



# EARTH MATERIALS

Grade 1

# LARRC

Language and Reading Research Consortium

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

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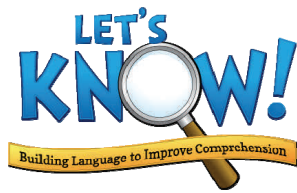
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## UNIT VOCABULARY

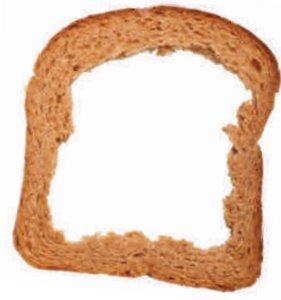
### Pressure

The force produced when something presses or pushes against something else



### Crust

The hard outer part of something



### Illustration

A picture or drawing in a book or magazine



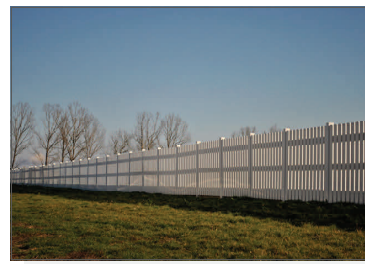
### Reason

Explains why something happens or why you did something



### Boundary

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



### Consequence

Something that happens because of something else



### Solid

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



### Liquid

Something that flows freely; you can pour it



## Grade 1 | EARTH MATERIALS

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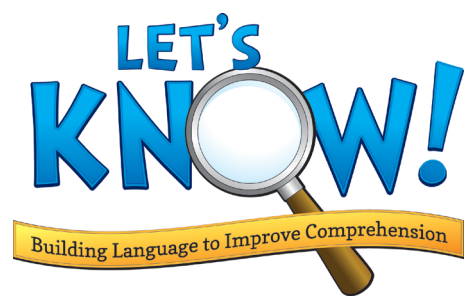
### Week 5

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### Unit Resources

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



# UNIT OVERVIEW

## EARTH MATERIALS

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

## CAUSE AND EFFECT

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

## CLOSE PROJECT

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

## UNIT SCHEDULE

<b>Week 1</b>	Lesson 1 Lesson 2 Lesson 3 Lesson 4	<b>Hook</b> <b>Read to Me</b> <b>Words to Know</b> <b>SMWYK Practice</b>
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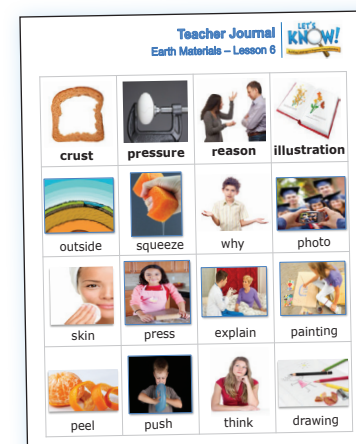
## UNIT TEXTS

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

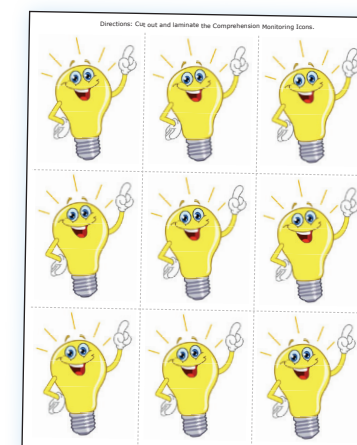
- Volcanoes: Nature's Incredible Fireworks by David L. Harrison
- Volcanoes by William B. Rice
- Earth's Layers by Jason D. Nemeth

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

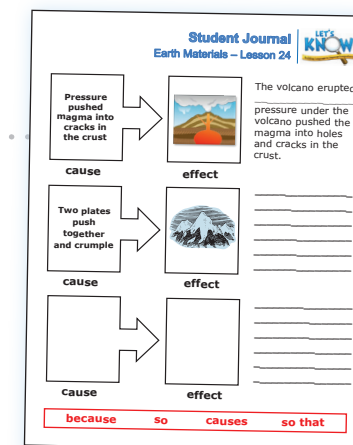
## UNIT MATERIALS



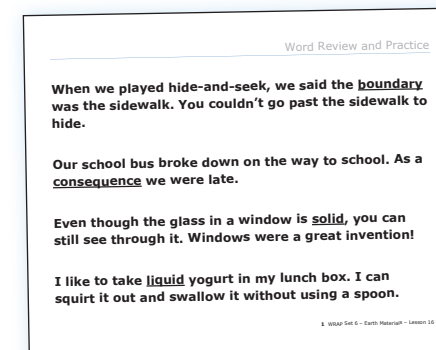
Teacher Journal\*



Comprehension Monitoring Icons



Student Journal



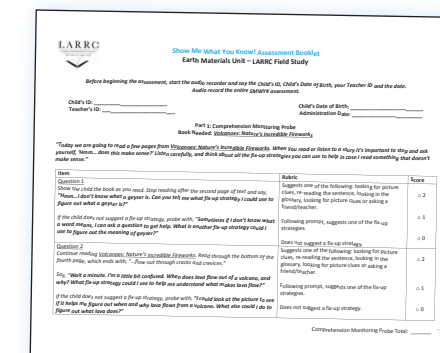
WRAP sets



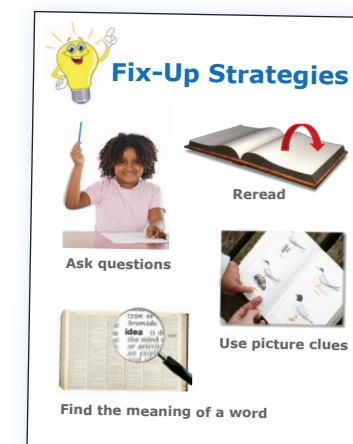
Vocabulary Picture Cards



Supplemental Materials\*



Show Me What You Know Assessment



Fix-Up Strategies Poster

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



## Study Resources

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



## Teaching Techniques

- Rich Discussion
- Comprehension Monitoring
- Predicting
- Rich Vocabulary Instruction
- Inferencing
- Finding the Main Idea
- Summarizing



# 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:**

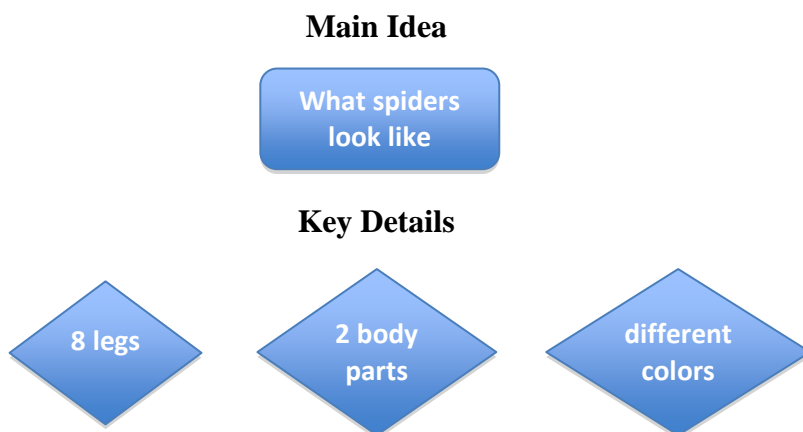
- 6) Remind students of the importance of finding the main idea and emphasize how repeated words (and phrases) in texts can help them find the main idea.

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.



## 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>Identify and use navigation words appearing in cause and effect text structures (<i>cause, effect, so, because</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Participate in collaborative conversations about Grade 1 topics.</li> <li>Identify when text contains information that does not make sense and apply fix-up strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Define target vocabulary words by providing a simple definition and reference to observable features.</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>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison 📖</li> </ul>	<ul style="list-style-type: none"> <li><u>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison 📖</li> </ul>	<ul style="list-style-type: none"> <li><u>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard 🗨️</li> <li>Bags, paper clips, or rubber bands</li> </ul>	<ul style="list-style-type: none"> <li>Document camera 🗨️</li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Sticky notes</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>Cause and Effect</u> slideshow for Lesson #1 🗨️</li> <li>Sorting cards for Lesson #1 🗣️</li> </ul>	<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>Vocabulary Picture Cards: <b>pressure, crust, illustration, reason</b></li> <li>Words to Know rings: <b>pressure, crust, illustration, reason</b> 🗣️</li> <li>1" metal rings</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 1	EARTH MATERIALS CAUSE AND EFFECT	HOOK LESSON 1
<b>SHOW ME WHAT YOU KNOW!</b> We'll make a cause and effect mountain and explain three causes and effects.		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Identify and use navigation words appearing in cause and effect text structures (<i>cause, effect, so, because</i>).</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>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> <li>Bags, paper clips, or rubber bands</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li><u>Cause and Effect</u> slideshow for Lesson #1</li> <li>Sorting cards for Lesson #1</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> To save time, cut out the sorting cards for Lesson #1 and the corresponding <i>CAUSE</i> and <i>EFFECT</i> titles; bag, paper clip, or rubber band a set for each pair of students.</li> <li>Show the <u>Cause and Effect</u> slideshow to introduce the new unit. During the slideshow, read the information from the slides and explain the causes and effects depicted on the graphic organizer slides.</li> <li>After showing the slideshow, demonstrate how to sort the sorting cards into pairs under the <i>CAUSE</i> and <i>EFFECT</i> titles.</li> <li>After sorting their cards, students should form a sentence about each cause and effect relationship using <i>so</i> or <i>because</i>. For example: <ul style="list-style-type: none"> <li>'The girl jumped on a stool <i>because</i> she was afraid of a mouse.'</li> <li>'The girl was afraid of a mouse <i>so</i> she jumped on a stool.'</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>  "Have you ever seen a movie of a volcano erupting? It's amazing, right? Our new unit is all about what's inside the earth, so we're going to talk about all kinds of interesting things. Our purpose today is to look at <i>causes</i> and <i>effects</i>. We'll look at volcanoes, earthquakes, and tsunamis and then some other things in our world. When we understand the <i>causes</i> and <i>effects</i> of things in our world, it's easier to understand what we read and hear. Are you ready?"</p>	
<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>  "Let's watch this slideshow about the <i>causes</i> and <i>effects</i> of things inside the earth."  <b>Play and narrate the <u>Cause and Effect</u> slideshow.</b></p> <p><b>After the slideshow, demonstrate how to use the sorting cards. You could say:</b>  "Wow! There are things inside the earth that <i>cause</i> things to happen in our world, like volcanoes, earthquakes, and tsunamis. The effects can be very damaging! There are a lot of causes and effects in our world. Let's look at some that you might be familiar with. Here are cards that we're going to use today. <b>(show sorting cards)</b> The first cards to find are the two that say <i>CAUSE</i> and <i>EFFECT</i>. I'll lay them down on the [document camera] so you can see them. I'll put <i>CAUSE</i> on the left because it's the first thing that happens. Then I'll lay the <i>EFFECT</i> title down. It comes after the cause.</p>	

