the suggested related words provided. Discuss with students how the words are related.</b></p> <p><b>You could say:</b>  “Now we are going to create a word web together. We are going to think of related words for <b>detail</b>. Let’s say and spell <b>detail: detail, D-E-T-A-I-L</b>. Remember, <b>detail</b> means ‘a small part of something bigger.’ What are some other words that are closely related to <b>detail</b>? <b>(provide think time)</b> Turn to your partner and share words you think of when you hear the word <b>detail...</b>”  <b>Call on volunteers to share their related words and add them to the word web.</b></p> <p><b>If students have difficulty thinking of related words, you could say:</b>  “Let’s think of some related words together...”</p> <ul style="list-style-type: none"> <li>• Look at the <b>details</b> on our Vocabulary Picture Card. <b>(show Vocabulary Picture Card)</b> That art has lots of <i>elements</i> or <i>features</i>. Could we add <i>elements</i> or <i>features</i> to our web?</li> <li>• When you’re planning something, you need to list the <b>details</b>, or <i>items</i> that you might need. What word should I add to the web?</li> </ul> <p>Now we have these related words for <b>detail</b>: <i>item, elements, features.</i>”</p> <p><b>Pass out blank paper. Work together to start word webs for the remaining two words. Review the definitions and start each web by adding <i>only</i> one or two words (students will finish the webs during the You Do segment). You could say:</b>  “Now let’s start word webs for the next two words...”</p> <ul style="list-style-type: none"> <li>• <b>(environment)</b> First let’s make a web for <b>environment</b>. This time I want you to make a word web with your partner. Write the word <b>environment</b> in the middle of the page and then draw a circle around it. As we think of related words, you can add bubbles around the middle circle. <b>Environment</b> means ‘the natural world; it influences the type, growth, and health of people, animals, and plants.’ What is one word that is closely related to <b>environment</b>? <b>(elicit responses or draw from suggested words, such as <i>habitat</i>)</b></li> <li>• <b>(adjective)</b> Now make a web for <b>adjective</b>. <b>Adjective</b> means ‘a word that describes a noun or pronoun.’ What is a word that is closely related to <b>adjective</b>?” <b>(elicit responses or draw from suggested words, such as <i>describe</i>)</b></li> </ul>

<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Have students brainstorm additional related words to add to their webs for environment and adjective. You could say:</b>          “Now it’s time to work with your partner to think of more words to add to the word webs for <b>environment</b> and <b>adjective</b>. After a bit, you can report what you’ve found and add even more related words to your web; I’ll add some to our class word web, too.”</p> <p><b>Circulate the room to provide support and feedback as students work.</b></p> <p><b>After students have had time to complete their webs, have them report their related words to the class. Encourage students to add more words to their webs and to keep the webs in their folders for reference throughout the unit.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “Today we thought of words related to our Words to Know—<b>topic, detail, environment, and adjective</b>. Related words expand our vocabulary, and a big vocabulary helps us understand what we read and helps us make our writing more interesting. Give me a thumbs-up for <i>yes</i> or a thumbs-down for <i>no</i>...”</p> <ul style="list-style-type: none"> <li>• Is <i>describe</i> related to <b>adjective</b>? <b>(yes)</b></li> <li>• Is <i>habitat</i> related to <b>environment</b>? <b>(yes)</b></li> <li>• Is <i>feature</i> related to <b>detail</b>? <b>(yes)</b></li> <li>• Is <i>ending</i> related to <b>topic</b>? <b>(no)</b></li> </ul>



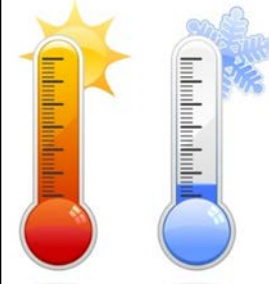
topic



detail



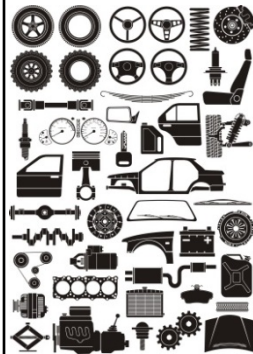
environment



adjective



subject



feature



habitat



attribute



theme



element



location



describe



(bees)

main idea



item



surroundings



noun



subject



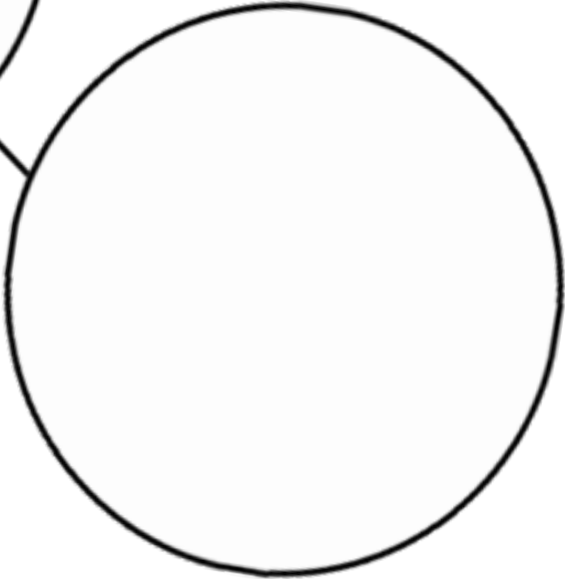
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topic



theme







feature



element



detail



item





habitat



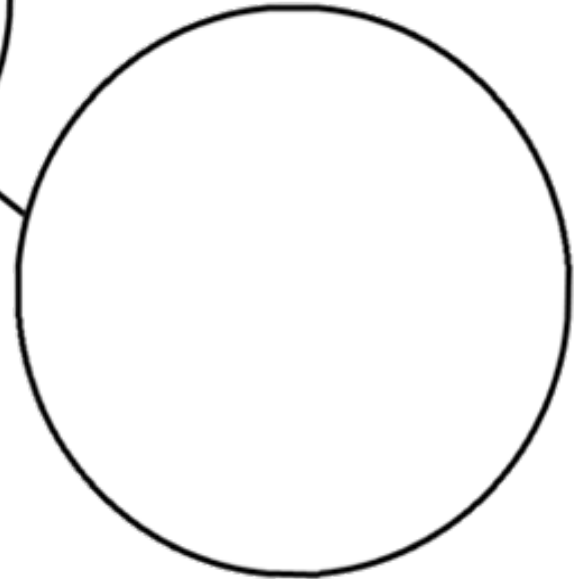
surroundings



environment



location

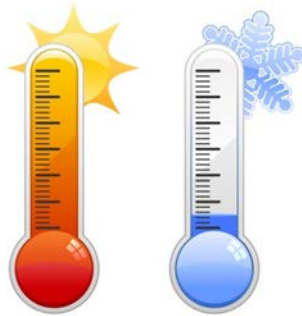




attribute



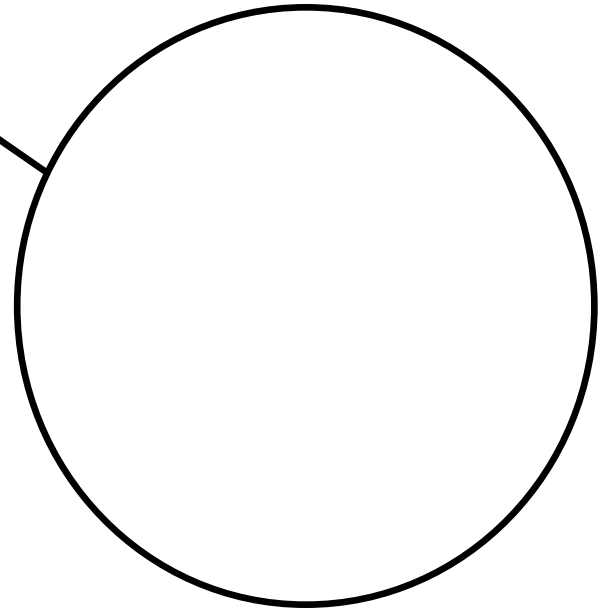
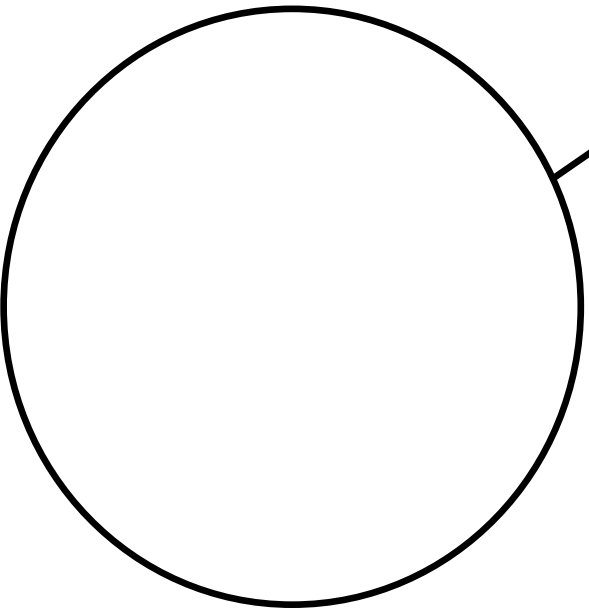
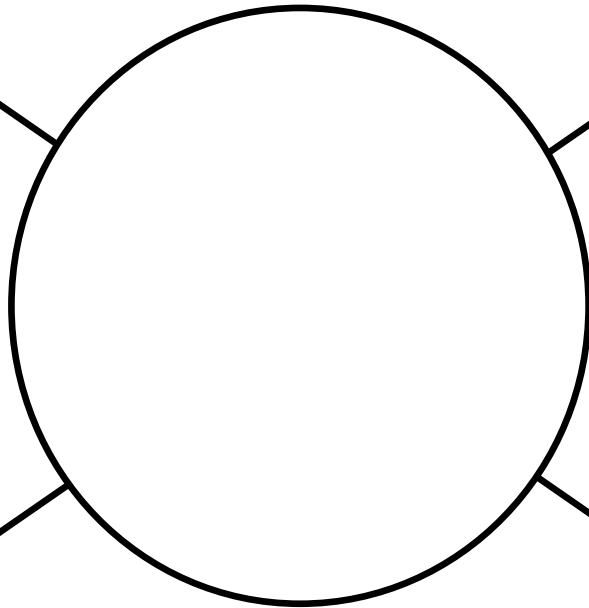
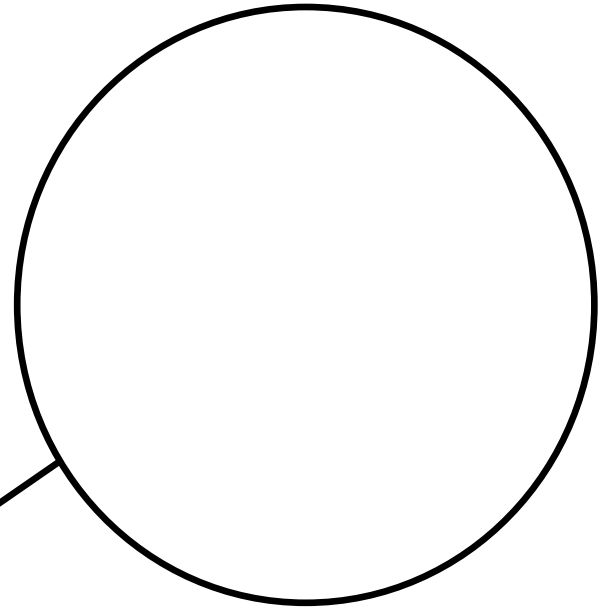
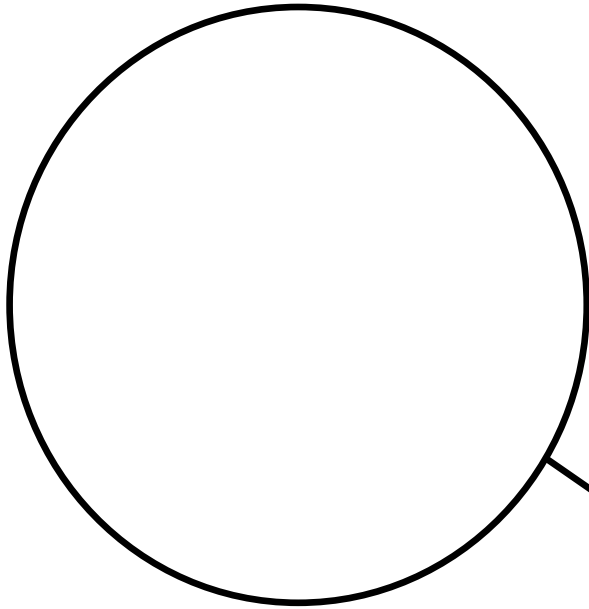
noun



adjective



describe



LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	INTEGRATION LESSON 7
<b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Identify the purpose of a text and discuss why the author may have made certain choices.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Clean Planet: Stopping Litter and Pollution</u> by Tristan Boyer Binns</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> <li>Group Discussion</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera</li> <li>Sticky notes</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Preview <u>Clean Planet: Stopping Litter and Pollution</u> and choose at least two sections to use for practice with finding the author's purpose. The book includes strong examples of informative and persuasive text. You could use the following examples: <ul style="list-style-type: none"> <li>(p. 16) The author is providing an example of what a school did to prevent litter and pollution. The purpose is primarily to inform us about what happened there. However, children might note that this section could also persuade the reader to begin a clean-up campaign at his or her own school.</li> <li>(p. 18) The author is giving examples of how making better choices can reduce pollution. She is providing information, but the purpose is also to persuade; this is evident by the value judgment in the heading 'Better Choices' and the suggestions of changes individuals and big companies can make.</li> <li>(p. 27) In the second paragraph, the author gives an example of a community that takes a stand against pollution and litter. The purpose would be to inform. However, point out that the first paragraph and the 'Taking Action' caption are persuasive in nature; they try to move the reader to take action or make changes.</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p> <p><b>You could say:</b>  "I was reading a flyer about what the city does to keep our drinking water safe. I was interested in this because I want to learn more about how the city keeps our water free from pollutants. As I read through the flyer, I saw price lists and examples of different water purification systems. I realized that this flyer wasn't going to teach me about how drinking water is purified; it was a company that wanted to sell me a water purification system for my house. Was I surprised! I thought the author was going to <i>inform</i> me about drinking water, when really they were trying to <i>persuade</i> me to purchase a system from their company.</p> <p>"Authors can have three purposes when they write. These are <i>to entertain</i>, <i>to persuade</i>, and <i>to inform</i>. Some authors, like Judy Blume and Roald Dahl, write to <i>entertain</i> us with their stories. Text that has lots of facts and information may be written to <i>inform</i> us, and text that tries to convince us of something is meant to <i>persuade</i> us; when an author write to persuade, he or she might be trying to get the readers to take action or make changes. Today we are going to identify the author's purpose in our book and discuss why she made certain choices. It is important to know this when we are reading or listening to a speaker."</p>	

<p><b>I Do</b></p>	<p><b>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.</b></p> <p><b>Browse the text and model identifying the author’s purpose. You could say:</b>  <b>(p. 4)</b> “When I am trying to determine the author’s purpose, I read the text and look for clues. When I look at page 4 in our book <u>Clean Planet: Stopping Litter and Pollution</u>, I see that the heading in bold print says ‘What is Pollution?’ I think that is a good clue that the author’s purpose in this section is to <i>inform</i> me about what pollution is. As I read on, I see that it tells me when pollution happens, that some is easy to see, but some is not. It also describes how pollution can be caused when things in nature are out of place. There are lots of facts about what pollution is. On this page the author is definitely informing me about what pollution is.</p> <p>“We are going to work together through other parts of our book to determine what the author’s purpose is. Is it to entertain, to inform, or to persuade?”</p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Work with students to identify the author’s purpose in various selections from the text.</b></p> <p><b>You could say:</b>      “We are going to read more of the book <u>Clean Planet</u>. You are going to try to figure out the author’s purpose by using clues from the text...”</p> <p><b>(read p. 8)</b> “Ask yourself, ‘What is the author’s purpose for including this information?’ Think about it and talk to a partner. <b>(allow talk time)</b> Can anyone tell me what they think the author’s purpose is? <b>(elicit responses; guide students to see that the purpose can be to inform or to persuade)</b> What are the clues from the text that you used to decide the author’s purpose <b>(elicit responses)</b> The author is providing information about what we can do to stop pollution, but she might also be trying to <i>persuade</i> us to make some changes, right? She lists several ways we can save energy at home, so she wants us to ‘take action.’ Why do you think the author added the photograph of clothes drying on the line and the caption that goes along with it? <b>(elicit responses)</b></p> <p><b>(read p. 16)</b> “Think to yourself, what is the author’s purpose on this page? What is the author trying to do—inform, persuade, or entertain? Talk to your partner about it. <b>(allow talk time)</b> Who wants to share what they think the author’s purpose is? <b>(elicit and discuss responses)</b> What are the clues from the text?” <b>(elicit and discuss responses; see notes on this selection under Special Instructions)</b></p>
<p><b>You Do</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>      “Now you are going to practice determining an author’s purpose. We are going to read a page from our book together. You and your partner will decide what the author’s purpose was and explain why the author chose that purpose. Include information from the text to support your answer.”</p> <p><b>Read selections from the text, one at a time. If possible, display the page on a document camera. After reading aloud, have students discuss the author’s purpose with their partners. Tell them to point to clues in the text that show the purpose and to discuss why the author included certain information. Circulate the room to provide support and feedback with this process.</b></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.**

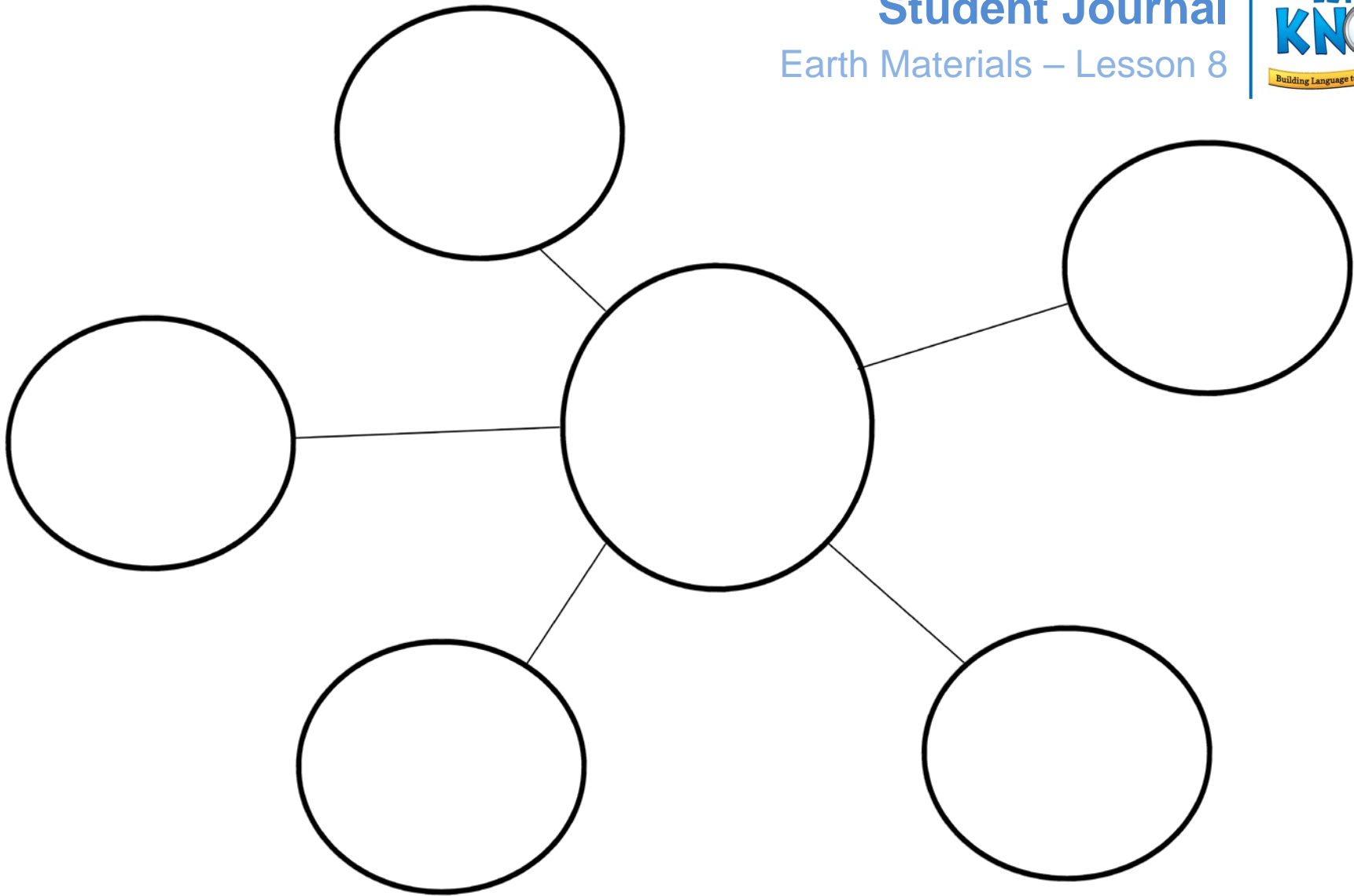
**You could say:**

“Today we practiced identifying the author’s purpose for writing certain parts of a text. I want everyone to think about the three purposes for writing. Tell your partner, taking turns naming each one. **(allow brief talk time)** Now tell your partner why it is important to understand the author’s purpose when you are reading. **(allow talk time)** When you understand why an author wrote what he did, it helps you understand what you read and helps you judge the information provided by the author. The next time I see you reading, I may ask you what the author’s purpose was for writing the book you are reading.”