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

CAUSE



EFFECT



A girl was afraid of a mouse.



The girl jumped on a stool.



The light turned green.



The kids crossed the street.



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



Mom fell asleep on my bed.



The surfer left the beach.



The sun was going down.



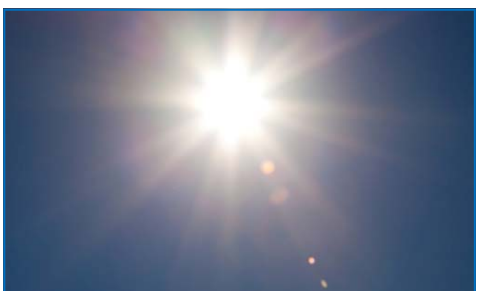
# Sorting Cards – Earth Materials – Lesson 1 *Let's Know!*



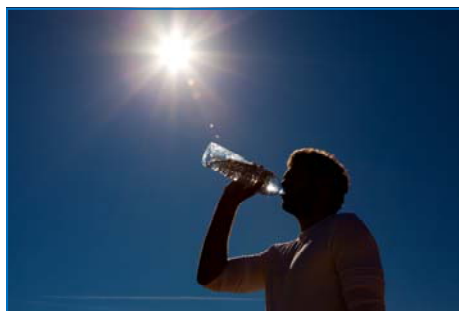
The boy was late for school.



The boy overslept.



The sun was hot outside.



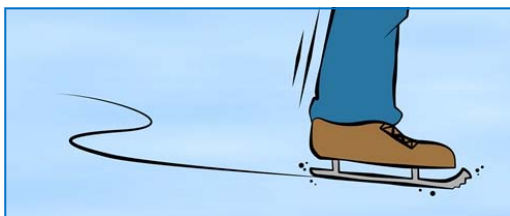
The man drank some water.



The snowman dropped his gifts.



The snowman slipped on a peel.



The ice was too slippery.



The man lost his balance.

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



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

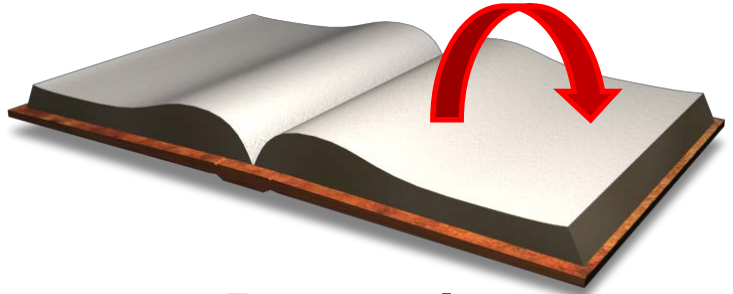
“Today we began talking about what’s inside the earth. We made sure to understand as we read. Tell your neighbor one fix-up strategy to use when you don’t understand. **(allow brief talk time)** As we learn more about our world, it helps us understand our world and be able to discuss very interesting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



# Fix-Up Strategies



**Ask questions**



**Reread**



**Use picture clues**



**Find the meaning of a word**

Directions: Cut out and laminate the Comprehension Monitoring Icons.



Directions: Cut out and laminate the Comprehension Monitoring Icons.



LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	WORDS TO KNOW LESSON 3
<b>SHOW ME WHAT YOU KNOW!</b> We'll make a cause and effect mountain and explain three causes and effects.		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Define target vocabulary words by providing a simple definition and reference to observable features.</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><u>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison</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>Sticky notes</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>pressure, crust, illustration, reason</b></li> <li>Words to Know rings: <b>pressure, crust, illustration, reason</b></li> <li>1" metal rings</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>You could use sticky notes to mark pages from the lesson text that provide context for the Words to Know; see the lesson routines.</li> <li>Assemble the Words to Know rings; cut and punch the first four word strips (<b>pressure, crust, illustration, reason</b>) and attach them to 1" metal rings.</li> </ul> </li> <li>Distribute the word rings to students prior to the I Do.</li> <li>The I Do and We Do routines are combined to facilitate introducing and practicing the words at once.</li> <li><b>WORDS TO KNOW</b> <ul style="list-style-type: none"> <li><b>pressure:</b> The force produced when something presses or pushes against something else</li> <li><b>crust:</b> The hard outer part of something</li> <li><b>illustration:</b> A picture or drawing in a book or magazine</li> <li><b>reason:</b> Explains why something happens or why you did something</li> </ul> </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> <p><b>You could say:</b>  "Did you know that there are over 170,000 words in the English language? That's more than even I know! Our purpose today is to learn four new words so we can understand more about our world. Knowing a lot of words helps us understand what we read and hear."</p>	
<b>I Do/ WE 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. 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><b>Use the Vocabulary Picture Cards and Words to Know rings to introduce the words.</b></p> <p><b>You could say:</b>  "The first Word to Know we will talk about is <b>pressure</b>. Say the word <b>pressure</b> with me: <b>pressure</b>. <b>Pressure</b> means 'the force produced when something presses or pushes against something else.'</p> <ul style="list-style-type: none"> <li>This picture shows <b>pressure</b>. (<b>show Vocabulary Picture card for pressure</b>) You can see a vice squeezing an egg.</li> <li>Our book about volcanoes (<b>show fifth page; 'If too much gas...'</b>) talks about what happens when too much gas is trapped inside the earth under <b>pressure</b>—it creates a volcano. When you shake a soda can, what happens when you release the <b>pressure</b>? (<b>pause for response</b>) Right, you get a sticky shower. When you squeeze a sponge, you put <b>pressure</b> on the sponge.</li> </ul>	

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

**(crust)**

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

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

**(illustration)**

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

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

**(reason)**

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

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

**YOU DO**

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

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

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

CLOSE

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

**You could say:**

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

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

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



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

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



### **crust**

The hard outer part of something



### **consequence**

Something that happens because of something else



### **pressure**

The force produced when something presses or pushes against something else



### **boundary**

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



### **illustration**

A picture or drawing in a book or magazine



### **liquid**

Something that flows freely; you can pour it



### **reason**

Explains why something happens or why you did something



### **solid**

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

LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	SMWYK PRACTICE LESSON 4
<b>SHOW ME WHAT YOU KNOW!</b> We'll make a cause and effect mountain and explain three causes and effects.		
<b>TEACHING OBJECTIVES:</b> <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>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Individual Testing</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>None recommended</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>SMWYK Practice Instructions</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (2)</li> </ul>	
<p style="text-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>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<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>	
<b>I DO/ WE DO/ YOU DO</b>	<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>	
<b>CLOSE</b>	<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>Words to Know</b>	<b>Words to Know Practice</b>	<b>Integration</b>	<b>Integration Practice</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use target vocabulary words correctly in spoken contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Define target vocabulary words by providing a simple definition.</li> <li>Use target vocabulary words correctly in spoken or dictated texts.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main idea and two key details of an informational text.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main idea and two or more key details in expository text.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Volcanoes: Nature's Incredible Fireworks</a> by David L. Harrison</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Volcanoes: Nature's Incredible Fireworks</a> by David L. Harrison</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard </li> </ul>	<ul style="list-style-type: none"> <li>Chips, tokens, or small pieces of paper </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>Scissors</li> <li>Glue</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #5 (print or digital) </li> <li>Words to Know rings: <b>pressure, crust, reason illustration</b></li> <li>Word web (optional)</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #1</li> <li>Vocabulary Picture Cards: <b>pressure, crust, illustration, reason</b></li> <li>Words to Know rings: <b>pressure, crust, illustration, reason</b></li> <li>Teacher Journal Lesson #6</li> <li>Vocabulary bingo for Lesson #6 </li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #2</li> <li>Vocabulary Picture Cards: <b>pressure, crust, illustration, reason</b></li> <li>Teacher Journal Lesson #7</li> <li>Student Journal Lesson #7</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #3</li> <li>Vocabulary Picture Cards: <b>pressure, crust, illustration, reason</b></li> <li>Teacher Journal from Lesson #7</li> <li>Student Journal Lesson #8</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 1	EARTH MATERIALS DESCRIPTION	WORDS TO KNOW LESSON 5
<b>SHOW ME WHAT YOU KNOW!</b> We'll make a cause and effect mountain and explain three causes and effects.		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Use target vocabulary words correctly in spoken contexts.</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>Teacher Journal Lesson #5 (print or digital)</li> <li>Words to Know rings: <b>pressure, crust, reason illustration</b></li> <li>Word web (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>          "My sister is related to me and we're alike in some ways but different in other ways. We're still part of the same family. Words have families, too. Today our purpose is to find some related words for our Words to Know that are in the same family of words but might be just a little different. When we know more words that are related or in the same family, we can use them when we talk, read, and listen. We have a much larger family to be with!"</p>	
<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 word web. Model filling in the web for the word illustration.</b></p> <p><b>You could say:</b>          "Here's our first word, <b>illustration</b>. It means 'a picture or drawing in a book or magazine.' When I read a book, I like to look at the <b>illustrations</b>; they give me more information. Magazines have a lot of <b>illustrations</b>. Words in the same word family would be <i>drawings, photos, and paintings</i>. <b>(add to web)</b> These words are related to <b>illustration</b>. They're in the same word family: <b>illustrations, drawings, photos, and paintings</b>."</p>	

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

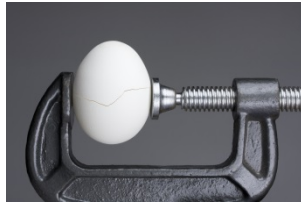
“Whew! Today you learned a lot more words. You are getting to know LOTS of words now. You should be able to understand and use these words every day. I’m going to say a related word. Then I want you to say the Word to Know that it matches. Ready?”

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

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



**crust**



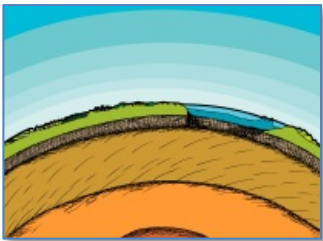
**pressure**



**reason**



**illustration**



**outside**



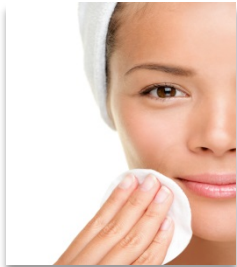
**squeeze**



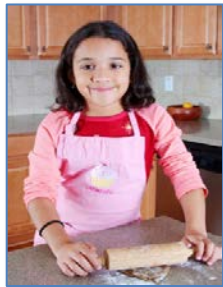
**why**



**photo**



**skin**



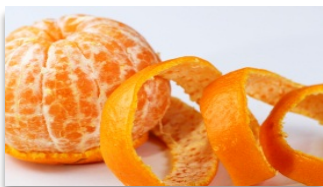
**press**



**explain**



**painting**



**peel**



**push**



**think**



**drawing**





photo



drawing



illustration



painting



why



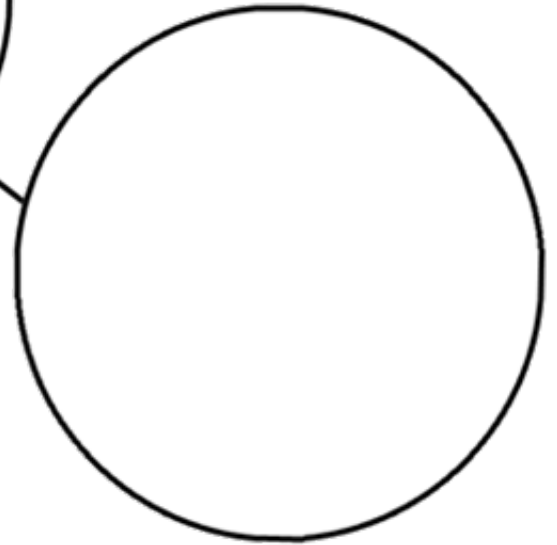
think



reason



explain





squeeze



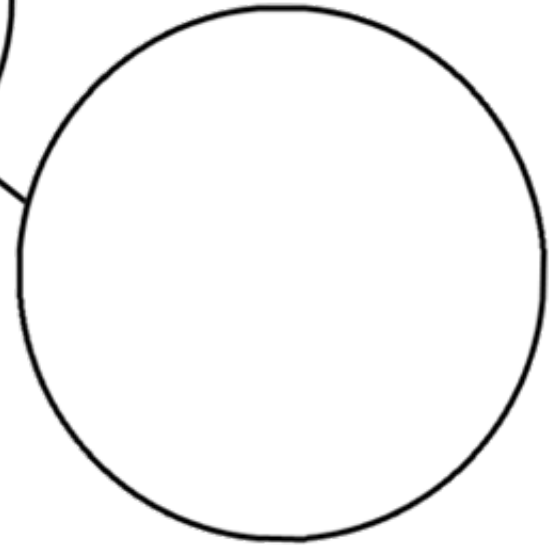
push

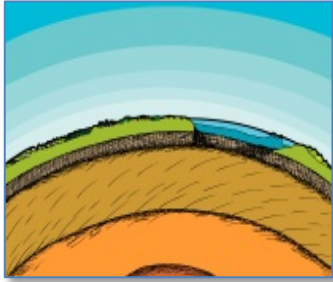


pressure



press





outside



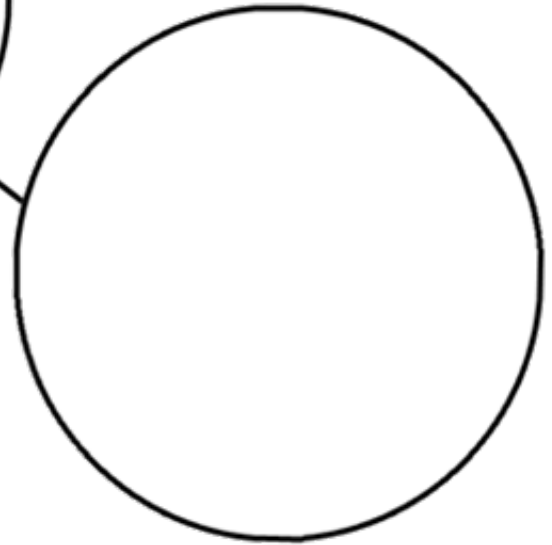
peel

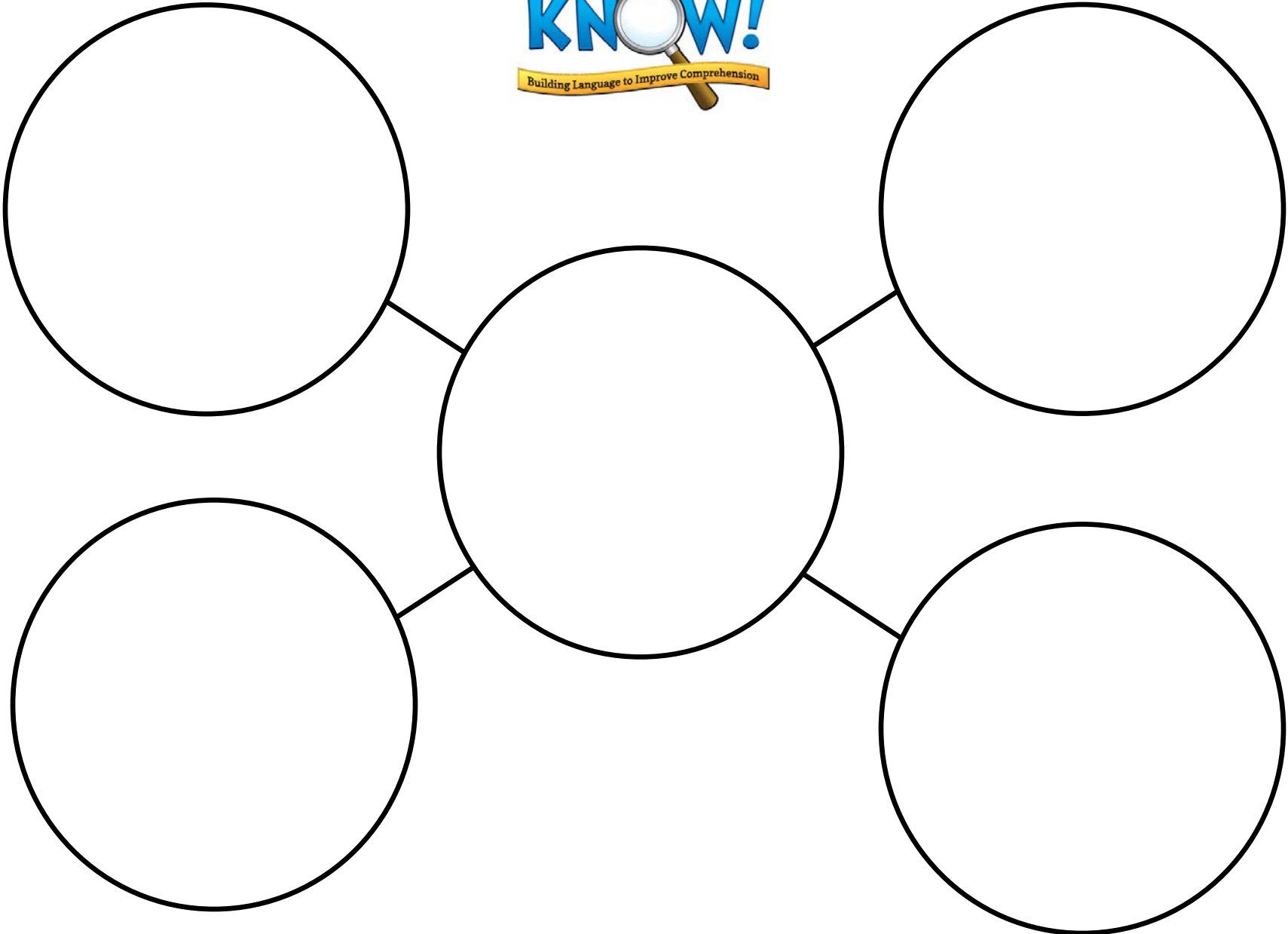


crust



skin





**LET'S KNOW!  
GRADE 1**

**EARTH MATERIALS  
CAUSE AND EFFECT**

**WORDS TO KNOW PRACTICE  
LESSON 6**

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

**TEACHING OBJECTIVES:**

- Define target vocabulary words by providing a simple definition.
- Use target vocabulary words correctly in spoken or dictated texts.