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	READ TO KNOW LESSON 8
<b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Exhibit sustained attention to and engagement in reading activities.</li> <li>Use a combination of writing, dictating, and drawing to recount the text with appropriate facts and relevant, descriptive <b>details</b> after independently reading a book.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Engaging Readers</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Teacher's Bookshelf books</li> <li>Preselected nonfiction book</li> <li>Sample description of a book <b>topic</b></li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #2</li> <li>Vocabulary Picture Cards: <b>environment, detail, adjective, topic</b></li> <li>Student Journal Lesson #8</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>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, <b>topic</b>, complexity, and so on.</li> <li>Choose a nonfiction book to be used as an example during the Set.</li> <li>Using a section of the book or one of the bookshelf books, prepare a sample description of the <b>topic</b> to use as a model during the I Do routine.</li> </ul> </li> <li>Allow students the autonomy to select the texts they want to read during the Read to Know lessons.</li> <li>Review the Read to Know expectations or your own silent reading rules, if needed. For example, <ul style="list-style-type: none"> <li>Independently read a book of interest.</li> <li>Think about what you are reading and ask questions.</li> <li>Read silently or whisper read.</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed black; padding: 5px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #2: ENVIRONMENT, DETAIL, ADJECTIVE, TOPIC</b> </div> <p><b>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.</b></p> <p><b>Show students a nonfiction book that describes a topic you are interested in. You could say:</b>  "Today I want to show you a book that is about [____]. This is a <b>topic</b> that I am very interested in. I love to read books on [____]. Today you are going to have a chance to choose a book that teaches you about a <b>topic</b> that you are interested in. At the end of the lesson, you will create a word web that will help you describe the <b>topic</b> and then write a sentence describing the <b>topic</b>."</p>	
<b>I Do</b>	<p><b>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.</b></p> <p><b>Review the Read to Know Procedure as needed and establish a purpose for children's reading. You could say:</b>  "Today you see piles of books on each table. All the books are expository—the author wrote them to give you information—and they relate to our unit. Each of you will choose a book about a <b>topic</b> that interests you. You want to choose a book that is 'just right,' both interesting to you and at the right level of difficulty. <b>(you could browse books and demonstrate finding an appropriate one)</b></p>	



	<p>“After you have found your ‘just right’ book, you are going to read it and remember information the author teaches you about the <b>topic</b>. Then you will use this information to create a word web about the <b>topic</b> of your book and to write a descriptive sentence about the <b>topic</b> of your book.” <b>(display student journal)</b></p> <p><b>Using your selected expository book, briefly model creating a web and generating a descriptive sentence about the topic; you could draw a word web on the board or use a blank student journal. You could say:</b></p> <p>“As you read your book, you are going to be looking for information the author teaches you about the <b>topic</b>. Here is how I could describe my book... <b>(show selections from book)</b> I could add the words [____] and [____] to my word web because these are words that describe the <b>topic</b> of [____]. When I am done reading and creating my word web I will think of a sentence that describes my <b>topic</b>...”</p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Pass out the student journal. You could say:</b></p> <p>“After you find your book, take a pencil, your student journal, and your book to a quiet place in the room. I am going to set the timer for [15] minutes. Remember, as you read, look for words that describe your <b>topic</b>. You should be writing on your web every few pages. Don’t wait until you have read the entire book. Towards the end of our time, I will let you know that it is time to take the words from the web and create one sentence describing your <b>topic</b>.</p> <p>“Now find a book and a space to read quietly until I signal you to begin your task for today...”</p> <p><b>Have students choose their books. Allow them to engage with their texts for [15] minutes on their own. Circulate the room to monitor students and ensure that they are on task as they read independently.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>A few minutes before independent reading time is over, signal students to begin to write their descriptive sentences. When time us up, ask students to return to their seats. Have them share their descriptive sentences in pairs and discuss what they learned about their topics.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b></p> <p>“Today you had a chance to select a book that interested you. As you were reading, I asked you to write down information about the <b>topic</b>. Why do you think I asked you to do that? <b>(pause for response)</b> That’s right, I wanted you to know why you were reading the book. When we read, it’s important to think about why we are reading and what we are reading. This helps us understand what we read and remember it. Turn to your partner and tell them why you read your book. <b>(allow brief talk time)</b> When you read books at home or school, before you start, ask yourself, ‘Why am I reading this book?’”</p>



**Describe your topic in one sentence using the words from your word web.**

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## WEEKLY LESSON PLANNER

### EARTH MATERIALS

Week 3	Lesson 9	Lesson 10	Lesson 11	Lesson 12
<b>Lesson Type</b>	<b>Read to Me</b>	<b>Text Mapping</b>	<b>Integration</b>	<b>Words to Know</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use prior knowledge and information to make, confirm, and revise predictions.</li> <li>Engage in a range of talk structures on Grade 3 <b>topics</b> and texts.</li> </ul>	<ul style="list-style-type: none"> <li>Extract information from one type of text and translate into a new kind of text.</li> <li>Identify and use adverbial phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Use information from within a text and background knowledge to make accurate inferences.</li> </ul>	<ul style="list-style-type: none"> <li>Define the Words to Know <b>population, erosion, resource, and conserve.</b></li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>What Can We Do About Oil Spills and Ocean Pollution?</u> by David J. Jakubiak </li> </ul>	<ul style="list-style-type: none"> <li><u>What Can We Do About Oil Spills and Ocean Pollution?</u> by David J. Jakubiak</li> </ul>	<ul style="list-style-type: none"> <li><u>What Can We Do About Oil Spills and Ocean Pollution?</u> by David J. Jakubiak </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Document camera </li> <li>CD/MP3 player with child friendly music </li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> </ul>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard </li> <li>Lined paper (1 per student)</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #3</li> <li>Vocabulary Picture Cards: <b>environment, detail, adjective, topic</b></li> <li>Teacher Journal Lesson #10</li> <li>Student Journal Lesson #10</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #4</li> <li>Vocabulary Picture Cards: <b>environment, detail, adjective, topic</b></li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #12 </li> <li>Vocabulary Picture Cards: <b>population, erosion, resource, conserve</b></li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	READ TO ME LESSON 9
<p><b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Use prior knowledge and information to make, confirm, and revise predictions.</li> <li>• Engage in a range of talk structures on Grade 3 <b>topics</b> and texts.</li> </ul>		
<p><b>TEACHING TECHNIQUES:</b></p> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Rich Discussion</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• <u>What Can We Do About Oil Spills and Ocean Pollution?</u> by David J. Jakubiak</li> </ul> <p><b>TALK STRUCTURES FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Mix-Pair-Share</li> <li>• Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Document camera</li> <li>• CD/MP3 player with child friendly music</li> <li>• Sticky notes</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> Preview the lesson text. <ul style="list-style-type: none"> <li>○ You do not need to read the entire book during this lesson. Choose the sections or chapters you would like to read.</li> <li>○ Use sticky notes to mark passages where you will model predicting or prompt students to make predictions.</li> <li>○ You could note higher-order questions for rich discussion as you preview the book. Suggested questions are provided in the You Do routine, but you could opt to use other questions.</li> </ul> </li> <li>• Review the Predicting technique with students. Remind them that predicting is making educated guesses based on background information and clues in the text.</li> <li>• 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.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “Today we are going to read the second book in our unit about man-made threats to the earth. The book is called <u>What Can We Do About Oil Spills and Ocean Pollution?</u> by David J. Jakubiak. As we know, good readers use the strategy of <i>predicting</i> when they are reading. They think about what they already know about the <b>topic</b> and then use information from the text to make a prediction. When you look at this book, you think, ‘What information do I already know about the ocean or oil spills?’ Then you can begin to make a prediction about what you might learn in the book. Good readers read with a purpose and they make predictions about what they will learn. The purpose of our lesson today is to practice predicting.”</p>	
<p><b>I Do</b></p>	<p><b>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.</b></p> <p><b>Model predicting as you begin reading the text. You could say:</b>  “As I read today, I am going to show you how to make predictions when we are reading expository text. The first thing I will do is read the title and look at the photograph on the cover. The title asks a question about what we can do about oil spills and ocean pollution. I will also look at the table of contents and read the chapter titles... <b>(demonstrate)</b></p>	

	<p>“When I think about my prior knowledge about oil spills and ocean pollution, I know that a few years ago there was a big oil spill in the Gulf of Mexico. On the news they showed how they were trying to clean up the oil and stop more oil from spilling into the Gulf. When I look at the picture on the cover, <b>(show cover)</b> I see workers using tools to clean up the beach. In the table of contents, <b>(show table of contents)</b> there are many chapters on trash in the ocean and oil spills and on how wildlife and people are affected. So, my prediction will be that this book will tell us about ways that we can clean up oil spills on beaches and keep the ocean clean.”</p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Begin reading selections from the text and ask students to share their predictions as you read.</b></p> <p><b>You could say:</b>  “Now we are going to practice making predictions about the text together. <b>(display p. 5 on a document camera)</b> First we are going to read the heading, look at the picture and caption, and look for any bold words in the text. <b>(read these sections out loud)</b> Think about what you know about trouble in the water, ‘oil rigs,’ and the Deepwater Horizon spill. Tell your partner. <b>(allow talk time; then call on students to share their prior knowledge)</b> Looking and thinking about the heading, the photograph, the caption, and your prior knowledge, what do you think the author will write about in this section? Remember to include your prior knowledge and the information from the text. Tell your partner. <b>(allow talk time; call on students to share and explain predictions)</b> Now we want to think about our predictions as we read and confirm that we were correct, or adjust our predictions, if needed.”</p> <p><b>Read the page and guide students to confirm or revise their predictions.</b></p> <p><b>Read the text, repeating this procedure with any of the chapters in the book, as time permits.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Use the talk structure Mix-Pair-Share for rich discussion. Set up a CD or MP3 player with kid-friendly music. When you begin playing music, have children walk around the room; when you stop, have them pair up with the person closest to them to discuss one of the questions.</b></p> <p><b>You could say:</b>  “Now you will have an opportunity to talk to your classmates about the text. Please stand up and push in your chair. When you hear the music, you will begin to walk carefully around the room. When the music stops, you will find the person closest to you and then look at me. You and your partner will then answer the question I pose. After you talk, and I start the music, thank your partner and begin to walk around the room until you hear the music stop again; then find the person closest to you—this is your next discussion partner...”</p> <p><b>Ask each question, allowing pairs enough time to discuss before playing the music again. You may have students share their ideas with the class after discussing in pairs, or after the mix-pair-share activity is over.</b></p> <p><b>You could ask the following questions to promote rich discussion:</b></p> <ul style="list-style-type: none"> <li>• (p. 7) Predict what might happen if the plant and animal life in the ocean was destroyed. Explain your prediction.</li> <li>• (p. 13) Which type of pollution is more damaging—visible or invisible? Why?</li> <li>• (p. 19) Do you think that the steps to stop ocean pollution are enough? What else would you suggest be done?</li> </ul>

**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:**

“During the first part of our lesson today, we practiced making predictions while we read. Tell your partner why it’s good to make predictions while you read. **(allow talk time)** That’s right, making predictions helps you think about what you are learning and helps you understand the information. Then we had a discussion about the information in the book. Discussing information with others is also a great way to help understand what you read. We will practice discussions for other things that we read at school, and you can ask your family to read the same books you do so you can discuss what you read together.”

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	TEXT MAPPING LESSON 10
<p><b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Extract information from one type of text and translate into a new kind of text.</li> <li>• Identify and use adverbial phrases.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Using Think-Alouds</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• <u>What Can We Do About Oil Spills and Ocean Pollution?</u> by David J. Jakubiak</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Document camera or interactive whiteboard</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• WRAP set #3</li> <li>• Vocabulary Picture Cards: <b>environment, detail, adjective, topic</b></li> <li>• Teacher Journal Lesson #10</li> <li>• Student Journal Lesson #10</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• Adverbs describe or tell more about verbs, <b>adjectives</b>, or other adverbs. An adverbial phrase modifies a verb, <b>adjective</b>, or other adverb by telling <i>how, where, when, how often, or to what extent</i>. In this lesson, you will identify adverbial phrases that modify verbs.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #3: ENVIRONMENT, DETAIL, ADJECTIVE, TOPIC</b></p> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "Remember when we read the book <u>Clean Planet</u> and we made a web with words to describe the different types of pollution? Well, today we are going to take information from our book <u>What Can We Do About Oil Spills and Ocean Pollution?</u> and put it in another form. When we take information from our text and translate it into another form, it helps us understand and remember the information better. We are also going to find adverbial phrases. <i>Adverbial phrases</i> modify verbs, <b>adjectives</b>, or other adverbs and tell us how, where, when, how often, or to what extent something happens."</p>	
<p><b>I DO</b></p>	<p><b>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.</b></p> <p><b>Display Teacher Journal Lesson #10. Read the selections from the text and model identifying the verbs and adverbial phrases. You could say:</b>          "Today as we read our book, we are going to find instances where the author uses adverbial phrases to modify verbs and record these phrases in our journals. Remember that the adverbial phrases will tell us how, where, when, how often, or to what extent something happens.</p> <p><b>(p. 11)</b> "As I read this page, I see that it says 'Oil can push <i>through the ocean floor naturally</i>.' <b>(also point to sentence on teacher journal)</b> First I ask myself, 'What is the verb in this sentence?' I remember that verbs are action words and <i>push</i> is an action, so <i>push</i> is the verb. I will underline it. <b>(underline push)</b> Then I'll look for the words that tell more about the verb... The phrase 'through the ocean floor naturally' is an adverbial phrase. I will circle it. <b>(circle phrase)</b></p> <p>"The phrase describes <i>where</i> (through the ocean floor) and <i>how</i> (naturally) the oil pushes through the floor. Under the sentence on my teacher journal, I will circle <i>HOW</i> and <i>WHERE</i> because this phrase describes how and where the oil pushed. <b>(circle)</b></p>	



	<p>“On page 11, the author also says, ‘Eleven million gallons of oil poured <i>into the sound</i>.’ <b>(point to second sentence on journal)</b> The verb is <i>poured</i>, so I will underline it. <b>(underline)</b> ‘Into the sound’ is an adverbial phrase. I will circle it. <b>(circle phrase)</b> Then I will circle <i>WHERE</i> because the phrase tells where the oil poured.” <b>(circle)</b></p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Continue identifying adverbial phrases and completing the teacher journal with students.</b></p> <p><b>You could say:</b>  <b>(display and read p. 13, first paragraph)</b> “As I read this page it says, ‘Other kinds of pollution go <i>mostly unseen</i>, though.’ First help me find the verb. <b>(elicit responses)</b> Yes the verb is <i>go</i>. We will underline it. <b>(underline)</b> Now, think to yourself what the adverbial phrase is in that sentence; remember it tells how, where, when, how often, or to what extent the pollution <i>goes</i>. Tell your partner. <b>(allow talk time; then elicit answers)</b> Yes, that is correct; ‘mostly unseen’ is the adverbial phrase. Let’s circle it. <b>(circle phrase)</b> Now tell your partner, does ‘mostly unseen’ tell how, where, when, how often, or to what extent? <b>(allow talk time; then elicit answers)</b> Yes, we should circle <i>HOW</i> because it tells how the pollution goes. <b>(circle)</b></p> <p><b>(display and read p. 15)</b> “Listen to this sentence and see if you can identify the adverbial phrase: ‘Sea turtles, sea otters, seals, and whales all get stuck in old fishing nets.’ First we’ll find the verb. Then we’ll find the phrase that tells how, where, when, how often, or to what extent something happens. What is the verb, and what is the adverbial phrase? Tell your partner. <b>(allow talk time)</b> Now the other partner tells what kind of an adverbial phrase it is. <b>(allow talk time; then elicit responses)</b> Yes, the verb is <i>stuck</i> and the adverbial phrase is ‘in old fishing nets.’ It tells where the animals get stuck. Now we can complete our journal page. Who can tell me what to circle and underline?”</p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Distribute the student journal. Have students work in pairs. You could say:</b>  “Now it is your turn to practice this with your partner. On your student journal, you have sentences from our book. Read the sentences with your partner. Underline the verbs, circle the adverbial phrases, and then decide whether the adverbial phrase tells how, where, when, how often, or to what extent something happens and circle it. Remember sometimes it can be more than one.”  <b>Circulate among students to provide support and feedback as they work.</b></p> <p><b>After students have had ample time to complete the student journal, have them share answers as a whole group. Provide corrective feedback as needed.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “Today you found adverbial phrases that the author used in his writing. Authors use adverbial phrases to make their writing more interesting and to provide <b>details</b> about their <b>topics</b>. What is the first thing you should do to find an adverbial phrase that describes a verb? <b>(pause for response)</b> Right, find the verb. Now tell your partner two things that an adverbial phrase might tell. <b>(allow talk time; then elicit answers)</b> Right <i>how, where, when, how often, or to what extent</i>. As you read other texts, you may see adverbial phrases. Remember to use descriptive adverbial phrases in your writing when you want to modify a verb, <b>adjective</b>, or adverb.”</p>

**Directions:**

Find the verb and underline it.

Circle the adverbial phrase in each sentence.

Circle what it tells — *how, where, when, how often, or to what extent*.

1) Oil can push through the ocean floor naturally.

*HOW*

*WHERE*

*WHEN*

*HOW OFTEN*

*TO WHAT EXTENT*

2) Eleven million gallons of oil poured into the sound.

*HOW*

*WHERE*

*WHEN*

*HOW OFTEN*

*TO WHAT EXTENT*

3) Other kinds of pollution go mostly unseen, though.

*HOW*

*WHERE*

*WHEN*

*HOW OFTEN*

*TO WHAT EXTENT*

4) Sea turtles, sea otters, seals, and whales all get stuck in old fishing nets.

*HOW*

*WHERE*

*WHEN*

*HOW OFTEN*

*TO WHAT EXTENT*

# Student Journal

## Earth Materials – Lesson 10



**Directions:** Follow along as your teacher reads the excerpts from What Can We Do About Oil Spills and Ocean Pollution?

Find the verb and underline it.

Circle the adverbial phrase in each sentence.