**TEACHING TECHNIQUE:**

- Rich Instruction

**LESSON TEXT:**

- N/A

**TALK STRUCTURE FOR WE DO/YOU DO:**

- Think-Pair-Share

**LESSON MATERIALS YOU PROVIDE:**

- Chips, tokens, or small pieces of paper

**UNIT MATERIALS PROVIDED:**

- WRAP set # 1
- Vocabulary Picture Cards: **pressure, crust, illustration, reason**
- Words to Know rings: **pressure, crust, illustration, reason**
- Teacher Journal Lesson #6
- Vocabulary bingo for Lesson #6

**SPECIAL INSTRUCTIONS FOR THIS LESSON:**

- **Before the lesson...** Cut the vocabulary bingo game sheets in half
- To set up for the vocabulary bingo game, display the teacher journal and assign pairs of students to check each other's answers; make sure each pair has plenty of game chips or tokens.
- To play the game...
  - Randomly call one of the words, a number, and the task from Teacher Journal Lesson #6, marking the square on the journal.
  - Have students say the corresponding definition, sentence, or related word; partners should check the accuracy of each other's answers. If correct, students should place a chip on that square.
  - Then call another word, number, and task, repeating the above.
  - Continue until someone calls, "Bingo!" The winner must have four chips in a row, either horizontally, vertically, or diagonally. You may want to have the student retell their responses for the four squares.
- You can continue playing the bingo game by either avoiding four in a row when choosing a word and number, starting fresh, or playing "blackout." You may have time for more than one game during the lesson.

**LESSON ROUTINE**

**SET**

**START THE LESSON WITH WRAP SET #1: PRESSURE, CRUST, ILLUSTRATION, REASON**

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

**You could say:**

"When I was little, I loved to play bingo. All of my family, my aunts, uncles, cousins, everyone, would play bingo. It was a lot of fun. Today you're going to play bingo. There's a little catch. You have to tell something about one of our Words to Know. You are getting very familiar with all of the words, and the purpose of today's lesson is to help you learn the words even better! When we understand and use a lot of words, we can talk, listen, read, and write even better."

<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 #6 and demonstrate how to play the bingo game.</b></p> <p><b>You could say:</b>  “Let me show you how to play our vocabulary bingo game. I have a bingo game sheet like this. <b>(point to teacher journal)</b> Each of the Words to Know is listed at the top. In each of the different squares, there are jobs that you’ll have to do, like define the word, make a sentence, or say a related word. I’ll announce a word, a number, and a task. Then you’ll look on your bingo board to see what you have to do. Like if I said ‘<b>crust</b>, number 3, related word,’ <b>(point to square)</b> you’d tell your partner a related word for <b>crust</b>, like <i>peel</i>. Your partner has to tell you if it’s correct, and then you can put a chip on that square. <b>(add chip or mark square)</b> Then I’ll say a different word, number, and task such as ‘<b>illustration</b>, number 14, definition.’ Then you would tell your partner the definition of <b>illustration</b>: ‘a picture or drawing in a book or magazine.’ If your partner says it’s correct, you can put a chip on the square.” <b>(add chip or mark square)</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>Hand out the vocabulary bingo sheets and chips or tokens; divide students into pairs.</b></p> <p><b>Practice the game with students. You could say:</b>  “Let’s do a few together and then you can play on your own. Make sure you have a vocabulary bingo board and plenty of chips. I’m going to start with <b>reason</b>, number 11, related word. Tell your partner a related word for <b>reason</b>. <b>(allow brief talk time)</b> What did your partner tell you? <b>(elicit answers to check for understanding)</b> Is the answer correct? If it’s correct, tell your partner so they can put a chip on that square.”</p> <p><b>Provide several opportunities for practice before moving to the You Do segment.</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 students are ready for independent practice, begin a new bingo game. Students may use their Words to Know rings for support.</b></p> <p><b>You could say:</b>  “Are you ready? Let’s start a new game. Get your chips ready...”</p> <p><b>Call various words and tasks, allowing students to practice using the words in different ways.</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>  “Your vocabularies are getting huge! As I was listening, I heard you using even more words today. We want to use our words in many different places, not just at school. Think of one place that you could use the word <b>reason</b> and tell your partner. <b>(allow brief talk time)</b> Knowing and using a lot of words is very helpful in school. You are very word-wise!”</p>



# VOLCANO BINGO

<b>crust</b>	<b>pressure</b>	<b>reason</b>	<b>illustration</b>
1) definition	5) related word	9) sentence	13) related word
2) sentence	6) related word	10) related word	14) definition
3) related word	7) definition	11) related word	15) sentence
4) related word	8) sentence	12) definition	16) related word



# Vocabulary Bingo

## Earth Materials – Lesson 6



### VOLCANO BINGO

<b>crust</b>	<b>pressure</b>	<b>reason</b>	<b>illustration</b>
1) definition	5) related word	9) sentence	13) related word
2) sentence	6) related word	10) related word	14) definition
3) related word	7) definition	11) related word	15) sentence
4) related word	8) sentence	12) definition	16) related word

### VOLCANO BINGO

<b>crust</b>	<b>pressure</b>	<b>reason</b>	<b>illustration</b>
1) definition	5) related word	9) sentence	13) related word
2) sentence	6) related word	10) related word	14) definition
3) related word	7) definition	11) related word	15) sentence
4) related word	8) sentence	12) definition	16) related word

LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	INTEGRATION LESSON 7
<b>SHOW ME WHAT YOU KNOW!</b> We'll make a cause and effect mountain and explain three causes and effects.		
<b>TEACHING OBJECTIVE:</b>		
<ul style="list-style-type: none"> <li>Identify the main idea and two key details of an informational text.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison</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>WRAP set #2</li> <li>Vocabulary Picture Cards: <b>pressure, crust, illustration, reason</b></li> <li>Teacher Journal Lesson #7</li> <li>Student Journal Lesson #7</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #7, p. 1 includes blank graphic organizers, and p. 2 has the completed graphic organizers. You may either fill in the main idea and details on p. 1 or uncover the answers on p. 2 as you teach the lesson.</li> <li>The graphic organizers on the student journal are the same as those on the teacher journal, but there is a 'bank' of main ideas and details for students to select from next to each one. If students have writing challenges, they can draw lines from the boxes to the graphic organizer instead of writing in the answers.</li> <li><i>Save Teacher Journal Lesson #7 for use in Lesson 8.</i></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: PRESSURE, CRUST, ILLUSTRATION, REASON</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>          "When I watched the movie <u>Brave</u>, I thought it was interesting because the title, <u>Brave</u>, is the main idea of the movie. Both Merida and her mother had to be very <i>brave</i> to overcome the enemy. Our purpose today is to find the main idea and details in our book, <u>Volcanoes: Nature's Incredible Fireworks</u>. When we know the main idea and key details, we know the most important things in the book; then we can better understand and remember what we're reading or listening to."</p>	
<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 #7. Read selections from the text and model filling in the main ideas and details on the graphic organizers.</b></p> <p><b>You could say:</b>          "I'll show you how I find the main idea and details in informational books, and then you can help me find them. First, I'll read the paragraphs and think about the main idea and details. Then I'll write them in this graphic organizer. <b>(point to teacher journal)</b> The main idea is the top of the mountain and the key details are below, supporting the main idea..."</p>	