Circle what it tells – *how, where, when, how often, or to what extent.*

**1) Oil spills create pollution in the ocean.**

*HOW            WHERE            WHEN            HOW OFTEN            TO WHAT EXTENT*

**2) Oil spills are cleaned up using booms that are stuffed with hair.**

*HOW            WHERE            WHEN            HOW OFTEN            TO WHAT EXTENT*

**3) A huge oil rig, the Deepwater Horizon, sank on April 20, 2012.**

*HOW            WHERE            WHEN            HOW OFTEN            TO WHAT EXTENT*

**4) People around the world are taking steps to stop ocean pollution.**

*HOW            WHERE            WHEN            HOW OFTEN            TO WHAT EXTENT*

**5) In some places, people have passed laws to keep our oceans safe.**

*HOW            WHERE            WHEN            HOW OFTEN            TO WHAT EXTENT*

**6) These chemicals often build up over a long time.**

*HOW            WHERE            WHEN            HOW OFTEN            TO WHAT EXTENT*

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	INTEGRATION LESSON 11
<b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Use information from within a text and background knowledge to make accurate inferences.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Inferencing</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>What Can We Do About Oil Spills and Ocean Pollution?</u> by David J. Jakubiak</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera or interactive whiteboard</li> <li>Sticky notes</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #4</li> <li>Vocabulary Picture Cards: <b>environment, detail, adjective, topic</b></li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Preview the lesson text. Use sticky notes to mark passages where you will model making inferences or prompt students to make inferences. You may use selections from the lesson routines or other sections or images from the book.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #4: ENVIRONMENT, DETAIL, ADJECTIVE, TOPIC</b> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "Sometimes authors don't tell us everything we need to know to understand a story. When reading, it is important to think about what you are reading in the text, connect it to what you already know, and make an inference. An <i>inference</i> is a logical guess based on information that you know from your experience and new information that you learn. For example, if you were reading about a large animal with big ears and tusks, you could make an inference about what kind of animal it was. What would your logical guess be? <b>(pause for response)</b> Yes, an elephant. You used information that I gave you and your background knowledge about animals to make an inference. The purpose of today's lesson is to practice making inferences. It is important to know how to make an inference, because the author doesn't always tell us everything we need to know to understand a story."</p>	
<b>I Do</b>	<p><b>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.</b></p> <p><b>Model making inferences about selections from the lesson text. You could say:</b>  <b>(display p. 8 and read the caption)</b> "Looking at this picture, I notice that there is a lot of garbage in the water. I notice that the garbage is made up of lots of different things, but not things like a few chip bags, soda bottles, or plastic bags that I have seen when I have gone to the beach. I am wondering how that much garbage got in the ocean. I am going to infer that there is something besides people at the beach causing this type of pollution in the ocean. I will keep reading to find out what caused this type of pollution on the next page, 'Trashing our Seas.'"</p> <p><b>(display p. 9 and read first paragraph)</b> "As I read the paragraph I think about what I know about beach pollution and remember a recent trip to a New York beach where I saw lots of trash on the beach. I would make an inference that even though the text says the U.S. Supreme Court told New York City to stop dumping trash in the ocean in 1931, there is still trash getting into the oceans through other ways. I will read on to see if my inference is correct."</p>	

	<p><b>(read p. 9, second paragraph)</b> “This paragraph confirms both of my inferences. Trash can be dumped into the ocean and washed into rivers and, unfortunately, this is still happening today. I used my background knowledge and what I read in the text to make correct inferences.”</p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Work with students to continue making inferences about the text.</b></p> <p><b>You could say:</b>  <b>(display picture on p. 12)</b> “Look at this page and think about what you can infer is happening in this picture. Remember to take what you know from your own experiences and clues from the picture to make an inference. Talk to your partner about your inference. <b>(allow talk time; then elicit inferences, asking students to explain the clues or knowledge they used)</b> I noticed some people mentioned that [it looked like she was a scientist and they noticed that the water was dirty looking. They also said they noticed that the scientist was wearing protective gloves, a mask, and eye protection, so maybe what she was handling was dangerous]. Now let’s read the caption. <b>(read caption)</b> Did the caption confirm your inference? <b>(discuss as a class)</b></p> <p><b>(read p. 13, including sidebar)</b> “There are many different causes of water pollution that we learned about on this page. The ‘Did You Know?’ sidebar tells us that oysters can be used to clean the ocean water. Why do you think it would be difficult to clean up the ocean? This is a question that requires you to make an inference. Remember to think about what you know about the ocean and what we read on this page. Share your ideas with your partner. <b>(allow talk time; then elicit inferences, asking students to explain the clues or knowledge they used)</b> Some of you mentioned that [you know that the size of the ocean might make it difficult to keep clean. It might be difficult to enforce any laws that might be put in place to stop pollution]. Others mentioned that [oysters are very small, so it would take a lot of them to clean the entire ocean]. Those are good inferences that you made using your background knowledge and the text.”</p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “Now you and your partner are going to practice making inferences. You are going to take information from the text or pictures, pair it with your background knowledge, and make inferences. With your partner, look at the pictures and text that I show. Talk to your partner and take turns answering the questions. The questions require you to make inferences.”</p> <p><b>Read selections from the lesson text or any other text aloud, displaying them on a document camera. After each selection, provide time for students to make inferences with their partners. Circulate among students to monitor their discussions and provide feedback. Encourage them to explain what background knowledge or text clues led them to their inferences.</b></p> <p><b>As time allows, have students share some of their inferences with the whole group.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “Today we learned that you need to use two sources of information to make an inference. Tell your partner what these things are. <b>(allow brief talk time)</b> Think about why you need to make inferences. Tell your partner. <b>(allow brief talk time)</b> Sometimes authors don’t always tell us all the information we need. We make inferences when we are reading, but we also make them in everyday life. Look for ways that you make inferences in reading and in real life!”</p>

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	WORDS TO KNOW LESSON 12
<p><b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Define the Words to Know <b>population, erosion, resource, and conserve.</b></li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>TALK STRUCTURES FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> <li>Group Discussion</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard</li> <li>Lined paper (1 per student)</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #12</li> <li>Vocabulary Picture Cards: <b>population, erosion, resource, conserve</b></li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before this lesson...</b>We suggest creating a Words to Know poster prior to this lesson on chart paper or an interactive whiteboard using Teacher Journal #12. Add to the poster you began from Lesson 3. Display the poster for the duration of the unit.</li> <li><b>WORDS TO KNOW</b> <ul style="list-style-type: none"> <li><b>population:</b> A specific group of people or animals that live in a certain place</li> <li><b>erosion:</b> The process by which something is worn away by natural forces such as water, wind, and ice</li> <li><b>resource:</b> A supply of something that can be used when it is needed</li> <li><b>conserve:</b> To use something carefully to protect it</li> </ul> </li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "Today we are going to learn some new vocabulary words. When I say the words, I want you to think about how well you know these words. If you know what the word means, give me a thumbs-up. If you are not sure of the meaning but you have heard it before, give me a sideways thumb, and if you have never heard the word before, give me a thumbs-down. It is not bad if you don't know them; it is exciting because you get to learn a new word! The Words to Know we will learn today are <b>population... erosion... resource... and conserve.</b> Now we are going to learn what they mean and how to use them in a sentence. [The words will be on our Words to Know poster for the unit]. The purpose of our lesson is to learn the definition of each word and to use it correctly in a sentence. The more words you know, the better reader and writer you become!"</p>	
<p><b>I Do/ WE DO</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          "The first Word to Know is <b>population.</b> Say and spell the word <b>population</b> with me: <b>population, P-O-P-U-L-A-T-I-O-N.</b></p> <ul style="list-style-type: none"> <li><b>Population</b> means 'a specific group of people or animals that live in a certain place.' (<b>show Vocabulary Picture Card</b>)</li> <li>When I talk about a <b>population</b> of elephants, it means a specific group of elephants. In our books, the authors tell us about how <b>populations</b> of fish may be affected by an oil spill.</li> </ul>	

- **Population** means ‘a specific group of people or animals that live in a place.’ Turn to your partner and tell them what **population** means... Now switch...
- Now make up your own sentence using the word **population**. Partners check to make sure the word is used correctly—that the meaning is right. **(allow brief talk time)**

**(erosion)**

“The second Word to Know we will talk about is **erosion**. Say and spell the word **erosion** with me: **erosion, E-R-O-S-I-O-N**.

- **Erosion** means ‘the process by which something is worn away by natural forces such as water, wind, and ice.’ **(show Vocabulary Picture Card)**
- In our book Clean Planet, it shows how acid rain causes **erosion**, or wears down stone and brick buildings.
- **Erosion** means ‘the process by which something is worn away by natural forces such as water, wind, and ice.’ Turn to your partner and tell them what **erosion** means... Now switch...
- Now make up your own sentence using the word **erosion**. Partners check to make sure the word is used correctly—that the meaning is right. **(allow brief talk time)**

**(resource)**

“The next Word to Know is **resource**. Say and spell the word **resource** with me: **resource, R-E-S-O-U-R-C-E**.

- **Resource** means ‘a supply of something that can be used when it is needed.’ **(show Vocabulary Picture Card)**
- In What Can We Do About Oil Spills and Ocean Pollution? when oil—a natural **resource**—spills, it causes pollution in another natural **resource**—the ocean.
- **Resource** means ‘a supply of something that can be used when it is needed.’ Turn to your partner and tell them what **resource** means... Now switch...
- Now make up your own sentence using the word **resource**. Partners check to make sure the word is used correctly—that the meaning is right. **(allow brief talk time)**

**(conserve)**

“The last Word to Know for today is **conserve**. Say and spell the word **conserve** with me: **conserve, C-O-N-S-E-R-V-E**.

- **Conserve** means ‘to use something carefully to protect it.’ **(show Vocabulary Picture Card)**
- We are studying how to **conserve** our natural **resources** to help protect the **environment**. In our book Clean Planet, the author suggested that walking to school would help **conserve** fuel and cut down on pollution. You can **conserve** water by turning off the faucet when brushing your teeth.
- **Conserve** means ‘to use something carefully to protect it.’ Turn to your partner and tell them what **conserve** means... Now switch...
- Now make up your own sentence using the word **conserve**. Partners check to make sure the word is used correctly—that the meaning is right.” **(allow brief talk time)**

**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.**

**You could say:**

“I will read a sentence. You decide which Word to Know completes the sentence...”

**(say each sentence, give think time, and then give a signal for all students to respond at once)**

- My mother likes to walk to work instead of driving her car; it is her way to \_\_\_\_\_. **(conserve)**
- Elephants are being hunted for their tusks, which reduces the elephant \_\_\_\_\_. **(population)**
- Water, wind, and oil are all examples of natural \_\_\_\_\_. **(resources)**
- The Grand Canyon was made by water and wind that caused \_\_\_\_\_.” **(erosion)**



	<p><b>Pass out lined paper. You could say:</b>          “Now I would like you to write four sentences, one with each of our new words. Sample sentences are shown here. <b>(refer to teacher journal, Words to Know poster, or student journal)</b> When you are done writing sentences, share them with a partner.”  <b>Circulate the room to provide support and feedback as students are working.</b></p> <p><b>Once students have shared with partners, invite a few volunteers to share their sentences with the class.</b></p>
CLOSE	<p><b>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.</b></p> <p><b>You could say:</b>          “Today we learned four new words. I am going to ask you a question, and I want you to tell me which Word to Know...”</p> <ul style="list-style-type: none"> <li>• Which word means wearing away by natural forces? <b>(erosion)</b></li> <li>• Which word means to use something carefully? <b>(conserve)</b></li> <li>• Which word means a specific group of animals or people? <b>(population)</b></li> <li>• And which word means a supply of something? <b>(resource)</b></li> </ul> <p>Great! I want you to listen for these words and use them as much as you can in the next few days. I will be listening for you to use these words in your conversations and your writing.”</p>

**Word:** **conserve**

**Definition:** To use something carefully to protect it

**Related Words:** *save, shut off lights, waste, wildlife, take care of, preserve*

**Sample Sentence:** My mother likes to walk to work instead of driving her car; it is her way to \_\_\_\_\_.

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**Word:** **population**

**Definition:** A specific group of people or animals that live in a certain place

**Related words:** *group, people, community, public, state, residents*

**Sample Sentence:** Elephants are being hunted for their tusks, which reduces the elephant \_\_\_\_\_.

**Word:** **erosion**

**Definition:** The process by which something is worn away by natural forces such as water, wind, and ice

**Related Words:** *grinding down, decrease, washing away, eating away, wear*

**Sample Sentence:** The Grand Canyon was made by water and wind that caused \_\_\_\_\_.

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**Word:** **resource**

**Definition:** A supply of something that can be used when it is needed

**Related words:** *reserve, stock store, supplies, water, wind*

**Sample Sentence:** Water, wind, and oil are all examples of natural \_\_\_\_\_.



## WEEKLY LESSON PLANNER

### EARTH MATERIALS

Week 4	Lesson 13	Lesson 14	Lesson 15	Lesson 16
<b>Lesson Type</b>	<b>Text Mapping</b>	<b>Integration</b>	<b>Words to Know</b>	<b>Read to Know</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use grade level suffixes and prefixes.</li> </ul>	<ul style="list-style-type: none"> <li>Summarize the main ideas and supporting <b>details</b> of expository text.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe semantic relationships among content (academic) words occurring frequently in grade-level texts.</li> <li>Use target vocabulary words correctly in spoken or written texts.</li> </ul>	<ul style="list-style-type: none"> <li>Exhibit sustained attention to and engagement in reading activities.</li> <li>Use a combination of writing and drawing to recount the text with appropriate facts after independently reading a book.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><a href="#">Clean Planet: Stopping Litter and Pollution</a> by Tristan Boyer Binns</li> <li><a href="#">What Can We Do About Oil Spills and Ocean Pollution?</a> by David J. Jakubiak</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">What Can We Do About Oil Spills and Ocean Pollution?</a> by David J. Jakubiak </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">What Can We Do About Oil Spills and Ocean Pollution?</a> by David J. Jakubiak</li> </ul>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> </ul>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard </li> </ul>	<ul style="list-style-type: none"> <li>Teacher's Bookshelf books </li> <li>Lined paper (1 per student)</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #13</li> <li>Game cards for Lesson #13 </li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #5</li> <li>Vocabulary Picture Cards: <b>population, erosion, resource, conserve</b></li> <li>Teacher Journal Lesson #14</li> <li>Student Journal Lesson #14</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>population, erosion, resource, conserve</b></li> <li>Teacher Journal #15 (print or digital) </li> <li>Word web (optional) </li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #6</li> <li>Vocabulary Picture Cards: <b>population, erosion, resource, conserve</b></li> <li>Teacher Journal Lesson #16</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	TEXT MAPPING LESSON 13
<b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Use grade level suffixes and prefixes.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Using Think-Alouds</li> </ul> <b>LESSON TEXTS:</b> <ul style="list-style-type: none"> <li><u>Clean Planet: Stopping Litter and Pollution</u> by Tristan Boyer Binns</li> <li><u>What Can We Do About Oil Spills and Ocean Pollution?</u> by David J. Jakubiak</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera or interactive whiteboard</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #13</li> <li>Game cards for Lesson #13</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Cut out the game cards for Lesson #13. You will distribute two sheets of base words and the prefixes/suffixes to each pair of students.</li> <li>If using the teacher journal digitally, you may move the prefixes and suffixes into the appropriate columns. You could also display the journal using a document camera and write the prefixes and suffixes next to the base words.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p> <p><b>You could say:</b>          "Do you remember that the meanings of base words can be changed by adding a prefix or a suffix? If you know what a prefix or suffix means, it helps you understand the meaning of the word. For example, I know what the base word <i>write</i> means, and I know that the prefix <i>re-</i> means 'to do something again.' So when I see the word <i>rewrite</i> at the top of my homework assignment, I know that I have to write the assignment over again. When I read the word <i>tallest</i>, I recognize the base word <i>tall</i>, and I know that the suffix <i>-est</i> means 'the most,' so I know that the tallest man is taller than every other man. The purpose of our lesson today is to practice adding prefixes and suffixes to base words to change their meaning. When you understand how prefixes and suffixes change the meaning of words, it helps you understand what you read."</p>	
<b>I Do</b>	<p><b>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.</b></p> <p><b>Display Teacher Journal Lesson #13. Think aloud as you model adding prefixes and suffixes to each word.</b></p> <p><b>You could say:</b>          "When we read our two books, there were many base words whose meanings were changed by adding a prefix or suffix. It is amazing how many new words we can make by adding a prefix or suffix to a base word. Look at my journal page. <b>(point to teacher journal)</b> My first base word is <i>pollute</i>. When I add the suffix <i>-tion</i>, <b>(add suffix)</b> the word changes to <i>pollution</i>. But notice that when I add the <i>-tion</i> suffix, I have to drop the <i>e</i> to spell <i>pollution</i> correctly. Sometimes there is a spelling change when we add a suffix. When I add the suffix <i>-tion</i> to the word <i>pollute</i>, it changes it from a verb to a noun. I could use it in a sentence and say, 'Ocean <i>pollution</i> is a big problem because it damages the whales, dolphins, and other ocean life.'</p>	

	<p>“Let’s try another one. The base word is <i>cycle</i>. If I add the prefix <i>re-</i>, which means ‘again,’ I create the word <i>recycle</i>, which means to cycle something again, or to use it again. I can use <i>recycle</i> in a sentence: ‘I <i>recycle</i> old shoe boxes by using them to store my pens and pencils.’”</p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Work with students to continue adding prefixes and suffixes to the base words. You could say:</b>          “We are going to work together to create some new words by adding prefixes and suffixes to base words. We only want to create real words! We will use the new words in a sentence. Let’s try one...”</p> <p>“The base word is <i>clean</i>. The prefix I choose is <i>pre-</i>. Think about what <i>pre-</i> means. Tell your partner. <b>(allow talk time; then elicit responses)</b> Yes, <i>pre-</i> means ‘before.’ <i>Preclean</i> is a real word that means ‘to clean before.’ My husband <i>preclean</i>s the dishes before he puts them in the dishwasher. He washes them in the sink before he puts them in. Think of a sentence for <i>preclean</i>. Tell your partner. <b>(allow talk time; invite students to share sentences)</b></p> <p>“Now let’s choose a suffix. If I add the suffix <i>-ed</i> to the word <i>clean</i>, it becomes <i>cleaned</i>. Think about what <i>-ed</i> means. Tell your partner. <b>(allow talk time; then elicit responses)</b> Yes, when you add the suffix <i>-ed</i>, it means the action happened in the past. Now think of a sentence for <i>cleaned</i>. Tell your partner.” <b>(allow talk time; invite students to share sentences)</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Pass out the game cards for Lesson #13. Have students continue to work in pairs.</b>  <b>You could say:</b>          “Now you are going to play a game with base words, prefixes, and suffixes. You and your partner have one set of cards with prefixes and suffixes and another set of cards with base words. Stack the prefix and suffix cards together and put the stack face down on the table. Put the base words face up on the table so that you can see them all. Here’s how you play...”</p> <ul style="list-style-type: none"> <li>• One partner chooses a card from the prefix/suffix stack and reads it.</li> <li>• Then you must pair the prefix or suffix with a base word to make a real word.</li> <li>• If you can make a real word, use the new word in a sentence. If you can’t make a new word, put the prefix or suffix card back, and it’s the next player’s turn.</li> </ul> <p>Keep playing until all of your prefix and suffix cards are used.”  <b>Circulate around the room to monitor students as they play the game.</b></p> <p><b>After playing the game, you could have students share their words and sentences.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “Today you created words by adding prefixes and suffixes to base words. Does adding a prefix or suffix change the meaning of a word? Yes! Think of a prefix and suffix in your head. Everyone tell your partner and ask them what it means. <b>(allow brief talk time)</b> It is fun to find new prefixes and suffixes when you read. When you know the meanings of prefixes and suffixes, it helps you understand more of the words you read. Next time you read a book, think about the prefixes and suffixes.”</p>