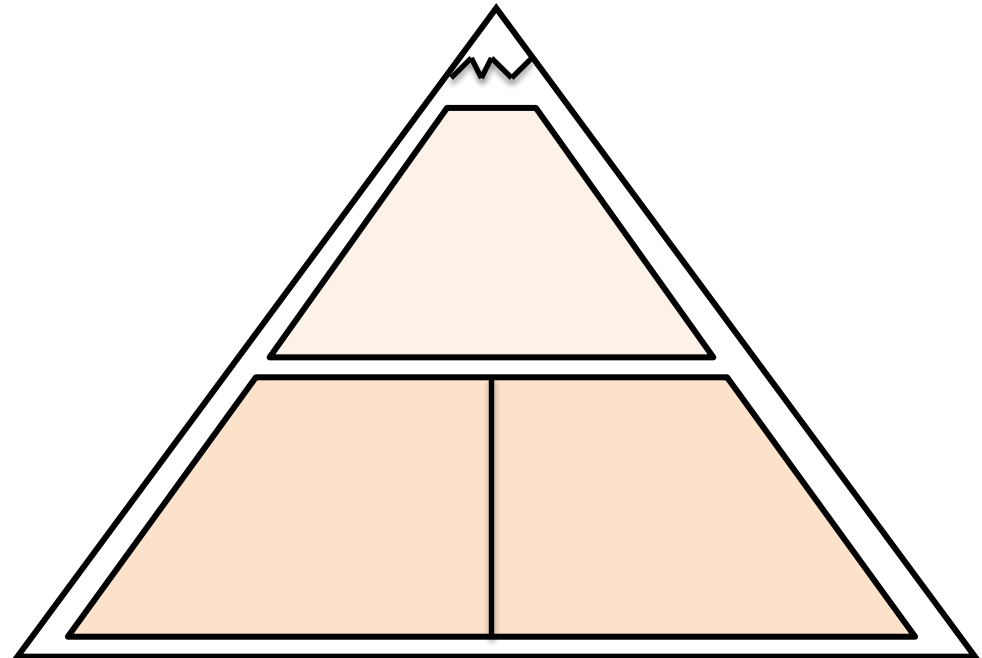
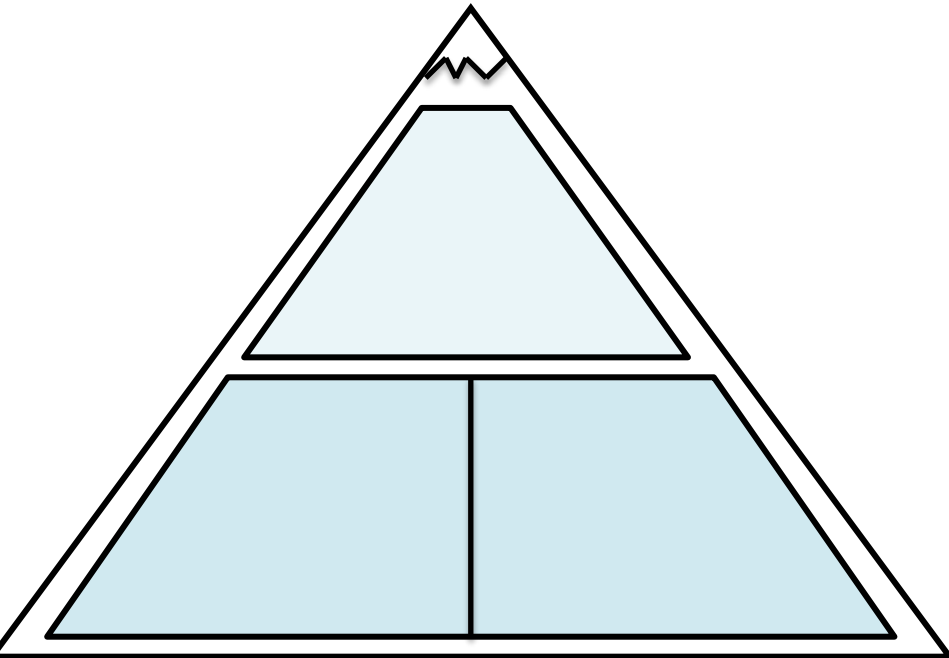
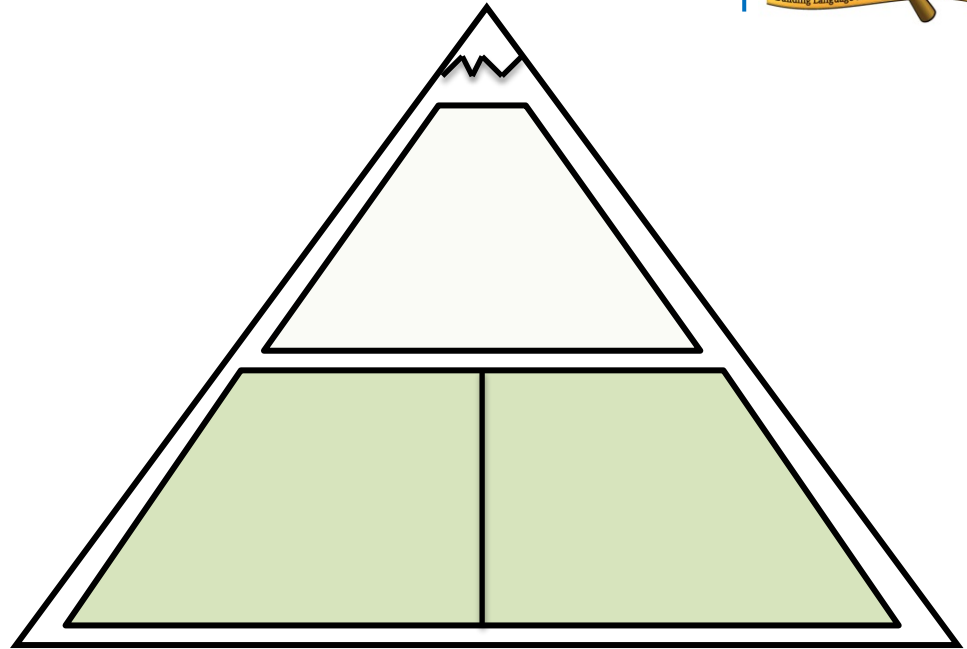
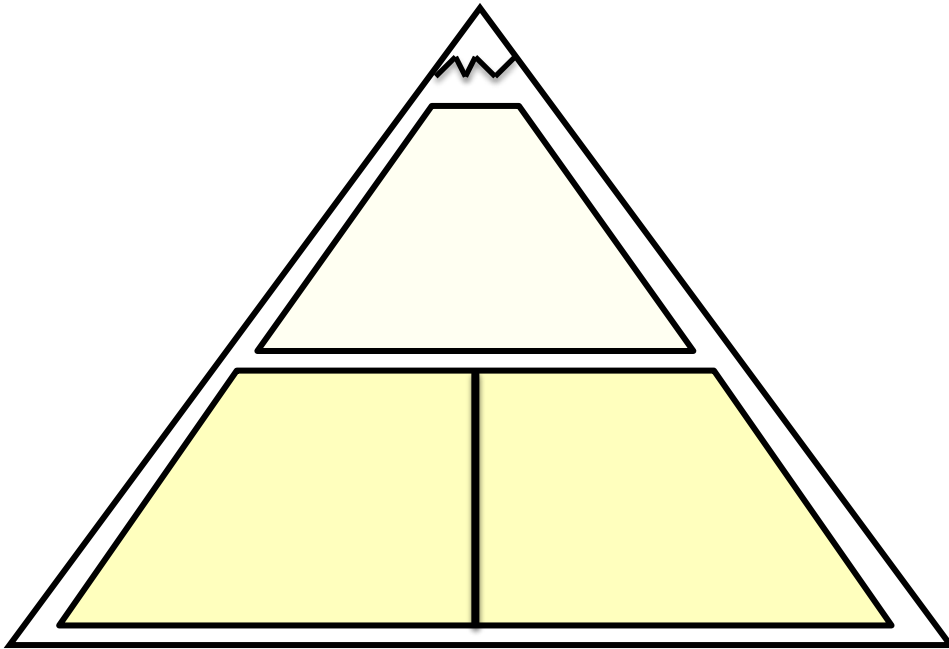
	<p><b>(read the fourth page; ‘But up close...’)</b> “This page is talking about volcanoes, and although they look fun, they are dangerous. The book talks about all of the dangerous things that are happening around the volcano. The main idea, then, is that volcanoes are dangerous. That goes in the top of the mountain as the main idea. <b>(fill in volcanoes are dangerous on organizer)</b> The author describes the ‘fiery blobs of melted rock called lava.’ The lava flying out is a key detail; I will write <i>lava (melted rock) flies out</i> under the main idea. <b>(add detail)</b> The second paragraph talks about other dangers, like gas, steam, rocks and ash flying out. That detail goes on the other side. <b>(add detail)</b> So the main idea is that volcanoes are dangerous. One key detail is that lava flies out, and the other is that gas, steam, rocks, and ashes fly out. The details support the main idea—they are what make volcanoes dangerous. <b>(read the fifth page; ‘If too much gas...’)</b> “Let’s find the main idea of this page. It’s something specific about volcanoes—the page is talking about explosions. It tells us that sometimes volcanoes explode. I’ll add <i>volcanoes that explode</i> as the main idea. <b>(fill in main idea on organizer)</b> Now I’ll find two details. <b>(reread the first sentence)</b> The key detail I find in the first sentence is that part of the mountain can blow off. I’ll add <i>part of the mountain blows off</i> to our organizer. <b>(add detail)</b> What happens next? <b>(reread second sentence)</b> It says, floods, mud slides, and avalanches can ‘roar downhill.’ I will add <i>floods, mud slides, and avalanches</i> as the other key detail. <b>(add detail)</b> So the main idea is volcanoes that explode, and the details are that part of the mountain blows off and floods, mudslides and avalanches. Now I have a main idea and details for this page of the book.”</p>
<p><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 find the main idea of other selections from the book and fill in the rest of the teacher journal. You could say:</b> “Let’s find the main idea and details of some other pages together...”</p> <p><b>(read the seventh and eighth pages; ‘But not all volcanoes explode...’)</b> “Now the book is talking about volcanoes that don’t explode. That’s the main idea. So what should I write in the top of my mountain? <b>(pause for response and fill in main idea)</b> Good. I will write <i>volcanoes that don’t explode</i>. Now let’s think of two details. What happens first? <b>(reread the pages)</b> Hmm... It sounds like the lava starts to flow out. It says it can flow out ‘slowly.’ I will write <i>lava flows out slowly</i> as our first key detail. <b>(add detail)</b> How else did it say it can flow? <b>(pause for response)</b> Yes, it can also flow ‘quickly,’ or fast. That’s our second key detail. <b>(add detail)</b> So we have our main idea, volcanoes that don’t explode, and two details—that lava flows out slowly and that lava flows out fast.”</p> <p><b>Read the tenth page (‘How do rocks get so hot...’) and finish the graphic organizer on the teacher journal; you could see the completed organizer on p. 2 for ideas.</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 Student Journal Lesson #7. You could say:</b> “On your student journal you’ll see two graphic organizers like we used. I’ll read a page from the book. You and a partner will work together to find the main idea and details from the boxes next to each mountain. Discuss which one is the best choice for the main idea, and then write it in the top. Then figure out your details and write them in the bottom. [If you want, you can also draw a line from the word box to that part of the graphic organizer]. When you’re finished, you can report your findings.”</p> <p><b>Read aloud the following selections from the text, allowing partners time to work together to complete the two graphic organizers on the student journal.</b></p> <ul style="list-style-type: none"> <li>• <b>Read the eleventh page (‘Below the crust...’) and have students fill in the first organizer.</b></li> <li>• <b>Read the thirteenth and fourteenth pages (‘The crust is not one piece...’) and give students time to complete the second organizer.</b></li> </ul> <p><b>When students are ready, have them share their findings. Discuss the answers as a class.</b></p>

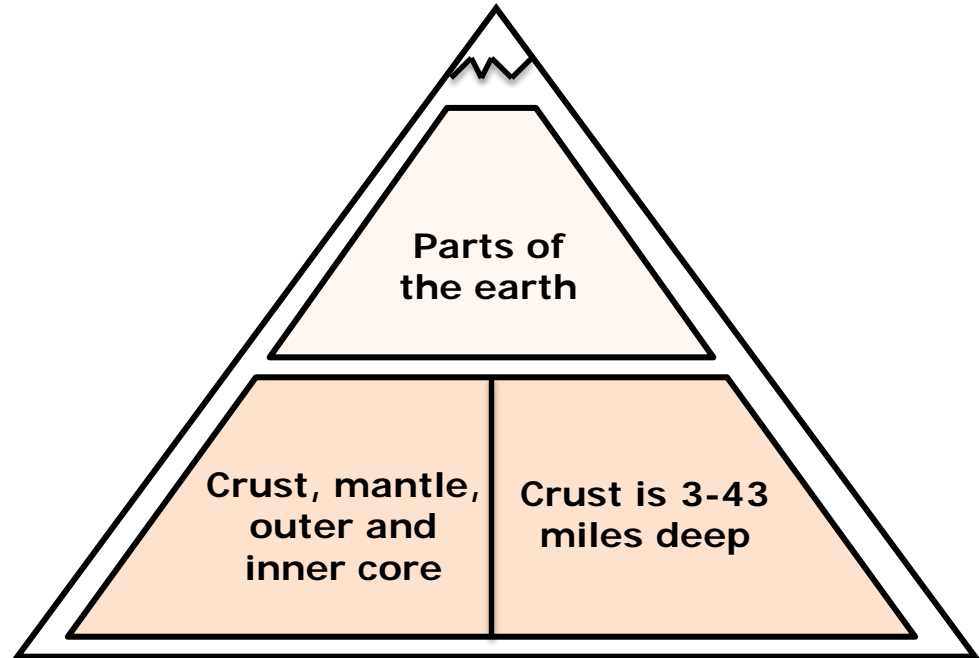
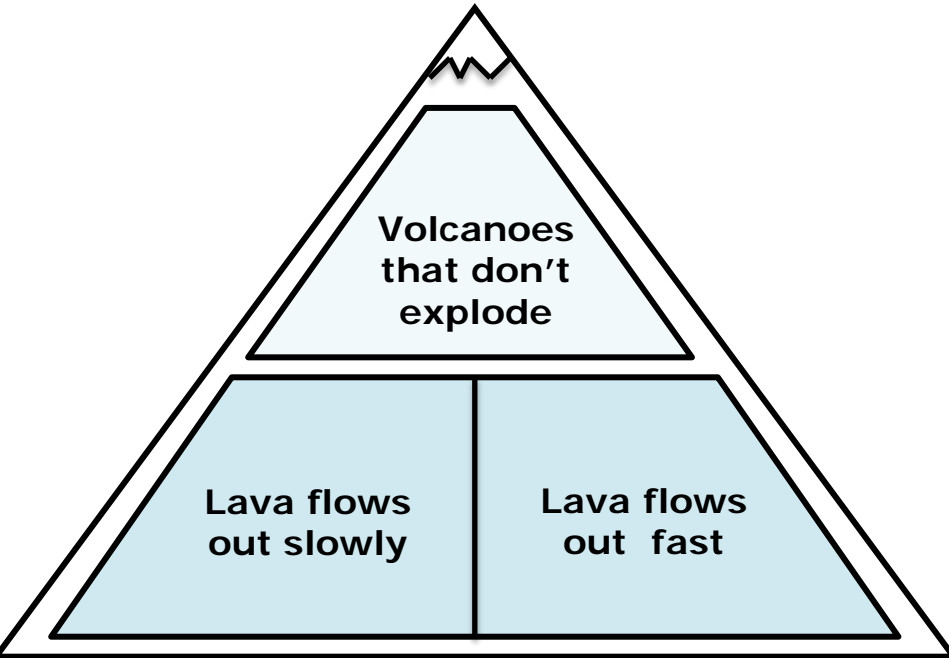
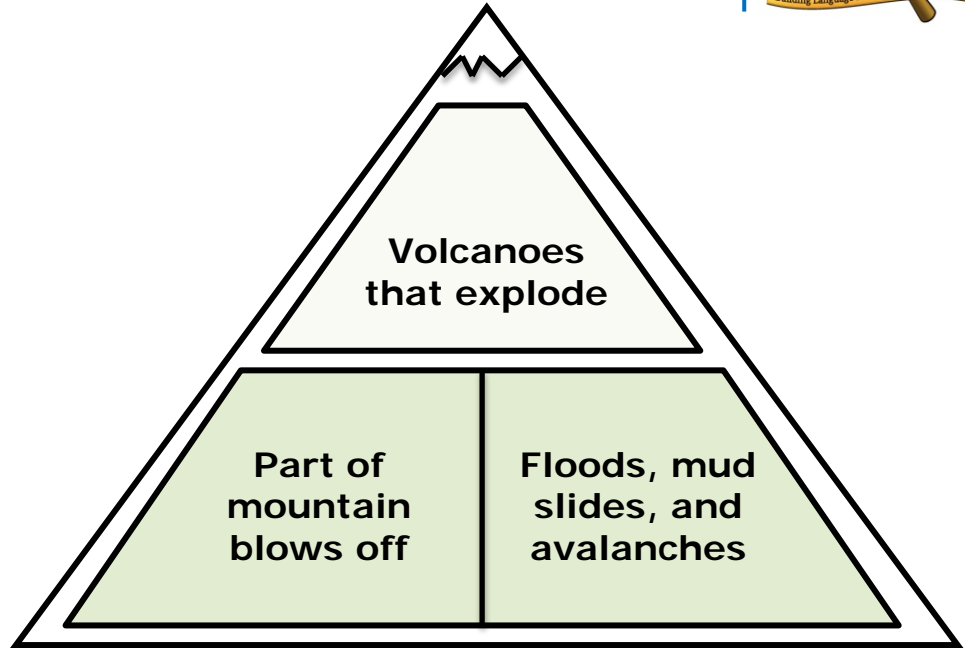
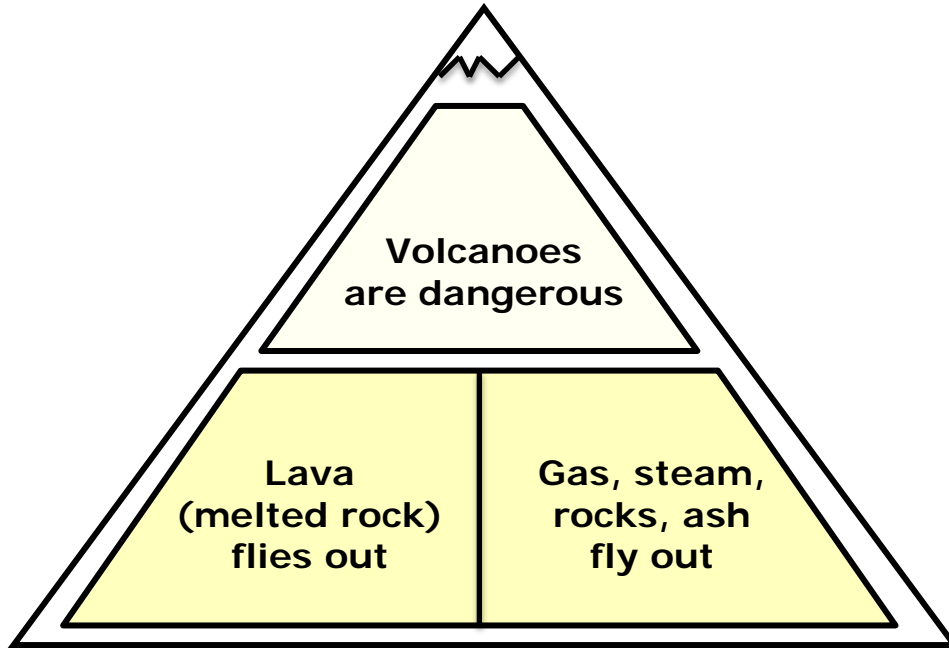
**CLOSE**

**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:**

“What was the main idea of our lesson today? **(pause for response)** Finding the main idea and key details! This is a very important skill to have. Even grown-ups need to find the main idea and details when they read. The next time you see someone reading a book or watching TV or a movie, ask them, ‘What’s the main idea?’ See if they can tell you the main idea and details. Then you can tell them the main idea and details from our book about volcanoes. They will think you’re very smart, and they are correct!”