PREFIX	ROOT OR BASE WORD	SUFFIX
	POLLUTE	
	CYCLE	
	CLEAN	
	USE	

PRE RE TION EST MIS S  
UN ER FUL ED ING DIS

	wonder	
	cook	
	protect	
	legal	
	honest	
	possible	



loud

behave

tall

cheap

model

label

pre	il	dis	or
un	im	mis	est
re	ful	er	es

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	INTEGRATION LESSON 14
<p><b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Summarize the main ideas and supporting <b>details</b> of expository text.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Summarizing</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li><u>What Can We Do About Oil Spills and Ocean Pollution?</u> by David J. Jakubiak</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Document camera or interactive whiteboard</li> <li>Sticky notes</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #5</li> <li>Vocabulary Picture Cards: <b>population, erosion, resource, conserve</b></li> <li>Teacher Journal Lesson #14</li> <li>Student Journal Lesson #14</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Preview the text to select chapters or passages that you would like to have students summarize during the We Do section. One example is provided for you.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p>SET</p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #5: POPULATION, EROSION, RESOURCE, CONSERVE</b></p> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "Do you ever ask your friends what happened in a movie they watched? You are asking them to <i>summarize</i> what happened in the movie—to only tell you about the most important parts. You also might be interested in supporting <b>details</b> for the most important parts, but you do not want them to tell you every little thing that happened in the movie. Just as you can summarize a movie, you can summarize the information in a book and list the supporting <b>details</b> for the most important information. The purpose of our lesson today is to practice summarizing the main ideas in our book and to list the supporting <b>details</b>. When you can do this, it shows that you understood what you heard or read."</p>	
<p>I Do</p>	<p><b>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.</b></p> <p><b>Display the teacher journal. Read selections from the book and model summarizing.</b></p> <p><b>You could say:</b>          "The first chapter in our book is titled 'Trouble in the Water.' Often the title gives a hint about what the <b>topic</b> or main idea will be. I am going to model for you. As I read, I am going to think about the information and choose the most important parts to remember. That will help me determine the main idea. As I read, I will also choose the most important supporting <b>details</b> to include in my graphic organizer. <b>(point to teacher journal)</b></p> <p><b>(read p. 5, first paragraph)</b> "There were lots of <b>details</b> in that paragraph, all related to the Deepwater Horizon oil spill. Let me read the second paragraph and see if I can figure out the main idea for this chapter. <b>(read paragraph)</b> That paragraph doesn't just talk about the oil spill. It talks about other types of ocean pollution. If I thought about the main idea in this chapter, I would say it's that there are many types of ocean pollution. I will write that on my chart where it says <i>Main Idea</i>. <b>(add many kinds of ocean pollution to chart)</b></p>	

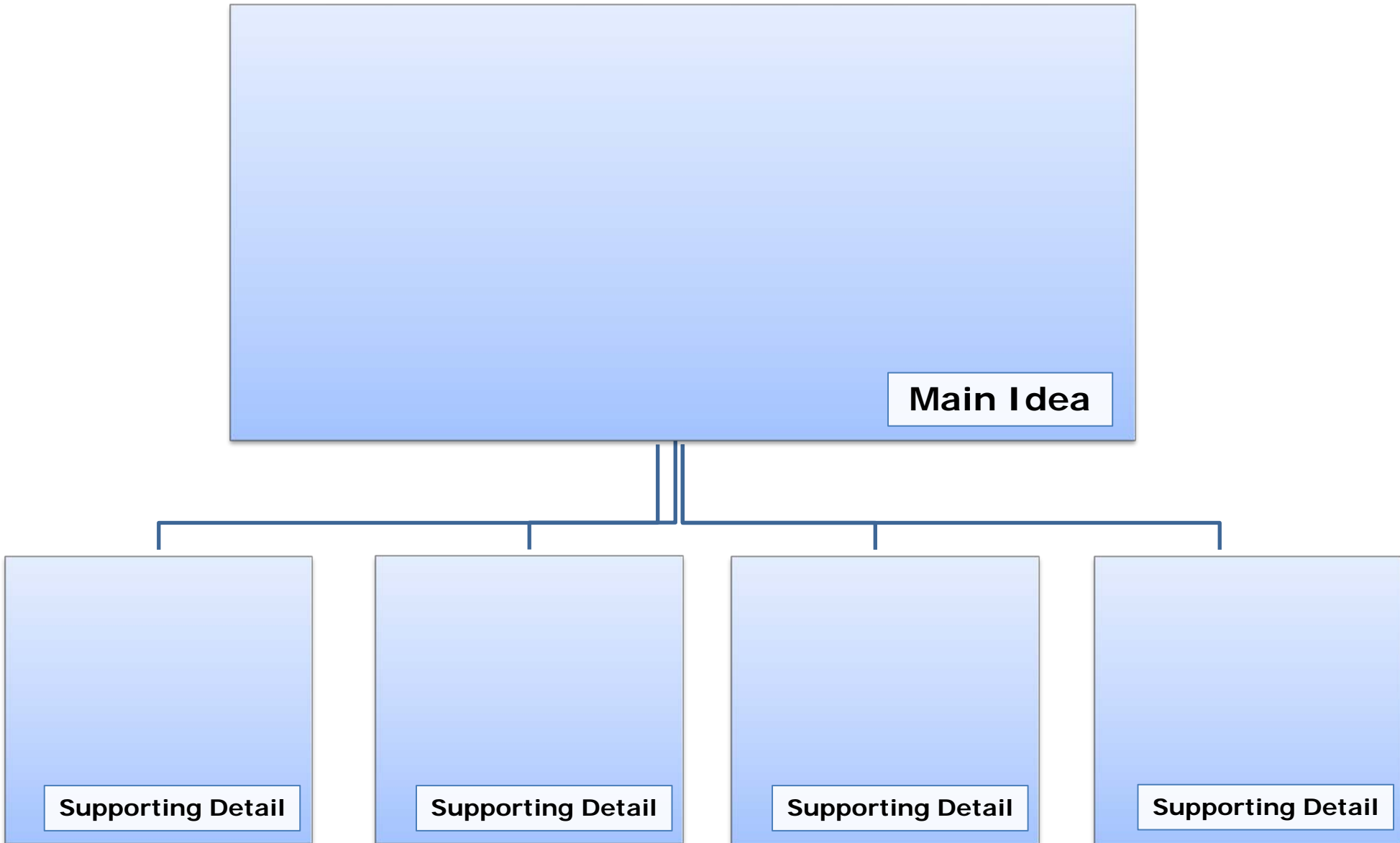
	<p>“Now I am going to write some supporting <b>details</b>. Since my main idea is about the different kinds of ocean pollution, my supporting <b>details</b> will tell more about that. So I will write <i>oil spills, trash, and dirty water from storms</i>. <b>(add supporting details to chart)</b> Now comes the interesting part. If I want to summarize what the author wrote on that page, I need to put together my main idea with the supporting <b>details</b>. I could say: ‘There are many different kinds of ocean pollution, including oil spills, trash, and dirty water from storms.’ That would be a good summary of the page.”</p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Work with students to develop summaries for other chapters from the book. Use the next chart in the teacher journal to record the information. You could say:</b></p> <p>“Now we will work together to figure out the main idea and supporting <b>details</b>. Then we will create a summary for a couple more chapters...”</p> <ul style="list-style-type: none"> <li>• <b>(display pages 6–7; read first paragraph)</b> Think about what that paragraph was about... What is the most important information to remember? Tell your partner. <b>(allow talk time; then elicit responses)</b> Yes, that paragraph told about the many animals that live in the ocean.</li> <li>• Now let’s read the next paragraph. <b>(read aloud)</b> Think about what that paragraph was about. Tell your partner. <b>(allow talk time; then elicit responses)</b> Yes, that paragraph told about the many ways we use the ocean, such as eating the fish and for recreation.</li> <li>• Now let’s read the last paragraph. <b>(read aloud)</b> Think about what that paragraph was mostly about. Tell your partner. <b>(allow talk time; then elicit responses)</b> Yes, that paragraph told about how important the ocean is because we get oxygen to breathe from it. The book also provided lots of <b>details</b> about algae, but that was not the main idea. Those were still <b>details</b> related to how oxygen is produced. They support the main idea about how important the ocean is.</li> <li>• Now comes the challenging part. Think about what all three paragraphs were telling us. They were all about the ocean, but what about the ocean? Tell your partner. <b>(allow talk time; then elicit responses)</b> What could we write as the main idea on our chart? <b>(point to teacher journal)</b> How about this: <i>The ocean is important in many ways.</i> <b>(add to chart)</b></li> <li>• Now think about the supporting <b>details</b> we found for this main idea. Tell your partner. <b>(allow talk time; then elicit responses and add to chart)</b> Let’s add these great ideas as our supporting <b>details</b>: [many animals live in the ocean, we use the ocean for food and recreation, and we get half our oxygen from the ocean].</li> <li>• Now we have to put the main idea and the <b>details</b> together to make a summary. Think about creating a sentence that includes all these things. Tell your partner.” <b>(allow talk time; then elicit responses and guide students to summarize the chapter)</b></li> </ul> <p><b>Continue this process using other chapters you have chosen, as time permits.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Distribute the student journal. You could say:</b></p> <p>“You and your partner are going to practice finding the main idea and important supporting <b>details</b> and then create a summary of text from our book. On your student journal, you will see two excerpts from our text and a graphic organizer. You are going to read the text and then choose the main idea and supporting <b>details</b> for that main idea. You and your partner will then take turns summarizing what you read.”</p> <p><b>Circulate around the room to monitor students as they work, helping them to identify supporting details.</b></p> <p><b>After students have completed the activity, you could invite volunteers to share their summary sentences with the whole group.</b></p>

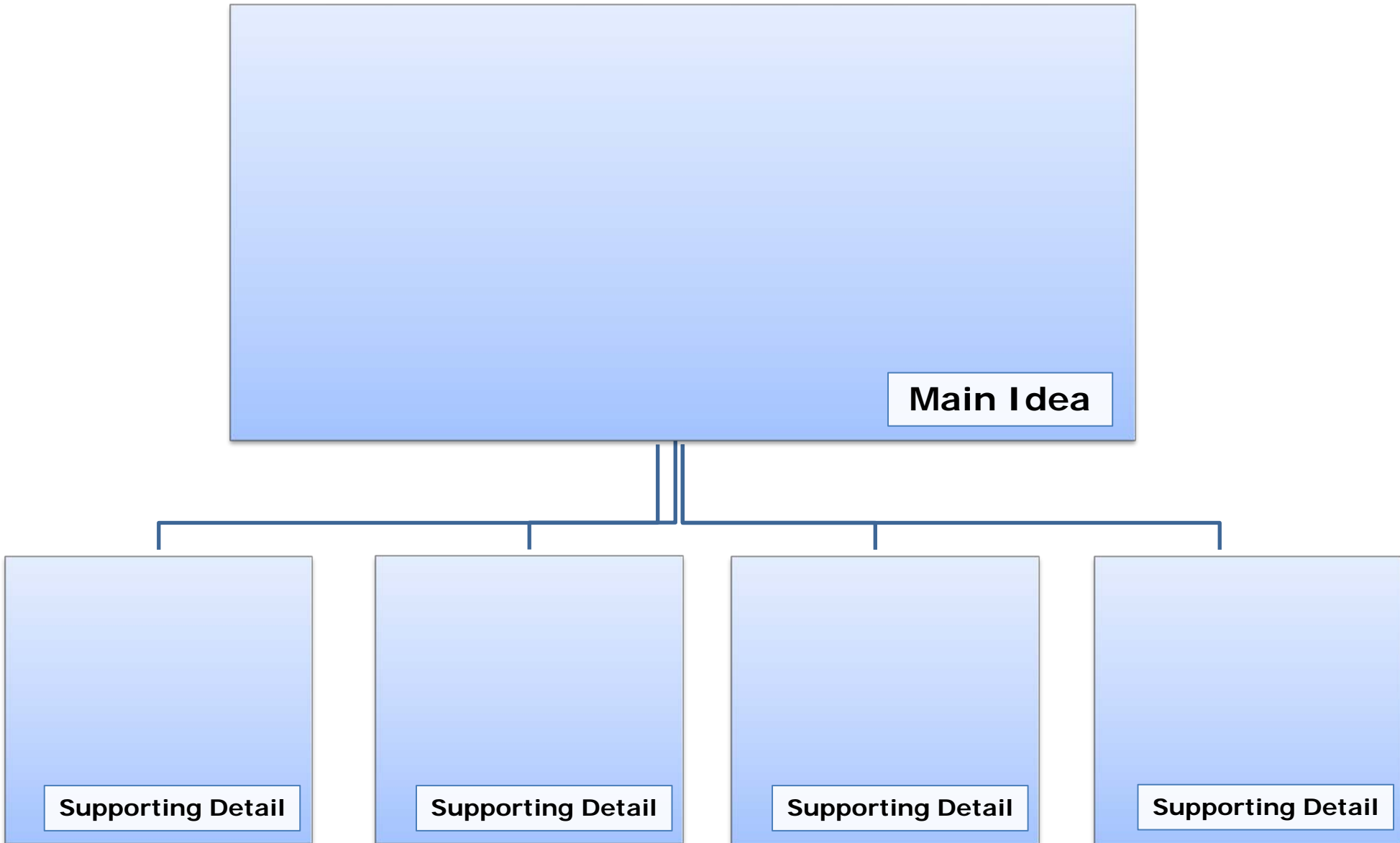
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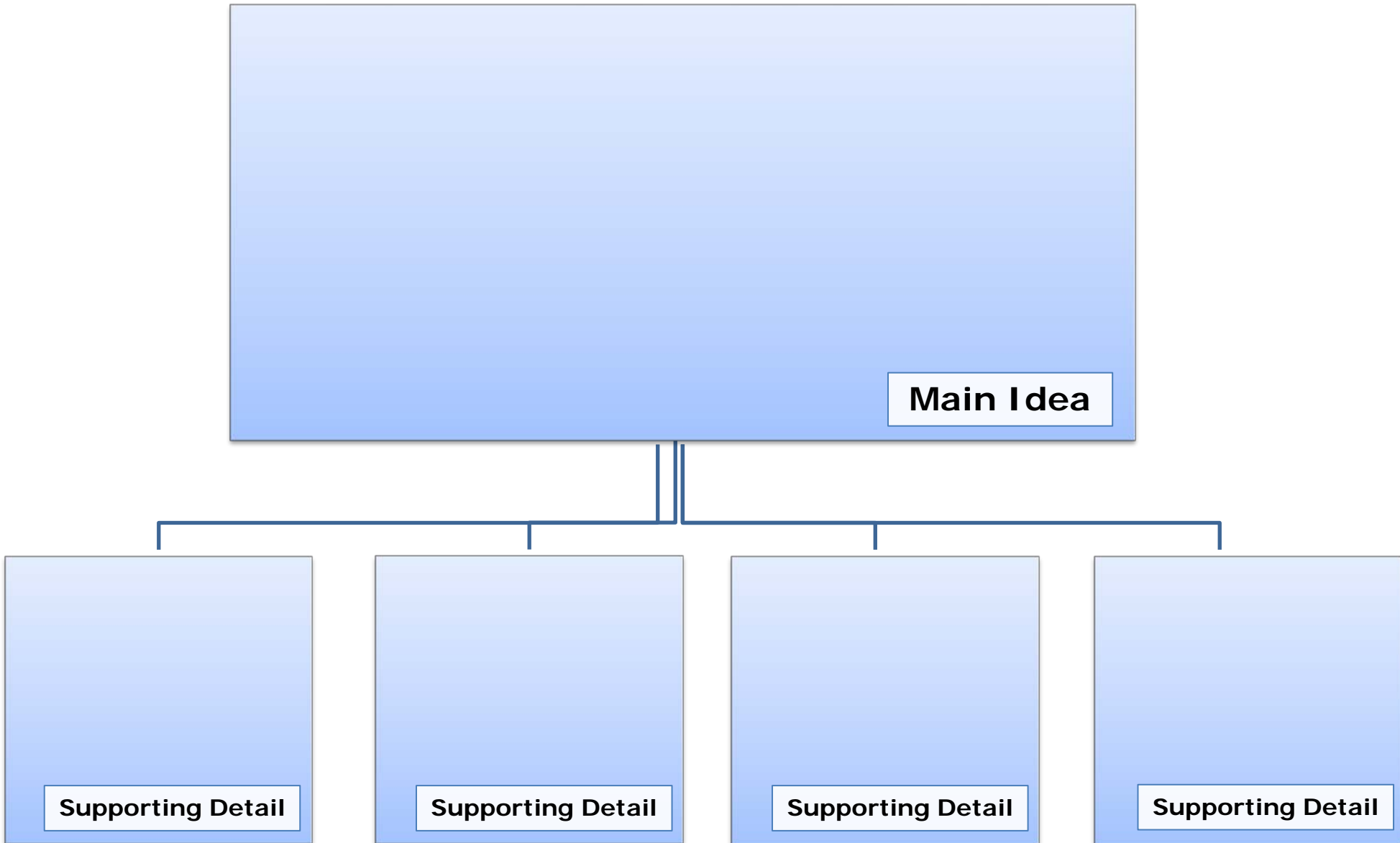
**Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.**

**You could say:**

“Today we practiced finding the main idea and supporting **details** from text we read and then summarizing that information. Tell your partner two things we look for when we want to summarize information. **(allow brief talk time)** Did you say the main idea and the supporting **details**? When you read a lot of information, it helps you remember the important parts if you stop to summarize it. Tonight when you go home, see if you can tell your parents a summary of what you did today. Remember to include the main idea and supporting **details!**”









**Directions:** Read the excerpt from the book What Can We Do About Oil Spills and Ocean Pollution? Complete the graphic organizer with a main idea and details. Then tell your partner a good summary of what you read.

### ***Wildlife Worries***

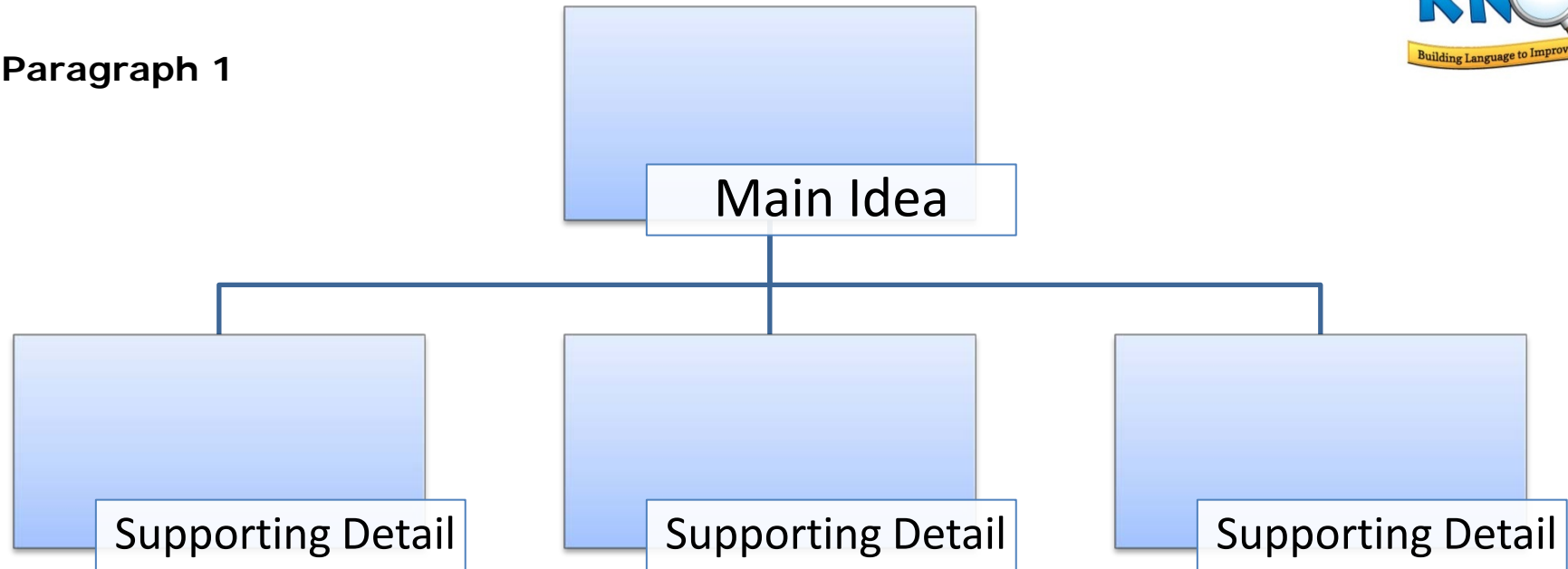
*Pollution is a danger to everything that lives in the ocean. Sea turtles choke on plastic bags. They eat these bags because they look like the jellyfish that the turtles often eat. Sea turtles, sea otters, seals, and whales get stuck in old fishing nets. Birds that get covered in oil from oil spills cannot fly.*

- 1) What is the main idea? Write it on your graphic organizer.
- 2) What are the supporting details that tell about the main idea? Write them on the organizer.
- 3) Now tell your partner a good summary of what you read.

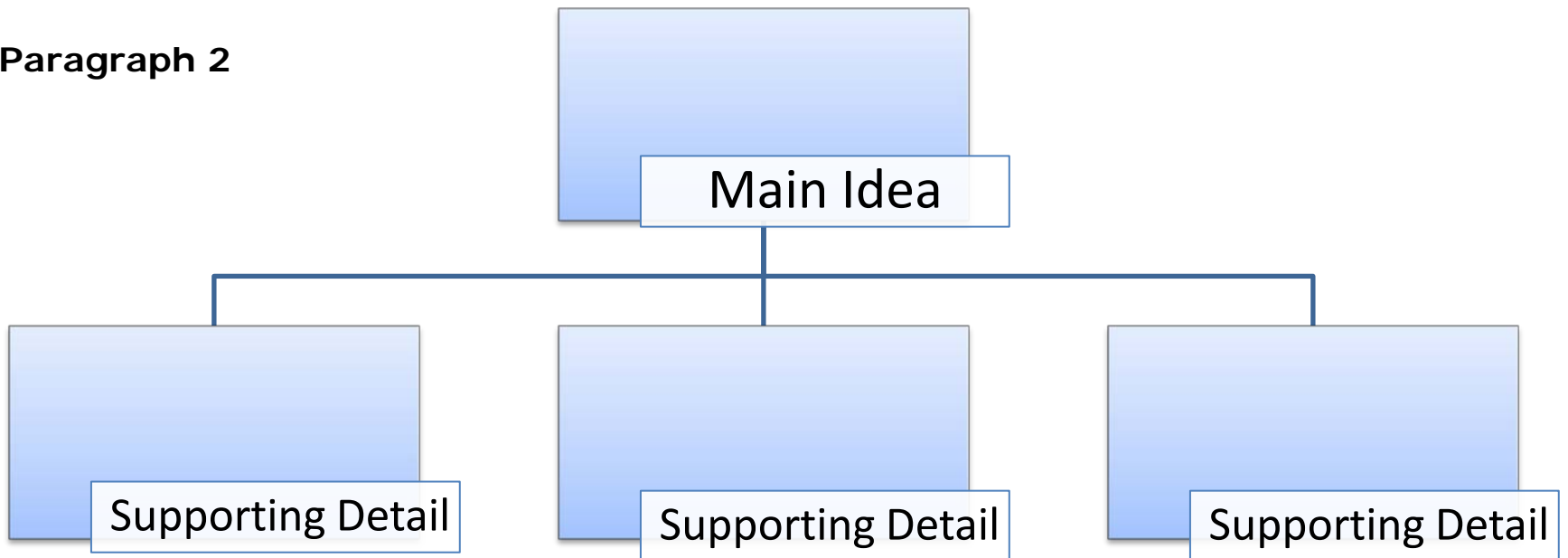
*Unseen chemicals in oceans build up in fish. The chemicals also build up in the animals that eat fish. These chemicals often build up over a long time. In 2007, scientists in Canada found chemicals that had not been used in over 20 years in beluga whales.*

- 1) What is the main idea? Write it on your graphic organizer.
- 2) What are the supporting details that tell about the main idea? Write them on the organizer.
- 3) Now tell your partner a good summary of what you read.

**Paragraph 1**



**Paragraph 2**



LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	WORDS TO KNOW LESSON 15
<b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Identify and describe semantic relationships among content (academic) words occurring frequently in grade-level texts.</li> <li>Use target vocabulary words correctly in spoken or written texts.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>TALK STRUCTURE FOR We Do/You Do:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>population, erosion, resource, conserve</b></li> <li>Teacher Journal #15 (print or digital)</li> <li>Word web (optional)</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> You may use the print or digital version of the teacher journal. If using the print version, you may want to cut out the images so you can place them on your word webs. You will need four copies of the word web.</li> <li><b>WORDS TO KNOW</b> <ul style="list-style-type: none"> <li><b>population:</b> A specific group of people or animals that live in a certain place</li> <li><b>erosion:</b> The process by which something is worn away by natural forces such as water, wind, and ice</li> <li><b>resource:</b> A supply of something that can be used when it is needed</li> <li><b>conserve:</b> To use something carefully to protect it</li> </ul> </li> <li><b>SUGGESTED RELATED WORDS</b> <ul style="list-style-type: none"> <li><b>population:</b> <i>group, people, community</i></li> <li><b>erosion:</b> <i>decrease, destruction, wearing away</i></li> <li><b>resource:</b> <i>reserve, wealth, supplies</i></li> <li><b>conserve:</b> <i>take care, save, waste</i> (opposite)</li> </ul> </li> <li>Display the last page of the teacher journal to prompt students to use the related words in sentences (or stories). Have them describe the pictures provided using the related words.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p> <p><b>You could say:</b>          "I like to have exactly the right word to use when I'm talking with someone. I also want to know the meaning of words when I'm reading. Knowing lots of words is important when you are reading because the more words you know, the better you can understand what you are reading. In your writing, it is important to use a lot of words to make your writing descriptive and interesting to read. Knowing and using words is also important in speaking. You will be better able to communicate if you know a lot of words. Today our purpose is to learn related words for our four new Words to Know."</p>	
<b>I Do</b>	<p><b>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.</b></p> <p><b>Display the teacher journal or a word web. Think aloud as you generate related words for conserve and model filling in a word web (or point out the related words on the digital teacher journal).</b></p>	

	<p><b>You could say:</b>  “Here’s a word web. I am going to think of words that are related to the Words to Know. I’ll start with <b>conserve</b>, <b>C-O-N-S-E-R-V-E</b>. We learned that <b>conserve</b> means to ‘use something carefully to protect it.’ We learned that we could <b>conserve</b> water when brushing our teeth by turning the faucet off. I know that <b>conserve</b> means to <i>save</i>, so I can add <i>save</i> to my web. <b>(add to web)</b> If I <b>conserve</b> something, I <i>take care</i> of it, so I can add <i>take care</i> to my web. <b>(add to web)</b> Antonyms or opposites can also be related words. The opposite of <b>conserving</b> something is to <i>waste</i> it. I can add <i>waste</i> to my web. <b>(add to web)</b></p> <p><b>(turn to last page of teacher journal)</b> “Now I want to use as many of the related words as I can to make up a story about <b>conserving</b> using the picture here. I will describe this little girl who wants to <b>conserve</b>. <b>(point to image)</b> Listen for all the related words I use...</p> <p style="padding-left: 40px;">“This is Gail, who thinks that it is very important to <b>conserve resources</b> and <i>save</i> energy. She doesn’t like to <i>waste</i> anything and makes sure that she <i>takes care</i> of what she has so she can <b>conserve</b> the <b>resources</b> of the earth! She prevents <i>waste</i> by reusing and recycling plastic bottles at her school. She might be a conservationist one day!”</p> <p>Did I include lots of related words? You are going to be doing this later with a partner.”</p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Work with students to make word webs for the remaining words. Ask students to suggest related words to add to the webs; you may add their ideas as well as the suggested related words provided. Discuss with students how the words are related.</b></p> <p><b>You could say:</b>  “Now let’s create more word webs for our Words to Know. The next word is <b>population</b>. It means ‘a specific group of people or animals that live in a certain place.’ What words can we add to our web? Hmm... I think we could add the word <i>community</i> to our word web. <b>(add to web)</b> What other words can you think of? <b>(elicit responses and add to web)</b></p> <p><b>(erosion)</b>  “Now how about <b>erosion</b>? It means ‘the process by which something is worn away by natural forces such as water, wind, and ice.’ What related words come to mind? <b>(elicit responses and add to web)</b> What about opposites?</p> <p><b>(resource)</b>  “‘The last word is <b>resource</b>, or a supply of something that can be used when it is needed. <i>Supplies</i> would work. <b>(add to web)</b> Any other suggestions? <b>(elicit responses and add to web)</b></p> <p><b>(return to last page of teacher journal)</b> “Now let’s practice using our Words to Know and related words in sentences. There’s a picture about each Word to Know on this page. Let’s choose <b>population</b>. Look at the picture... Notice all the people and the map of the United States. Think about how you could describe this picture using as many of our related words as you can. Tell a partner a story or some sentences describing this picture...”</p> <p><b>Allow talk time and then invite some students to share their descriptive sentences.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Leave the pictures displayed. Have students work in pairs to describe one of the pictures. Remind them to use as many related words as possible.</b></p>

	<p><b>You could say:</b>          “Now it is your turn to use as many of the related words as you can to describe one of the pictures for a Word to Know. You can choose one of the words that we did not describe or think of another description for a word we’ve already described. Think about what you want to say and then tell your partner. Both partners should have different descriptive sentences or stories.”  <b>Circulate the room to provide feedback and monitor how students are using the related words.</b></p> <p><b>Once students have had time to share in pairs, call on volunteers to present their descriptions to the class.</b></p>
CLOSE	<p><b>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.</b></p> <p><b>You could say:</b>          “Today you learned many related words. Tell me which Word to Know goes with this related word...”</p> <ul style="list-style-type: none"> <li>• <i>people</i> (<b>population</b>)</li> <li>• <i>wear away</i> (<b>erosion</b>)</li> <li>• <i>supplies</i> (<b>resource</b>)</li> <li>• <i>save</i> (<b>conserve</b>)</li> </ul> <p>Great job! You are learning many new words; now I will listen for these words when you’re speaking and look for them in your writing!”</p>



**conserve**



**population**



**erosion**



**resource**



**save**



**community**



**wearing away**



**wealth**



**take care**



**people**



**destruction**



**reserve**



**waste**



**group**



**decrease**



**supplies**





**conserve**



**resource**



**population**



**erosion**



save



take care



topic



waste





community



group



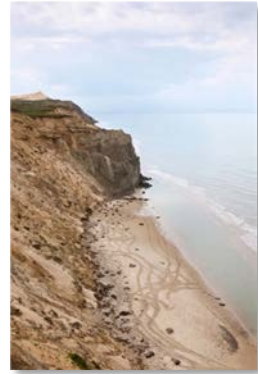
population



people



Wearing  
away



decrease



**erosion**



destruction



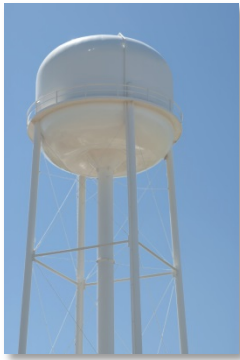
wealth



supplies



resource



reserve





**conserve**



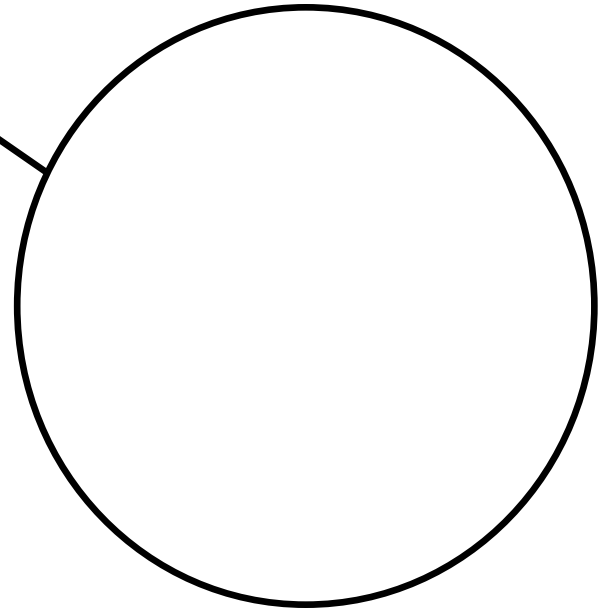
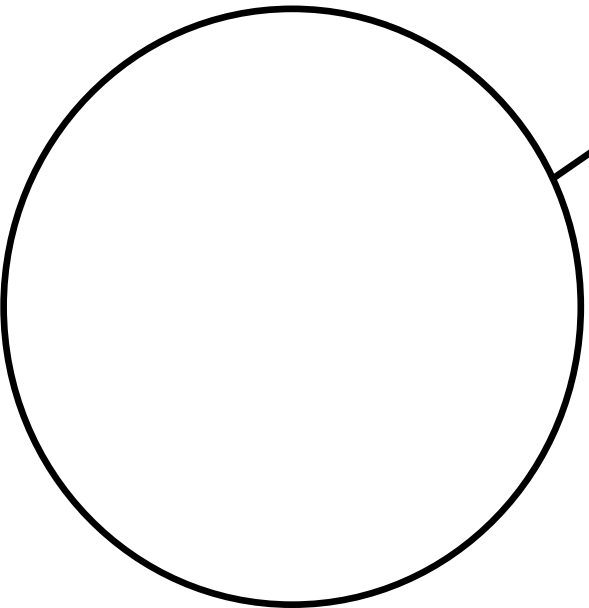
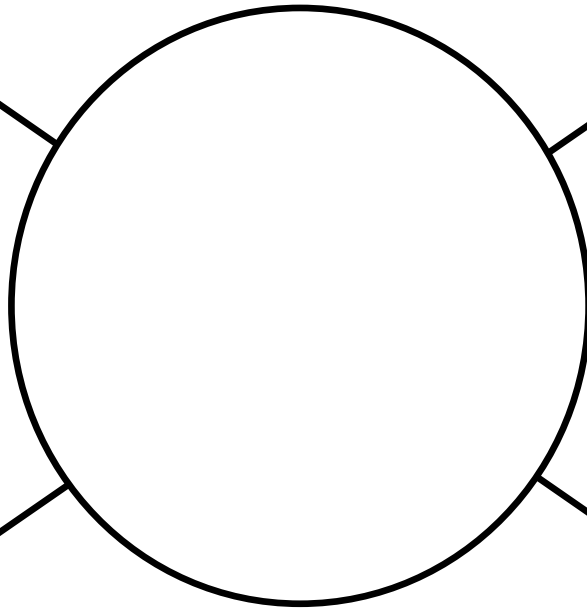
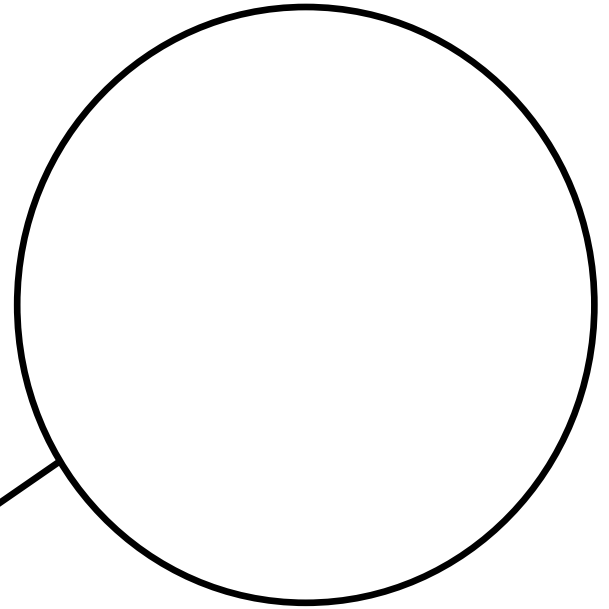
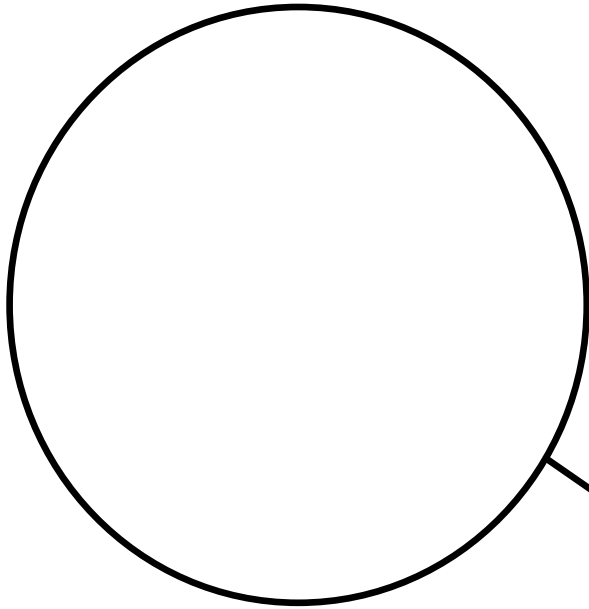
**resource**



**population**



**erosion**



LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	READ TO KNOW LESSON 16
<p><b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Exhibit sustained attention to and engagement in reading activities.</li> <li>• Use a combination of writing and drawing to recount the text with appropriate facts after independently reading a book.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Engaging Readers</li> </ul> <p><b>LESSON TEXTS:</b></p> <ul style="list-style-type: none"> <li>• <u>What Can We Do About Oil Spills and Ocean Pollution?</u> by David J. Jakubiak</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Teacher's Bookshelf books</li> <li>• Lined paper (1 per student)</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• WRAP set #6</li> <li>• Vocabulary Picture Cards: <b>population, erosion, resource, conserve</b></li> <li>• Teacher Journal Lesson #16</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> 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, <b>topic</b>, complexity, and so on.</li> <li>• Allow students to select the texts they want to read during the Read to Know lessons; provide them autonomy in their decisions.</li> <li>• Review the Read to Know expectations or your own silent reading rules, if needed. For example, <ul style="list-style-type: none"> <li>○ Independently read a book of interest.</li> <li>○ Think about what you are reading and ask questions.</li> <li>○ Read silently or whisper read.</li> </ul> </li> <li>• Display the teacher journal to demonstrate how to record a main idea and <b>details</b> on paper.</li> <li>• Students with writing challenges could draw illustrations of the main idea and <b>details</b> to share with a partner instead of writing.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #6: POPULATION, EROSION, RESOURCE, CONSERVE</b></p> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "When I am at home on the weekends, I love to read about the Grand Canyon! I love to learn about the animals and trails and to look at pictures of the beautiful scenery. Today you get to choose a book that you are interested in again. As you read, think about the main ideas and <b>details</b>; then you will tell your partner about what you read. Reading independently and then talking about what you've read are things good readers do."</p>	
<p><b>I DO</b></p>	<p><b>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.</b></p> <p><b>Review the Read to Know procedure, as needed, and establish a purpose for children's reading.</b></p> <p><b>You could say:</b>          "You see expository or informational books related to our unit <b>topic</b> on each table. You will choose a book that interests you. After you have found your 'just right' book, you will read it and look for the main ideas in the book."</p>	

	<p><b>Display the teacher journal and model finding the main idea from a text. You could say:</b>          “When I look at the table of contents in <u>What Can We Do About Oil Spills and Ocean Pollution?</u> I notice that there is a chapter titled ‘Fighting Pollution.’ That is something that interests me, so I am going to read that chapter and identify the main idea.</p> <p><b>(read excerpts from p. 19 aloud)</b> “On this page, the main idea the author is talking about is fighting pollution, so I’ll write that in the main idea box at the top of the paper. <b>(add fighting pollution to the top of the teacher journal)</b> Then the author discusses different ways that people are working to stop ocean pollution. I think those are the <b>details</b>, so I will record the <b>details</b> on my paper. <b>(add details to the journal)</b> If I wanted to tell you what that page was about, I would say that there are many ways that people are working to stop ocean pollution.</p> <p>“As you read your book, you are also going to be identifying the main idea and <b>details</b> of what you read. You can do this after a page in your book or after a paragraph. Use a sheet of paper to record the main idea and <b>details</b> that you find.”</p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “Remember that you want to find a book that interests you and one that is ‘just right’ in terms of difficulty. After you find your book, take a pencil, a piece of paper, and the book to a quiet place in the room. Read until the time is up. Remember that you want to find a page or paragraph and record the main idea and some <b>details</b> on your paper. Don’t wait until you have read the entire book.”</p> <p><b>Have students choose their books. Allow them to engage with their texts for [15] minutes on their own. Circulate the room to monitor students and ensure that they are on task as they read independently.</b></p> <p><b>Leave the teacher journal displayed to guide students as they work on their reading task.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>When independent reading time is over, ask students to return to their seats and think about what they will share. Then have them share the main ideas and details they found with partners.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>          “Today you had a chance to select a book that interested you. As you read, you identified two things. Turn to someone and tell them the two things you found in your book. <b>(allow brief talk time)</b> You found the main ideas and <b>details</b>. Reading for main ideas helps you find important information about the <b>topic</b> that you can share with someone who hasn’t read the book. It’s a skill everyone can use when they read and hear information.”</p>

WRITE YOUR  
DETAILS HERE

## MAIN IDEA





## WEEKLY LESSON PLANNER

### EARTH MATERIALS

Week 5	Lesson 17	Lesson 18	Lesson 19	Lesson 20
<b>Lesson Type</b>	<b>Read to Me</b>	<b>Text Mapping</b>	<b>Integration</b>	<b>Read to Know</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Identify when text doesn't make sense and apply fix-up strategies.</li> <li>Engage in a range of talk structures on Grade 3 <b>topics</b> and texts.</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences across primary expository text structures.</li> </ul>	<ul style="list-style-type: none"> <li>Integrate information from expository texts to provide a description.</li> <li>Summarize the main ideas and supporting <b>details</b> of expository text.</li> </ul>	<ul style="list-style-type: none"> <li>Exhibit sustained attention to and engagement in reading activities.</li> <li>Use a combination of writing and drawing to recount the text with appropriate facts after independently reading a book.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Recycling Rules!</u> by Barbara Keeler </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li><u>Clean Planet: Stopping Litter and Pollution</u> by Tristan Boyer Binns </li> <li><u>What can We Do About Oil Spills and Ocean Pollution?</u> by David J. Jakubiak </li> <li><u>Recycling Rules!</u> By Barbara Keeler </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Document camera </li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Interactive whiteboard, document camera, or computer </li> </ul>	<ul style="list-style-type: none"> <li>Document camera </li> </ul>	<ul style="list-style-type: none"> <li>Teacher's Bookshelf books </li> <li>Sticky notes</li> <li>CD/MP3 player </li> <li>Sample explanation of main idea and <b>details</b> </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Fix-Up Strategies Poster</li> <li>Comprehension Monitoring Icons (optional)</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #7</li> <li>Vocabulary Picture Cards: <b>population, erosion, resource, conserve</b></li> <li>Teacher Journal Lesson #18</li> <li><u>Text Structures</u> slideshow for Lesson #18</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #19 </li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #8</li> <li>Vocabulary Picture Cards: <b>population, erosion, resource, conserve</b></li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	READ TO ME LESSON 17
<b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Identify when text doesn't make sense and apply fix-up strategies.</li> <li>Engage in a range of talk structures on Grade 3 <b>topics</b> and texts.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>Comprehension Monitoring</li> <li>Rich Discussion</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Recycling Rules!</u> by Barbara Keeler</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera</li> <li>Sticky notes</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Fix-Up Strategies Poster</li> <li>Comprehension Monitoring Icons (optional)</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p> <p><b>You could say:</b>          "Sometimes when I am reading with a student, they read very fast, don't stop at punctuation, and skip over or substitute easy words for words they don't know. When they finish reading, they can't tell me what they just read. The reason they don't remember is because they weren't thinking about what they read. They just kept reading even though they didn't understand. It is important to think about what you are reading and stop and use fix-up strategies when you don't understand something. Today we will read the third book in our unit, <u>Recycling Rules!</u> You have had a lot of practice applying fix-up strategies when things don't make sense, and today you can practice even more. At the end, we'll discuss some of the ideas from the book."</p>	
<b>I Do</b>	<p><b>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.</b></p> <p><b>Begin reading the text, thinking aloud as you model comprehension monitoring. You could say:</b>          "I am going to remind you what good readers do when they don't understand what they read..."</p> <p><b>(read pp. 2–3 aloud)</b> "After I read this page, I stop and ask myself if this made sense. I am going to hold up my Doesn't Make Sense sign. <b>(show icon or otherwise signal)</b> I am not sure I understand how much trash is thrown out each year, because I am not familiar with kilograms. I will use the fix-up strategy <i>Reread</i> <b>(refer to poster)</b> and reread that section. <b>(reread section)</b></p>	

	<p>“I reread the part that says how much the trash weighs. In parentheses it converts kilograms to pounds, and the text helps me understand how big that number is by saying it weighs as much as 115 third graders... That’s about four classrooms of third graders! By stopping and rereading, I was able to understand how much trash is thrown out each year by one family. <b>(flip icon)</b></p> <p><b>(read all of p. 4)</b> “I am confused because I don’t know what the word <i>bauxite</i> means. <b>(hold up Doesn’t Make Sense sign or otherwise signal)</b> One fix-up strategy is to read the words around the unknown word and see if it gives me any clues. When I read around the word, the text is talking about mining, so <i>bauxite</i> is something that we get from the earth. I do know about other ores, like copper and gold ores. The next sentence confirms my inference; it says that <i>bauxite</i> ore is used to make aluminum products. I could also look it up in the dictionary to be sure.” <b>(flip icon)</b></p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Pass out Comprehension Monitoring Icons to students or remind them of your chosen signal. You could say:</b>  “Now as I read, I want you to monitor your comprehension by making sure you understand what I am reading. Sometimes there is a word that you don’t know or a long sentence that is difficult. I could misread a word. Listen as I read, and if something doesn’t make sense, hold up your Doesn’t Make Sense sign. <b>(or raise hand/put thumb down)</b> Then we’ll think about a fix-up Strategy to use...”</p> <p><b>Read the sidebar on p. 5 about recycling metals. Prompt students to use the fix-up strategy Reread to help them understand the process.</b></p> <p><b>Continue reading the text, stopping at least twice more to help students ‘fix up’ confusions. If students are not signaling, provide prompts related to unfamiliar words, difficult sentences, or confusing concepts.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>After reading, divide students into pairs for rich discussion. After students have discussed with their partners, have them share ideas with the class; you could do this after each question or after all three questions have been discussed by pairs.</b></p> <p><b>You could say:</b>  “We are going to discuss some interesting ideas from our text. It’s important for you to think about what you’d like to say and to take turns discussing it with your partner. Then we’ll discuss as a class.”</p> <p><b>You could use the following questions to evoke rich discussion:</b></p> <ul style="list-style-type: none"> <li>• How could you help your school or household become better recyclers?</li> <li>• Which of these ways of reducing waste do you think is the most effective: reduce, reuse, recycle, or reclaim? Why?</li> <li>• How many ways to recycle tires can you think of?</li> </ul>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “Today you practiced doing what good readers do! Good readers always make sense of what they’re reading, and if it doesn’t make sense they use fix-up strategies. Each of you think of one fix-up strategy and tell your neighbor... Remember that we always want to make sense of what we read or hear—I’ll watch for you to use fix-up strategies when we read other books. We also had a long discussion about our book today. I really enjoyed listening to your discussions about recycling, and I hope you’ll discuss other books you read from now on, and discuss recycling with your family at home tonight!”</p>

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	TEXT MAPPING LESSON 18
<p><b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Identify similarities and differences across primary expository text structures.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Using Think-Alouds</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Interactive whiteboard, document camera, or computer</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #7</li> <li>Vocabulary Picture Cards: <b>population, erosion, resource, conserve</b></li> <li>Teacher Journal Lesson #18</li> <li><u>Text Structures</u> slideshow for Lesson #18</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>The <u>Text Structures</u> slideshow provides examples of several text structures. Read the slides for each text structure. Then add information about the purpose and navigation words for that text structure to the chart on Teacher Journal Lesson #18.</li> <li>If you are unable to play the slideshow, you could print the pages and display them on a document camera.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p>SET</p>	<div style="border: 1px dashed gray; padding: 5px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #7: POPULATION. EROSION. RESOURCE. CONSERVE</b></p> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "We know that authors write for different purposes, but did you know that authors use different text structures, or ways to organize their writing, depending on what information they are sharing? When authors are writing expository text, they can use different text structures to give us information. Today we are going to compare and contrast four text structures so that we can comprehend more of what we read when reading expository text."</p>	
<p>I Do</p>	<p><b>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.</b></p> <p><b>Show the <u>Text Structures</u> slideshow for Lesson #18. You could say:</b>          "This slideshow will help us learn about four text structures and identify how they are the same and how they are different. <b>(show and narrate slides 1-2)</b> As a reader, it will be important to know these structures so we are better able to comprehend the text and remember what we read.</p> <p><b>(read slide 3, Description)</b> "In this paragraph, the author is <i>describing</i> ocean pollution. He or she is giving us <i>examples</i> of who it affects, what causes it, and the many ways that people depend upon the ocean. <b>(read slide 4, Sequence)</b> This next slide tells us about the steps necessary for cleaning up an oil spill. It tells us the <i>order</i> in which these things happen.</p> <p><b>(display Teacher Journal Lesson #18)</b> "Let's look at this chart to compare and contrast these two text structures. First I want to think about the purpose of the two structures. The first one was to <i>describe</i> what ocean pollution looks like, and the second was to tell me the steps or the <i>sequence</i> that occurs during the cleanup of an oil spill. I will write that on my chart. The purposes were very different in the two structures." <b>(add purposes to chart)</b></p>	

<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Work with students to identify navigation words in the different text structures on the slides. Some navigation words are provided in the chart on the teacher journal; add the new ones you locate in the paragraphs.</b></p> <p><b>You could say:</b>  <b>(slide 3)</b> “Next I want us to look at the navigation words that were used in each paragraph to give us clues as to which type of text structure the author is using. Look at the underlined words in the description paragraph. Tell your partner what they are. <b>(allow talk time)</b> Words like <i>such as</i>, <i>for example</i>, and <i>including</i> are underlined. These are words that let me know the author is describing ocean pollution. Let’s write them on our chart. There are other navigation words already on the chart. <b>(add new navigation words to chart)</b></p> <p><b>(slide 4)</b> “Now look at the navigation words in this sequence paragraph. Tell your partner what they are. <b>(allow talk time)</b> The second paragraph has words like <i>when</i>, <i>first</i>, <i>right away</i>, <i>finally</i>, and <i>after</i>. These words give me a clue that the author is telling me the order in which something happened. Let’s write these navigation words for sequence on our chart. <b>(add to chart)</b> Now, can I have a volunteer read to me the navigation words that we have for each of these two text structures, description and sequence?”</p> <p>“I also want you to notice the different graphic organizers for each of the structures. A good graphic organizer that helps us describe is the word web. A graphic organizer for sequencing is a sequence chart.</p> <p><b>(display and read slide 5, Cause and Effect)</b> “In this paragraph, the author is telling us what happens when we burn fuel and how it affects the environment. It tells about what <i>causes</i> things to happen, so the text structure is cause and effect. What is the author trying to show? Tell your partner. <b>(allow talk time)</b> The author is showing us causes and effects of burning fuel. <b>(add purpose to teacher journal chart)</b> What navigation words does the author use to show cause and effect?”  <b>(pause for responses and add new words to chart)</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Display slide 6 of the <u>Text Structures</u> slideshow. Have students work in pairs to identify the text structure and navigation words. You could say:</b>  “Now you and your partner are going to work together to determine the text structure the author uses in the last slide and to identify the navigation words. You can write down the navigation words on scrap paper if you want to. We will share our ideas when we are ready.”  <b>Circulate around the room to provide support and feedback as pairs discuss the text.</b></p> <p><b>Once students are ready, ask them to share their ideas about the text structure and navigation words. Discuss as a class to see if you can reach a consensus. Then display slide 7, which shows the text structure (compare and contrast) and underlined navigation words. Ask students to tell you what to write to complete the chart on Teacher Journal Lesson #18.</b></p>

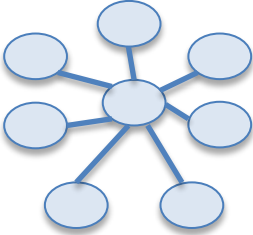

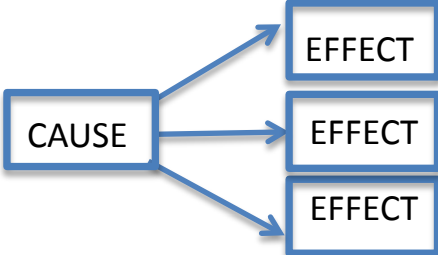
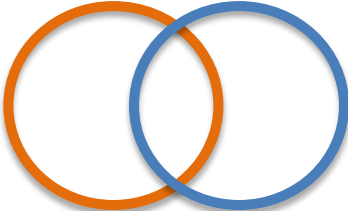
CLOSE

**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:**

“Today we looked at four text structures that authors use to help us understand expository text. Authors use different navigation words and have different purposes for using each of these text structures. Think about one of the text structures... Tell your partner its purpose and see if they can guess your text structure. **(allow talk time)** When we are writing, we should remember to use navigation words to help us describe, sequence, compare and contrast, or show cause and effect. We will become great readers and writers if we can identify and use different text structures!”

## TEXT STRUCTURES

TEXT STRUCTURE	PURPOSE The author...	NAVIGATION WORDS	GRAPHIC ORGANIZER
<b>DESCRIPTION</b>		___ is ...	
<b>SEQUENCE</b>		next, last, before, then, later	
<b>CAUSE and EFFECT</b>		if, then, since, due to, consequently	
<b>COMPARE and CONTRAST</b>		same as, similarly, also, too, on the other hand, either or, in contrast	

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	INTEGRATION LESSON 19
<b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Integrate information from expository texts to provide a description.</li> <li>Summarize the main ideas and supporting <b>details</b> of expository text.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> </ul> <b>LESSON TEXTS:</b> <ul style="list-style-type: none"> <li><u>Clean Planet: Stopping Litter and Pollution</u> by Tristan Boyer Binns</li> <li><u>What can We Do About Oil Spills and Ocean Pollution?</u> by David J. Jakubiak</li> <li><u>Recycling Rules!</u> By Barbara Keeler</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #19</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Preview all three unit texts. Choose chapters or selections to read that relate to stopping and preventing pollution. You may use the samples provided in the lesson or choose your own.</li> <li>As you generate main ideas about reducing pollution, add them to the teacher journal. Students will draw from these ideas when considering poster ideas and slogans for the Close project.</li> <li><i>Save the completed copy of the teacher journal for use in Lesson 24.</i></li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p> <p><b>You could say:</b>          "We are almost at the end of our unit on man-made threats to the earth. We have learned a lot about pollution and what we can do to stop or prevent it. We have read three books: <u>Clean Planet</u>, <u>What Can We Do About Oil Spills and Ocean Pollution?</u>, and <u>Recycling Rules!</u> We learned a lot of information from these books, but we are going to narrow our focus by finding the main ideas and <b>details</b>. Today we are going to take information from three books and integrate them. We are going to become experts on understanding and using information from texts!"</p>	
<b>I Do</b>	<p><b>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.</b></p> <p><b>Display the teacher journal and explain today's task. You could say:</b>          "Our <b>topic</b> is stopping and preventing pollution. There was information about this <b>topic</b> in all three books, so we are going to put all that information together. First we have to find sections in each book that talk about preventing pollution, and then we have to identify the main idea. When I look at the table of contents of <u>Clean Planet</u>, I see three chapters that talk about stopping or cleaning up pollution. I will look at the one on page 17. While I am reading I will think about the main idea and <b>details</b> and record them on my teacher journal.</p> <p><b>(display and read p. 17)</b> "This page tells us about how to stop pollution by using other types of power. I think that the main idea of this page is preventing pollution. I will write <i>preventing pollution</i> in the <i>Main Idea</i> column of the chart. <b>(add to journal)</b> A <b>detail</b> might be using renewable sources for energy, like wind and solar power. I will write that <b>detail</b> in the second column. <b>(add to chart)</b> I can just use short phrases as I'm adding these ideas and <b>details</b>..."</p>	



<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Work with students to locate more ideas about reducing pollution in the lesson texts.</b>  <b>You could say:</b>  “Next, let’s do some together. I will show you the page and read aloud. You help me find the main ideas and <b>details</b>...”</p> <p><b>(p. 18, first paragraph)</b> “Think about the main idea of this paragraph. Talk to your partner. <b>(allow talk time; then elicit responses)</b> I think using less polluting products could be our main idea. I’ll write <i>use less polluting products</i> on the chart. <b>(add to chart)</b> What might be a <b>detail</b> for this main idea? Talk to your partner.” <b>(allow talk time; then elicit responses)</b> Good thinking. Let’s write <i>biodegradable cleaning products</i> as a <b>detail</b>. <b>(add to chart)</b></p> <p>“Now let’s look at <u>What Can We Do About Oil Spills and Ocean Pollution?</u> In the table of contents, there is a chapter titled ‘Doing Your Part’ on page 22. <b>(display and read p. 22)</b> Think about the main idea of this paragraph. Talk to your partner. <b>(allow talk time; then elicit responses)</b> Yes, we could say the main idea is that reusing makes less trash. What should I put on the chart? <b>(add to chart)</b> Now think about some <b>details</b> that help support this idea. Tell your partner. <b>(allow talk time; then elicit responses)</b> There are a lot of things you could write. Let’s pick a few. We could write <i>reuse water bottles, use cloth napkins, pick up your trash, or ride a bicycle</i> on the chart.” <b>(add a few details to the chart)</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Continue the activity, shifting the responsibility for identifying main ideas and details to students. Have them discuss their thoughts in pairs and then report to the class. Add their ideas to the chart on the teacher journal, providing corrective feedback, as needed.</b></p> <p><b>You could say:</b>  “Now it’s your turn. We are going to look at our last book, <u>Recycling Rules!</u></p> <ul style="list-style-type: none"> <li>• <b>(display and read p. 8)</b> Think about the main idea on this page and share it with your partner. <b>(allow talk time; then elicit responses)</b> Good job. We could write <i>recycling</i> as the main idea. <b>(add to chart)</b> How about some <b>details</b>? What <b>details</b> should I add? <b>(elicit responses and add to chart)</b></li> <li>• <b>(display and read p. 9)</b> “Think about the main idea on this page. Share with your partner. <b>(allow talk time; then elicit responses)</b> We could write <i>the 4 Rs or reducing, reusing, recycling and reclaiming</i> as our main idea. <b>(add to chart)</b> Now think about some <b>details</b>. What <b>details</b> should I add? <b>(elicit responses and add to chart)</b></li> <li>• Now, let’s look at our chart and make sure that all the main ideas and <b>details</b> we wrote relate to how we can stop or prevent pollution. <b>(review teacher journal with students)</b> Is there anything else you would like to add?”</li> </ul>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “Today we took information from three books and recorded it on a chart. All the information related to how we can stop or prevent pollution. Think about a sentence that describes something about preventing pollution and tell your partner. <b>(allow talk time)</b> We are going to use this information when we make posters for the Close project. As you get older, you will have to write reports and you’ll do exactly what we did today. You’ll find the main idea and <b>details</b> from several sources and then put them into a report about a <b>topic</b> like pollution. You learned how to do that today so you can be ready for fourth grade!”</p>

# How can we stop or prevent pollution?

**Main Ideas**

**Details**

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	READ TO KNOW LESSON 20
<p><b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Exhibit sustained attention to and engagement in reading activities.</li> <li>• Use a combination of writing and drawing to recount the text with appropriate facts after independently reading a book.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Engaging Readers</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Mix-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Teacher's Bookshelf books</li> <li>• Sticky notes</li> <li>• CD/MP3 player</li> <li>• Sample explanation of main idea and <b>details</b></li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• WRAP set #8</li> <li>• Vocabulary Picture Cards: <b>population, erosion, resource, conserve</b></li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books.</li> <li>○ Choose one of the books or another nonfiction text. Prepare an explanation of the main idea and <b>details</b> to use as a model during the I Do routine.</li> </ul> </li> <li>• Allow students the autonomy to select the texts they want to read during the Read to Know lessons.</li> <li>• Review the Read to Know expectations or your own silent reading rules, if needed.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed black; padding: 5px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #8: POPULATION, EROSION, RESOURCE, CONSERVE</b></p> </div> <p><b>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.</b></p> <p><b>You could say:</b>          "Today you have an opportunity to read another book about a <b>topic</b> that is of interest to you! When you finish reading today, you are going to meet with a partner and tell them about your <b>topic</b>. You don't want to tell them <i>everything</i>, just the main ideas and important <b>details</b>. As you read, think about the main idea of the text and then any <b>details</b> that help support the main idea. Remember, knowing the main idea and important <b>details</b> helps us understand and remember what we read!"</p>	
<p><b>I Do</b></p>	<p><b>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.</b></p> <p><b>Establish a purpose for children's reading and provide a model of the activity. You could say:</b>          "Today, after you have found your 'just right' book, you are going to read it and look for the main ideas and important <b>details</b>. When we are done reading, you will share this information with a partner. I will show you what to do. As I read my book, I'll mark the main idea and important <b>details</b> on sticky notes. Then, I'll use the notes to tell about the <b>topic</b> of my book, without retelling every <b>detail</b>..."</p> <p><b>Share the book you selected and model identifying the main idea and key details from a page or paragraph. Note them on a sticky note. Then model sharing this information with a partner.</b></p>	

<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Pass out sticky notes to students. You could say:</b>  “Remember that you want to find a book that interests you and one that is ‘just right’ in terms of difficulty. After you find your book, take a pencil, your sticky notes, and your book to a quiet place in the room. Remember to think about the main idea and <b>details</b> as you read. Write them on a sticky note and leave them in your book. Don’t wait until you have read the entire book to do this.”</p> <p><b>Have students choose their books. Allow them to engage with their texts for [15] minutes on their own. Circulate the room to monitor students and ensure that they are on task as they read independently.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>When independent reading time is over, tell students to review the main ideas and write them on their sticky notes. Then have them stand up with their books.</b></p> <p><b>Use the talk structure Mix-Pair-Share to have students share what they learned with others. Play music and have students walk around the classroom until the music stops. When it stops, they should pair up with another student to share their main ideas and details. Repeat the procedure as time permits.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “Today you had a chance to read and share information from a book that interested you. What did you share with your partners? <b>(pause for response)</b> A main idea and <b>details</b>. You did an excellent job of sharing the most important information you read! This is an important reading skill that you will use your whole life. Remember to think about the main idea and important <b>details</b> when you read at home and at school.”</p>



## WEEKLY LESSON PLANNER

### EARTH MATERIALS

Week 6	Lesson 21	Assessment	Assessment	Assessment
<b>Lesson Type</b>	<b>Read to Know</b>	<b>SMWYK</b>	<b>SMWYK</b>	<b>SMWYK</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Exhibit sustained attention to and engagement in reading activities.</li> <li>Use a combination of writing and drawing to recount the text with appropriate facts after independently reading a book.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li><u>Clean Planet: Stopping Litter and Pollution</u> by Tristan Boyer Binns</li> </ul>	<ul style="list-style-type: none"> <li><u>Clean Planet: Stopping Litter and Pollution</u> by Tristan Boyer Binns</li> </ul>	<ul style="list-style-type: none"> <li><u>Clean Planet: Stopping Litter and Pollution</u> by Tristan Boyer Binns</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Teacher's Bookshelf books </li> <li>Blank paper (1 per student)</li> <li>Preselected expository book </li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #21</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (6)</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (6)</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (6)</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



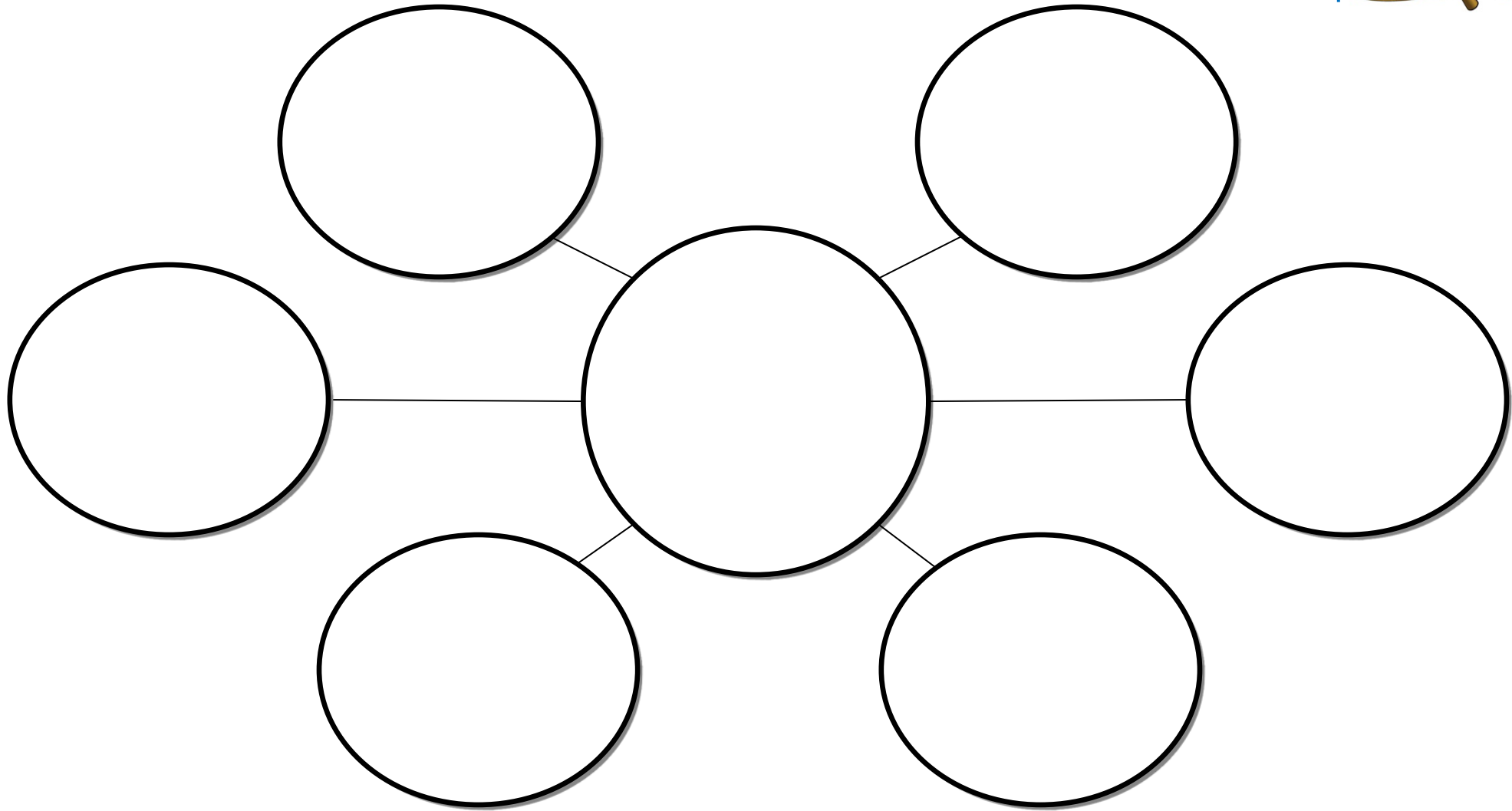
Game



Save Materials

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	READ TO KNOW LESSON 21
<b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Exhibit sustained attention to and engagement in reading activities.</li> <li>Use a combination of writing and drawing to recount the text with appropriate facts after independently reading a book.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Engaging Readers</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Mix-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Teacher's Bookshelf books</li> <li>Blank paper (1 per student)</li> <li>Preselected expository book</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #21</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books.</li> <li>Select one of the books or another expository text to preview. Prepare to use the text to complete the teacher journal during the I Do routine.</li> </ul> </li> <li>Allow students the autonomy to select the texts they want to read during the Read to Know lessons.</li> <li>Review the Read to Know expectations or your own silent reading rules, if needed.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p> <p><b>You could say:</b>  "Remember last time when you read about a <b>topic</b> that interested you? Well, you get to do the same thing today. Did you know that a lot of the reading that we do in real life is expository text? You are getting lots of practice reading expository text, and are becoming expert readers! Today you will choose another book that interests you and describe your <b>topic</b> to your partner."</p>	
<b>I DO</b>	<p><b>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.</b></p> <p><b>Establish a purpose for children's reading and provide a model of the activity. You could say:</b>  "Again you see piles of books on each table. All the books are expository or informational books. Each of you will choose a book about a <b>topic</b> that interests you. After you have found your 'just right' book, you will read it and look for places where the author describes the <b>topic</b>. You will use this information to create a description of your <b>topic</b> using a word web, and then you will make a 'riddle' for your partner."</p> <p><b>Display Teacher Journal Lesson #21. You could say:</b>  "As you read your book today, you will be looking for good words that describe your <b>topic</b>. Here's an example. As I read, I am going to find words that talk about the <b>topic</b> and write them in my web. Then I will be able to describe my <b>topic</b> to you in a riddle (<b>point to bottom of journal</b>) and ask you to guess what my <b>topic</b> is."</p> <p><b>Using your preselected book, modeling filling in a few of the bubbles from the web and creating the riddle. Point out how using strong describing words, such as adjectives, will make the topic clearer in the riddle.</b></p>	

<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Distribute blank paper to students. You could say:</b>  “Remember that you want to find a book that interests you and one that is ‘just right’ in terms of difficulty. After you find your book, take a pencil, your piece of paper, and your book to a quiet place in the room. I’ll set the timer for [15] minutes. Remember to think about the description of your <b>topic</b> as you read and what you might say in your riddle. Write the words in a word web like the one on the board. Don’t wait until you have read the entire book to do this.”</p> <p><b>Have students choose their books. Allow them to engage with their texts for [15] minutes on their own. Circulate the room to monitor students and ensure that they are on task as they read independently.</b></p> <p><b>Leave the teacher journal displayed to guide students as they make webs and develop their riddles.</b></p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>A few minutes before independent reading time is up, tell students to review their word webs and create their riddles. When time is up, ask students to stand with their books and word webs.</b></p> <p><b>Use the talk structure Mix-Pair-Share to have students share their topics and riddles. Play music and have students walk around the classroom until the music stops. When it stops, they should pair up with another student to share and discuss. Repeat the procedure as time permits.</b></p>
<p><b>CLOSE</b></p>	<p><b>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.</b></p> <p><b>You could say:</b>  “Today you had fun describing your <b>topic</b> and creating a riddle for your classmates. Think to yourself whether or not you provided a good description of your <b>topic</b>... Were your classmates able to guess your <b>topic</b>? If they did, that means you must have done a good job of describing it. If not, how could you have made your description better? Tell your partner. When we read, it’s good to be able to share what we’re reading with others. Try it tonight!”</p>



**My Riddle:**

The book I read was about something that is \_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_.

What do you think my book was about?



# LARRC

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SMWYK: These materials not available for download.



## WEEKLY LESSON PLANNER

### EARTH MATERIALS

Week 7	Lesson 22	Lesson 23	Lesson 24
<b>Lesson Type</b>	<b>Stretch and Review</b>	<b>Stretch and Review</b>	<b>Close</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Extract information from one type of text and translate it into a new kind of text.</li> <li>Engage in a range of talk structures on Grade 3 <b>topics</b> and texts.</li> <li>Use target vocabulary words correctly in spoken or written texts.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Clean Planet: Stopping Litter and Pollution</a> by Tristan Boyer Binns</li> <li><a href="#">What can We Do About Oil Spills and Ocean Pollution?</a> by David J. Jakubiak</li> <li><a href="#">Recycling Rules!</a> by Barbara Keeler</li> </ul>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li>11 x 14 paper</li> <li>Crayons or markers</li> <li>Scrap paper</li> <li>Completed sample poster </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>You could reuse any materials provided for the unit. </li> </ul>	<ul style="list-style-type: none"> <li>You could reuse any materials provided for the unit. </li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #24</li> <li>Teacher Journal from Lesson #19</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	STRETCH AND REVIEW LESSON 22
<b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>• Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>• Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• You could reuse any materials provided for the unit.</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ For the lesson text, you may select from texts provided for the unit or select new texts.</li> <li>○ Write your own lesson plan by filling in each section below.</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<b>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.</b>	
<b>I Do</b>	<b>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.</b>	

<b>WE DO</b>	<b>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.</b>
<b>YOU DO</b>	<b>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.</b>
<b>CLOSE</b>	<b>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.</b>

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	STRETCH AND REVIEW LESSON 23
<p><b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>• Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>• Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• You could reuse any materials provided for the unit.</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ For the lesson text, you may select from texts provided for the unit or select new texts.</li> <li>○ Write your own lesson plan by filling in each section below.</li> </ul> </li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>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.</b></p>	
<p><b>I Do</b></p>	<p><b>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.</b></p>	

<b>WE DO</b>	<b>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.</b>
<b>YOU DO</b>	<b>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.</b>
<b>CLOSE</b>	<b>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.</b>

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	CLOSE LESSON 24
<b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Extract information from one type of text and translate it into a new kind of text.</li> <li>• Engage in a range of talk structures on Grade 3 <b>topics</b> and texts.</li> <li>• Use target vocabulary words correctly in spoken or written texts.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>• Summarizing</li> </ul> <b>LESSON TEXTS:</b> <ul style="list-style-type: none"> <li>• <u>Clean Planet: Stopping Litter and Pollution</u> by Tristan Boyer Binns</li> <li>• <u>What can We Do About Oil Spills and Ocean Pollution?</u> by David J. Jakubiak</li> <li>• <u>Recycling Rules!</u> by Barbara Keeler</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• 11 x 14 paper</li> <li>• Crayons or markers</li> <li>• Scrap paper</li> <li>• Completed sample poster</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• Teacher Journal Lesson #24</li> <li>• Teacher Journal from Lesson #19</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <p>Students will draw on key ideas from the unit to create posters and slogans that send a message about pollution.</p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ 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 their posters. You could break this lesson into two sessions, if needed.</li> <li>○ Prepare a sample poster with a slogan to share as model. See the I Do routine for ideas.</li> </ul> </li> <li>• Display the completed Teacher Journal Lesson #19 to provide ideas for slogans and Teacher Journal Lesson #24 to provide visual examples of posters.</li> <li>• If students have difficulty finding rhyming words to express their main ideas, let them know their slogans do not need to rhyme.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>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.</b></p> <p><b>You could say:</b>          "Today is the last day in our Earth Materials unit. We have learned so much about pollution and how to prevent or stop it. We identified main ideas, <b>details</b>, and noun and adverbial phrases. The purpose of our lesson today is to create a slogan that shows one way to prevent or stop pollution. After you create the slogan, you will design a poster to illustrate it! Then we can display the posters around the school, encouraging our classmates to stop pollution! We can use what we've learned from our texts and what we already know to help others understand our message about pollution."</p>	
<b>I Do</b>	<p><b>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.</b></p> <p><b>Explain the task and provide a model of the project. You could say:</b>          "You learned a lot about pollution throughout this unit. You learned how to describe pollution using noun and adverbial phrases. You also learned about main ideas and <b>details</b>. I am going to model for you how to use describing words and main ideas and <b>details</b> to create a slogan and poster that encourages people to stop pollution. I could use information from a previous lesson to give me some ideas... <b>(display Teacher Journal Lesson #19)</b></p>	

	<p><b>(model generating a slogan and show sample poster)</b> “When I think about slogans, I know that sometimes they have rhyming words. In the 1980’s there was Woodsy Owl who used to say, ‘Give a hoot, don’t pollute.’ If I use the word <i>pollution</i>, I know that <i>solution</i> rhymes with that. My slogan could be this: ‘Be part of the pollution solution... Use less polluting products!’ Then when I think about my poster, I could have pictures of cleaning products that are biodegradable. <b>(show sample poster)</b></p> <p><b>(display Teacher Journal Lesson #24)</b> “These are some examples of posters that other people have created. Notice how the words are clear and large and the images compliment the slogan. Remember these things as you create your poster. I will leave the examples displayed so you can look at them as you think of ideas for how to make your own posters.”</p>
<p><b>WE DO</b></p>	<p><b>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.</b></p> <p><b>Work with students to practice generating slogans and poster ideas. You could say:</b>  “Let’s work together on a main idea for a slogan and generate some rhyming words. How about the word <i>litter</i>? Right now, just brainstorm words that would rhyme with <i>litter</i>... <i>Bitter, fitter, glitter, flitter, hitter, jitter, knitter, pitter, quitter, sitter, and titter</i> are possibilities. Would any of these work with <i>litter</i> for a slogan? <b>(pause for response)</b> How about this: ‘Be a litter quitter—throw it in the trash!’</p> <p>“What about <i>trash</i>? What would be good rhyming words for a poster? <b>(pause for response)</b> Rhyming words could be <i>ash, bash, brash, cash, crash, clash, dash, flash, lash, mash, gnash, rash, sash, stash, slash</i>... Can you think of a slogan using these words? <b>(elicit responses)</b> I like this slogan: ‘Stash the trash! Don’t litter.’</p> <p>“Sometimes you really can’t think of good rhyming words, but you can still come up with a good slogan using the words and ideas about pollution and conservation... Think about the ideas we have read about during the unit to think of a subject for your poster; it does not have to be about litter.”</p>
<p><b>YOU DO</b></p>	<p><b>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.</b></p> <p><b>Distribute the necessary supplies and materials, and divide students into pairs.</b></p> <p><b>You could say:</b>  “You are going to work with your partner to make one poster today...”</p> <ul style="list-style-type: none"> <li>• First you and your partner need to think of a slogan. You can use the main ideas and <b>details</b> that are on the board to think of ideas for your poster and slogan. Talk to your partner and decide what you want to choose for your slogan. What will the main idea of your poster be? What <b>details</b> might you include? <b>(provide ample time for students to decide on a main idea and details)</b></li> <li>• Now work together to pick a key word from the main idea or <b>detail</b> and brainstorm some rhyming words; remember you can use some of the related words from our unit. If you can’t think of rhyming words for your <b>topic</b>, just think of words that sound good together. <b>(provide time for brainstorming rhyming words)</b></li> <li>• Now think about what you want the slogan to say, making sure you have the main idea included in the slogan. <b>(provide ample time for creating slogans)</b></li> <li>• Now you and your partner are going to design your poster. The poster must have the slogan in large letters and a picture that supports the main idea of the slogan. You need to make sure that it is clear and easy to read. Make sure that your spelling and punctuation are correct. If you need help, raise your hand...”</li> </ul> <p><b>Circulate the room as students work, providing suggestions, feedback, and support.</b></p> <p><b>Invite students to present their posters. Ask them to explain the choices they made.</b></p>

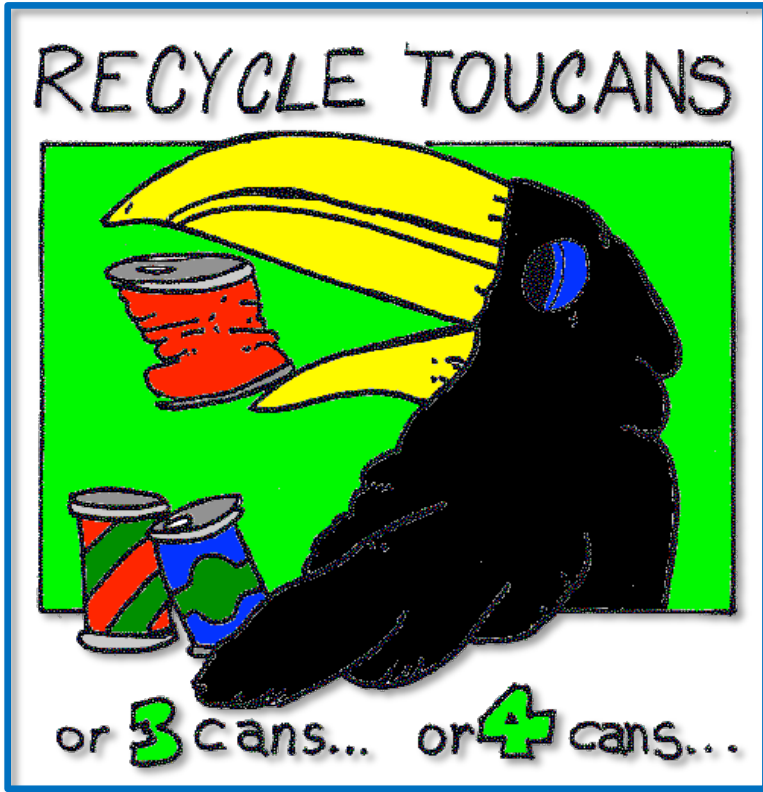


**CLOSE**

**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:**

“You and your partner did a wonderful job of creating a pollution poster. First you took ideas from our books, thought of rhyming words for them, and what did you create? **(pause for response)** A slogan! We have some great examples of slogans. Tell your neighbor your favorite slogan. **(allow brief talk time)** Then you put your slogan on a poster for your classmates to see how to take information from a book and transform it into a slogan and a poster! You can transform what you read and hear into all kinds of different forms. That’s what good readers, writers, speakers and listeners do every day, just like you do.”





## Unit Resources

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



# Background Knowledge

## Grade 3 – Earth Materials

### POLLUTION

Pollution is the introduction of harmful contaminants into the natural environment. Especially harmful pollution is the contamination of water, air, and soil. Other forms of pollution are litter, noise pollution, and light pollution.

### AIR POLLUTION

Air becomes polluted when waste products are mixed in the air. The main sources of air pollution are the burning of fuel to heat buildings and to power vehicles. Industrial pollutants and the burning of trash also pollute the air. Breathing in large quantities of particles found in polluted air can damage people's lungs. As Earth's population increases (over 7 billion people in 2011), more sources of pollution are created. This means that air pollution becomes an increasingly bigger problem over time.



### Smog

Smog is a combination of smoke and fog. Smog results from exhaust fumes, chemicals in products such as paints, and industrial smoke. This type of pollution can also come naturally from volcanoes and forest fires. Smog is most dense in urban areas, where it makes the air seem hazy.



### Acid rain

Acid rain is the term for rain that has a low pH level. The normal pH level for rain in the countryside is 6, but in the cities it is closer to 4. When pollutants dissolve into rain water, the rain's pH level decreases, resulting in more acidic rain. Pollutants form compounds in the rain water such as sulfuric and nitric acid. Acid rain can kill plants and animals, cause damage to buildings, and harm aquatic environments.

### WATER POLLUTION

Water covers three quarters of Earth's surface. Almost 97 percent of Earth's water is salt water that is unsuitable to drink. Three quarters of the fresh water on Earth is ice located in polar regions. Water pollution happens when foreign substances enter the water and make it unfit for use. These pollutants come from a variety of sources. Homes, farms, and factories are the biggest sources. Agricultural runoff, oil slicks, and dumping account for much of the pollution that affects this limited precious resource.





# Teacher's Bookshelf

## Earth Materials – Grade 3

### Required Books:

Clean Planet:  
Stopping Litter and Pollution  
by Tristan Boyer Binns  
ISBN-10: 1403468524  
ISBN-13: 978-1403468529

What Can We Do About Oil  
Spills and Ocean Pollution?  
by David J. Jakubiak  
ISBN-10: 1448851122  
ISBN-13: 978-1448851126

Recycling Rules!  
by Barbara Keeler  
ISBN-13: 978-0736277259

### 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 pollution (water, oil, air, light, noise), acid rain, oil spills, recycling, and prevention and conservation. Following is a list of suggested books you can check out from your school or public library to accompany the Earth Materials unit.

Pollution: Problems and Solutions  
by National Wildlife Federation  
ISBN-10: 0070471053  
ISBN-13: 978-0070471054

Reducing and Recycling Waste  
by Carol Inskipp  
ISBN-10: 0836844297  
ISBN-13: 978-0836844290

Water Pollution  
by Melanie Ostopowich  
ISBN-10: 1616900040  
ISBN-13: 978-1616900045

Water Pollution  
by Sean Price  
ISBN-10: 0761432213  
ISBN-13: 978-0761432210

Pollution Crisis  
by Steve Parker  
ISBN-10: 1435806824  
ISBN-13: 978-1435806825

Air Pollution  
by Darren Sechrist  
ISBN-10: 0761432205  
ISBN-13: 978-0761432203

Pollution  
by Cheryl Jakab  
ISBN-10: 1608700895  
ISBN-13: 978-1608700899

Green Power. Eco-Energy Without Pollution  
by David Jefferis  
ISBN-10: 0778728714  
ISBN-13: 978-0778728719

Our Earth: Making Less Trash  
by Peggy Hock  
ISBN-10: 0531138348  
ISBN-13: 978-0531138342

Recycle! A Handbook for Kids  
by Gail Gibbons  
ISBN-10: 1442057270  
ISBN-13: 978-1442057272

Why Should I Save Energy?

by Jen Green.

ISBN-10: 0764131567

ISBN-13: 978-0764131561

Fading Forests:

The Destruction of Our Rainforests

by August Greeley

ISBN-10: 0823964868

ISBN-13: 978-0823964864

Endangered Penguins

by Bobbie Kalman

ISBN-10: 077871909X

ISBN-13: 978-0778719090

Oil Spill! Disaster in the Gulf of Mexico

by Elaine Landau

ISBN-10: 076137485X

ISBN-13: 978-0761374855

Many Biomes, One Earth

by Sneed B. Collard III

ISBN-10: 1570916322

ISBN-13: 978-1570916328

Cracking Up: A Story About Erosion

by Jacqui Bailey

ISBN-10: 1404819967

ISBN-13: 978-1404819962

Soil Erosion and How to Prevent It

by Natalie Hyde

ISBN-10: 0778754162

ISBN-13: 978-0778754169

What's So Bad About Gasoline?

Fossil Fuels and What They Do

by Anne Rockwell

ISBN-10: 0061575275

ISBN-13: 978-0061575273

Water (Reduce, Reuse, Recycle)

by Alexandra Fix

ISBN-10: 1403497222

ISBN-13: 978-1403497222

One Child. One Planet:

Inspiration for the Young Conservationist

by Bridget McGovern Llewellyn

ISBN-10: 0984188002

ISBN-13: 978-0984188000

Energy (Reduce, Reuse, Recycle)

by Alexandra Fix

ISBN-10: 1403497230

ISBN-13: 978-1403497239

Our Earth: Clean Energy

by Peggy Hock

ISBN-10: 0531204332

ISBN-13: 978-0531204337

Who Needs a Jungle?

by Karen Patkau

ISBN-10: 0887769926

ISBN-13: 978-0887769924

Erosion: How Land Forms, How it Changes

by Darlene Still

ISBN-10: 0756511003

ISBN-13: 978-0756511005

One Well: The Story of Water on Earth

by Rochelle Strauss

ISBN-10: 1553379543

ISBN-13: 978-1553379546

Saving Animals from Oil Spills

by Stephen Person

ISBN-10: 161772288X

ISBN-13: 978-1617722882





# Unit Vocabulary

## Earth Materials – Grade 3

### Environment

The natural world; it influences the type, growth, and health of people, animals, and plants



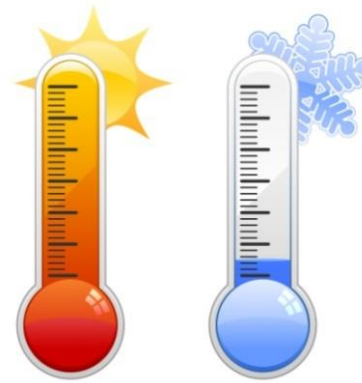
### Detail

A small part of something bigger



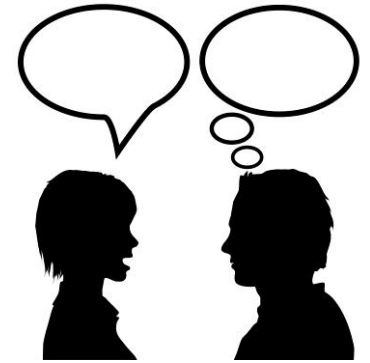
### Adjective

A word that describes a noun or a pronoun



### Topic

Something or someone that people talk or write about



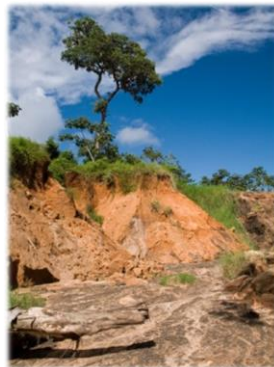
### Population

A specific group of people or animals that live in a certain place



### Erosion

The process by which something is worn away by natural forces such as water, wind, and ice



### Resource

A supply of something that can be used when it is needed



### Conserve

To use something carefully to protect it



# Environment







# Environment

The natural world; it influences the type, growth, and health of people, animals, and plants

# Detail

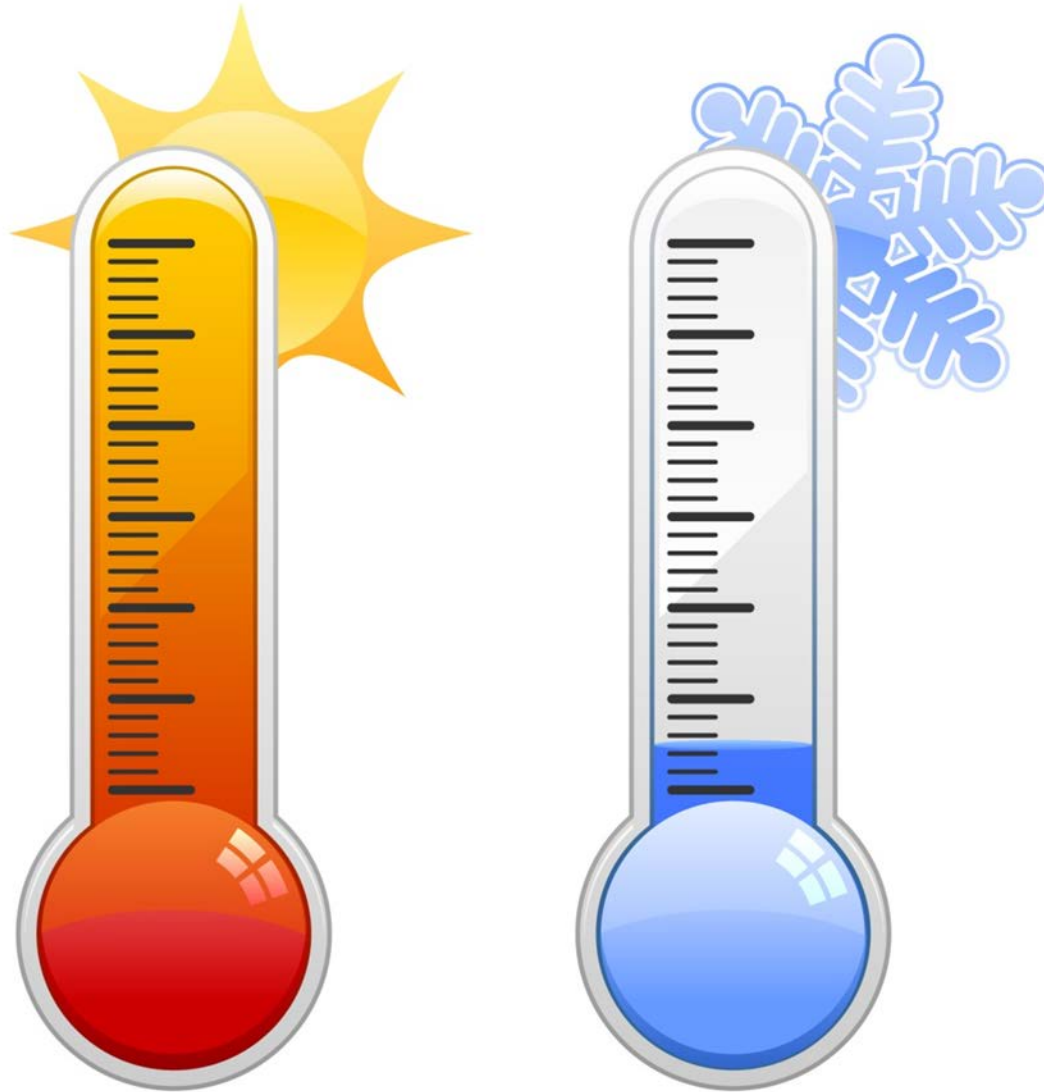




# Detail

A small part of  
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# Adjective

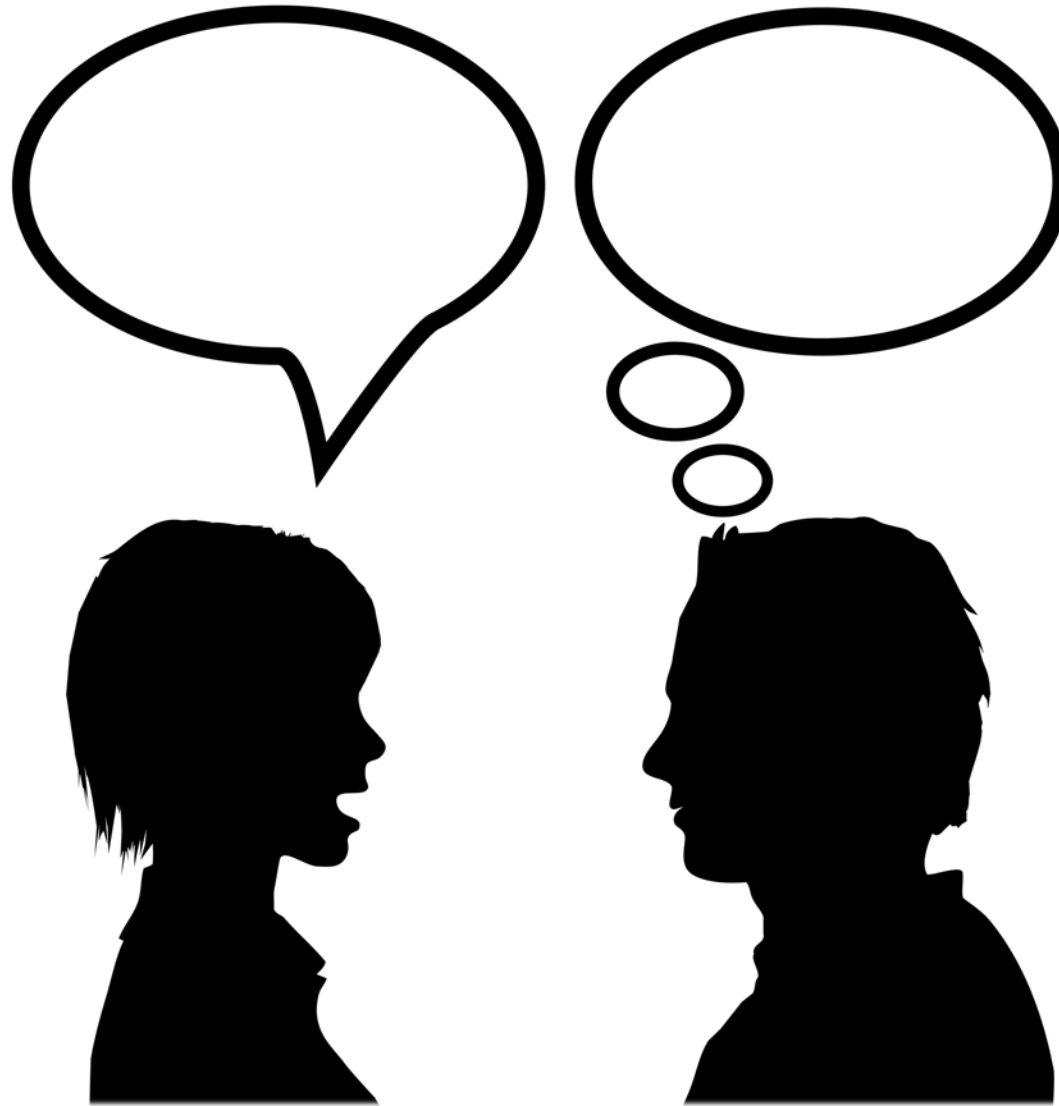




# Adjective

A word that describes  
a noun or a pronoun

# Topic





# Topic

Something or someone that  
people talk or write about



# Population







# Population

A specific group of people  
or animals that live  
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# Erosion





# Erosion

The process by which something is worn away by natural forces such as water, wind, and ice

# Resource





# Resource

A supply of something  
that can be used  
when it is needed

# Conserve



Please turn  
off the  
lights when  
not in use





## Vocabulary Picture Card

Earth Materials – Word 8 – Conserve

# Conserve

To use something  
carefully to protect it

The environment is where we live in the world. I live on a farm, but my cousin lives in a city environment.

A detail is a small part of something bigger. For example, a painting of a garden might have a lot of flowers. When the artist paints each petal of the flower, she is adding a lot of detail to the painting.

Adjectives are wonderful words because they help you describe people, places, and things. It's much more interesting to hear about a *friendly, furry* hamster than a hamster or a *delicious, sweet, cold* slice of watermelon than a slice of watermelon.

A topic is something or someone that people talk or write about. The topic of the movie we saw at school today was amphibians. The movie explained how amphibians live and grow.





## 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.

I like to play outside more than inside. My favorite environment is outside.

We had a fire drill at school today. We had to stay on the playground for more than an hour while the firefighters checked our school. When I got home, I told my mom all the details of the story.

My friend Cassie uses lots of adjectives when she talks. At lunch she told me that our rice was *cold, hard, and disgusting*.

When I got home, our neighbors were having a conversation with my parents. The topic was how to keep gophers from eating our flowers.



## 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.

The beach and mountains are two very different environments. Different plants and animals grow in each place.

I am reading a book about rocks. It's all the details about how rocks are formed that make it interesting.

If you want to teach people about new things, you should always include lots of adjectives. For example you could describe a rainforest environment as *damp*, *brilliant green*, and *bug-infested*.

I love to read books about dinosaurs. Dinosaurs are my favorite topic.



## 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.

If you could live in any environment, where would you choose? Would you like the desert or the rainforest, or perhaps the moon?

For my birthday I got a new coat. It has a lot of zippers, a fur collar, and big buttons. I just love all of these details!

I have a *humorous, caring, tall* teacher. Tell me about your teacher using at least three adjectives.

I was tired of talking about school with my friends, but then one friend said, "Please don't change the topic."



## 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 population of a city is the group of people and animals that live there. The population of New York City is more than eight million people! That's a huge population!

When wind or water or ice wears down land, it is called erosion. Erosion is not good because the land goes away.

My aunt is a third grade teacher. She is a valuable resource when I need help with my math.

When you conserve something you use it very carefully to protect it. After Halloween, I like to conserve my candy so that I have some to eat every day after school.





## 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.

If many people move out of a city and others don't move in, the population goes down.

Did you know that the Grand Canyon was created by erosion? The Colorado River wore down the rocks as it flowed through the canyon until the canyon was so deep you can hardly see the bottom.

Wind is a natural resource. When the wind blows windmills, we can generate electricity, and there is plenty of wind around the world.

We changed all of the light bulbs in our house to low energy bulbs. My grandfather said we were trying to conserve electricity.



## 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.

**When we drove into the town, we saw a sign that said, “Population 1,200.” That meant that 1,200 people lived in that town.**

**We accidentally left the hose running in our garden, and a lot of dirt washed away. My grandmother said the water caused erosion in our garden.**

**The internet is a good resource for information, but you need your parents or teacher to help you decide what information is true and what is not.**

**One great way to conserve water is to catch the rain as it comes off your roof. You can save it in a rain barrel and use it to water your plants.**



## 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.

**We went to the Humane Society pound to pick out a puppy. The volunteer told us that the population of dogs and cats in the pound was way too high. They needed families to adopt the dogs and cats.**

**Sand is created by wind and water breaking down rocks into small particles. It is a long process of erosion.**

**Water is one of our most important natural resources. We must use water carefully so that there is enough for everyone.**

**When I get older I am going to conserve gas by riding my bike to work instead of driving a car.**



## 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.