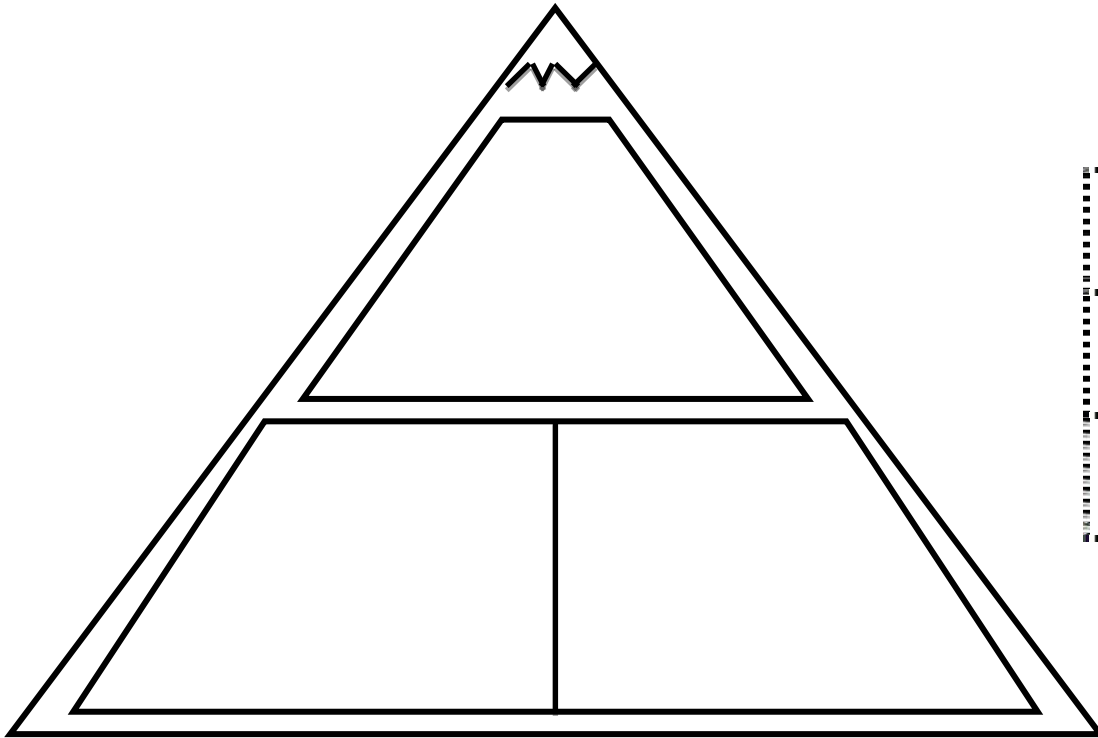


# Student Journal

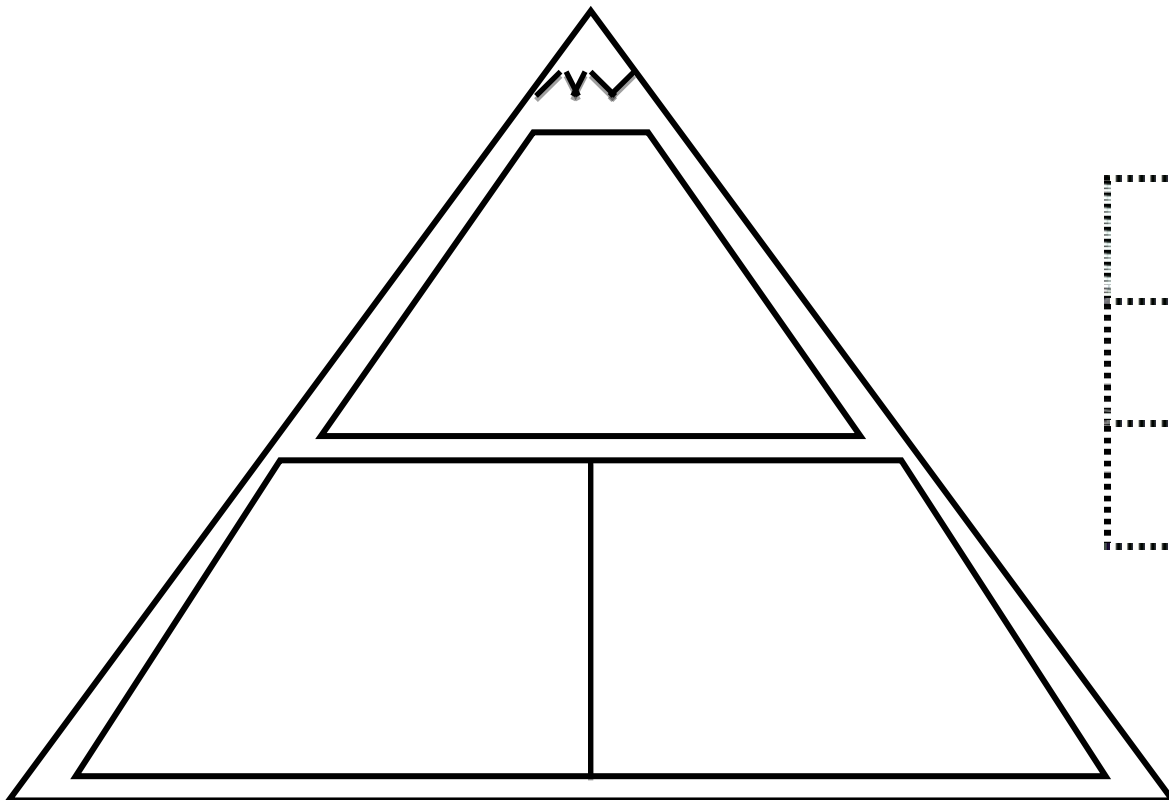
## Earth Materials – Lesson 7



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



- parts of the earth
- core is very hot
- mantle is magma



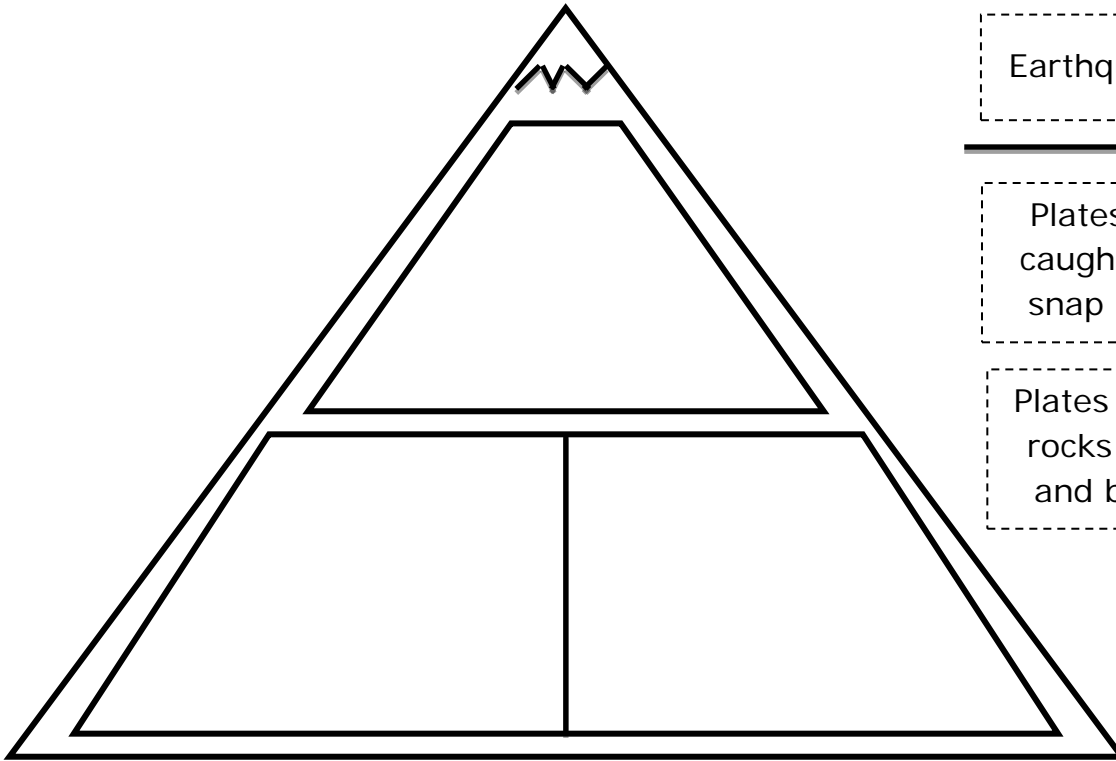
- plates move
- plates cover the earth
- the crust

LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	INTEGRATION PRACTICE LESSON 8
<b>SHOW ME WHAT YOU KNOW!</b> We'll make a cause and effect mountain and explain three causes and effects.		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Identify the main idea and two or more key details in expository text.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison</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>Scissors</li> <li>Glue</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #3</li> <li>Vocabulary Picture Cards: <b>pressure, crust, illustration, reason</b></li> <li>Teacher Journal from Lesson #7</li> <li>Student Journal Lesson #8</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<ul style="list-style-type: none"> <li>You will review the examples from Teacher Journal Lesson #7. Show students the page from <u>Volcanoes: Nature's Incredible Fireworks</u>, thinking aloud as you review the graphic organizer.</li> <li>Students will practice finding the main idea and details from pages you read from the book. They will then cut out the appropriate box from the student journal and glue it on the graphic organizer.</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 #3: PRESSURE, CRUST, ILLUSTRATION, REASON</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>          "I have a book that has a lot of pictures of plants. It shows different kinds of plants, explains how to grow plants, and tells where to grow plants. I could say that the main idea of the book is <i>plants</i>. The main idea of each section or chapter would be different, like <i>kinds of plants</i> or <i>growing plants</i>. Today our purpose is to practice finding the main ideas presented in our book <u>Volcanoes: Nature's Incredible Fireworks</u>. When we can find the main idea, we can remember what we hear and see, helping us understand our world much better. That's a great thing for students."</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 #7 to demonstrate finding the main idea and details.</b></p> <p><b>You could say:</b>          "In our last lesson, we talked about finding the main idea and key details. First we looked at this page <b>(display the fourth page)</b> of our book that talks about how dangerous volcanoes are. The main idea was that volcanoes are dangerous. <b>(point to graphic organizer)</b> The details included two things that were dangerous about volcanoes, that lava flies out <b>(point to detail)</b> and that gas, steam, rocks, and ash fly out. <b>(point to detail)</b> Then on the next page the main idea was volcanoes that explode, and the details were that part of the mountain blows off from the explosion <b>(point to detail)</b> and that the explosion would cause floods, mud slides, and avalanches. <b>(point to detail)</b> Those were the key details."</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>Review the remaining two organizers, asking student to help you identify the main ideas and key details from the selections in the book.</b></p> <p><b>You could say:</b>  “Let’s review some more examples. I’ll read the book first. Then you help me find the main idea and details...”</p> <ul style="list-style-type: none"> <li>• <b>(read the seventh and eighth pages; ‘But not all volcanoes explode...’)</b> So, the main idea was that although some volcanoes explode, some volcanoes don’t explode. That’s what we put as our main idea. <b>(point to organizer)</b> Then the lava can do two things... What were they? <b>(pause for response)</b> Yes, the lava can flow out slowly or fast. Those were the two details.</li> <li>• <b>(read the tenth page; ‘How do rocks get so hot...’)</b> What is this page talking about? What was the main idea? <b>(pause for response)</b> Yes, the parts of the earth. <b>(point to organizer)</b> That’s the main idea. The first detail listed the parts—the <b>crust</b>, mantle, and inner and outer core. <b>(point to detail)</b> What was the next detail? <b>(pause for response)</b> Yes, the next detail was that the <b>crust</b> was 3 to 43 miles thick. Good job.”</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>Pass out Student Journal Lesson #8 and explain the activity.</b></p> <p><b>You could say:</b>  “Now you’re going to find the main idea and details, but this time you have more choices. On your student journal, you’ll see two mountain graphic organizers, just like we just looked at. You’ll need scissors and glue. As I read a page in the book to you, find the box with the main idea, cut it out, and glue it to the top box inside the mountain. Then find the two details, cut them out, and glue them to the bottom box. Let’s start reading...”</p> <p><b>Read the following selections from the text as students complete the journal. After each selection, tell students to look at the two boxes above the line to the right of the mountain; one of the two is the main idea. They should cut out the main idea and glue it in the top of the mountain. Next, they should choose the two details from the four choices under the line.</b></p> <ul style="list-style-type: none"> <li>• <b>1<sup>st</sup> organizer – read the sixteenth page (‘Where two plates meet...’)</b></li> <li>• <b>2<sup>nd</sup> organizer – read the seventeenth page (‘Most magma moves...’)</b></li> </ul> <p><b>Roam the room as students work, providing assistance and feedback. You may want to reread the pages to help students determine the correct main idea and details.</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 practiced finding the last idea, right? ...No? What did we look for? <b>(pause for response)</b> The <i>main</i> idea and details. You are good! We are learning how to find the main idea and details so we can understand everything that we read or listen to. You can find the main idea and details in books, movies, stories, speeches, almost anything. Good students always look for the main idea and details, just like you!”</p>

**Directions:** Cut the main idea choices from above the line and glue the correct one in the top of the mountain. Cut the details from below the line to place in the bottom.



Earthquakes

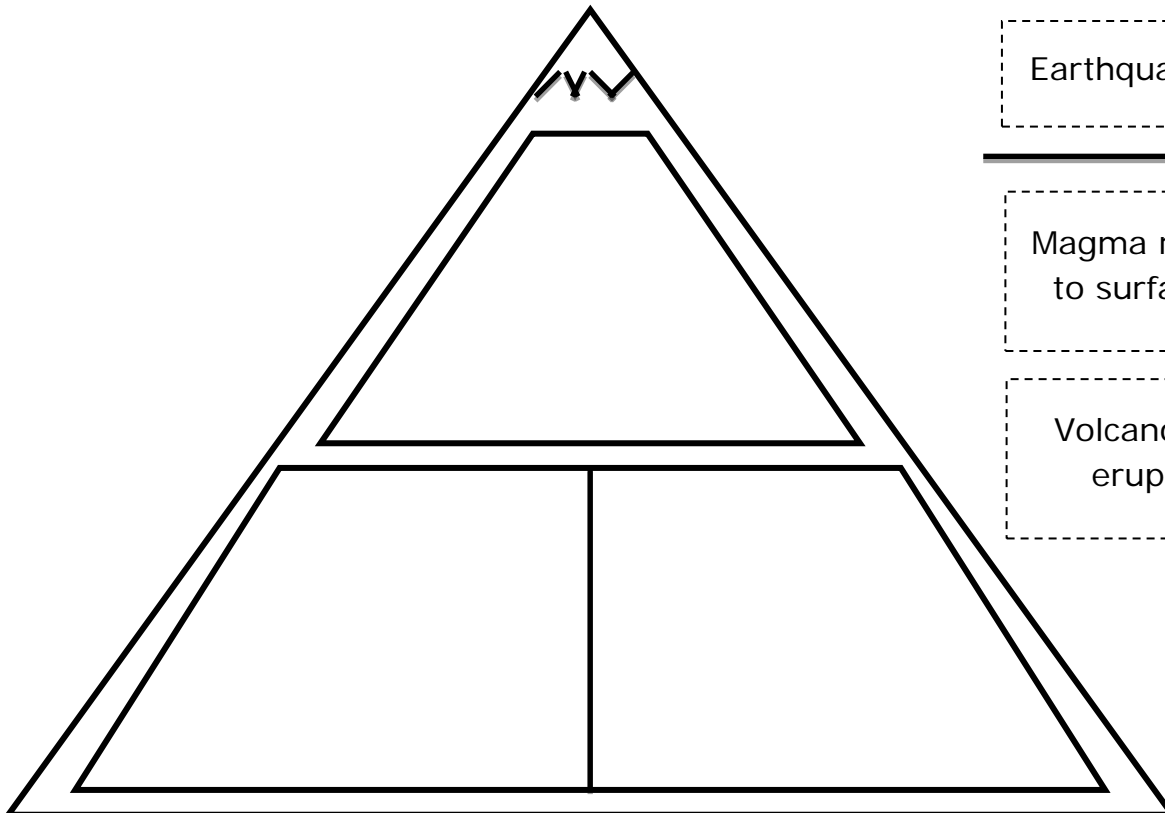
San Francisco

Plates get caught and snap back

Small earthquakes do no harm

Plates meet; rocks bend and break

Tremors are scary



Earthquakes

Magma

Magma rises to surface

Cracks in the earth

Volcanoes erupt

Magma cools and sinks



## 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>Integration</b>	<b>Words to Know Practice</b>	<b>Words to Know</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Participate in collaborative conversations about Grade 1 topics.</li> <li>Identify when text contains information that does not make sense and apply fix-up strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Use information from within a text and background knowledge to make and revise inferences.</li> </ul>	<ul style="list-style-type: none"> <li>Sort words into semantic categories.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of different types of words correctly.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Volcanoes</u> by William B. Rice </li> </ul>	<ul style="list-style-type: none"> <li><u>Volcanoes</u> by William B. Rice </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li><u>Volcanoes</u> by William B. Rice</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>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>Key</li> <li>Crayons</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>	<ul style="list-style-type: none"> <li>WRAP set #4</li> <li>Vocabulary Picture Cards: <b>pressure, crust, illustration, reason</b></li> <li>Teacher Journal Lesson #10</li> </ul>	<ul style="list-style-type: none"> <li>Words to Know rings: <b>crust, pressure, illustration, reason</b></li> <li>Teacher Journal Lesson #11</li> <li>Student Journal Lesson #11</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>boundary, consequence, solid, liquid</b></li> <li>Words to Know Rings: <b>boundary, consequence, solid, liquid</b> </li> <li>Student Journal Lesson #12</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

**LET'S KNOW!  
GRADE 1**

**EARTH MATERIALS  
CAUSE AND EFFECT**

**READ TO ME  
LESSON 9**

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

**TEACHING OBJECTIVES:**

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

**TEACHING TECHNIQUES:**

- Rich Discussion
- Comprehension Monitoring

**LESSON TEXT:**

- Volcanoes by William B. Rice

**TALK STRUCTURE FOR WE DO/YOU DO:**

- Think-Pair-Share
- Group Discussion

**LESSON MATERIALS YOU PROVIDE:**

- Document camera
- Sticky notes

**UNIT MATERIALS PROVIDED:**

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

**SPECIAL INSTRUCTIONS FOR THIS LESSON:**

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

**LESSON ROUTINE**

**SET**

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

**You could say:**

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

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

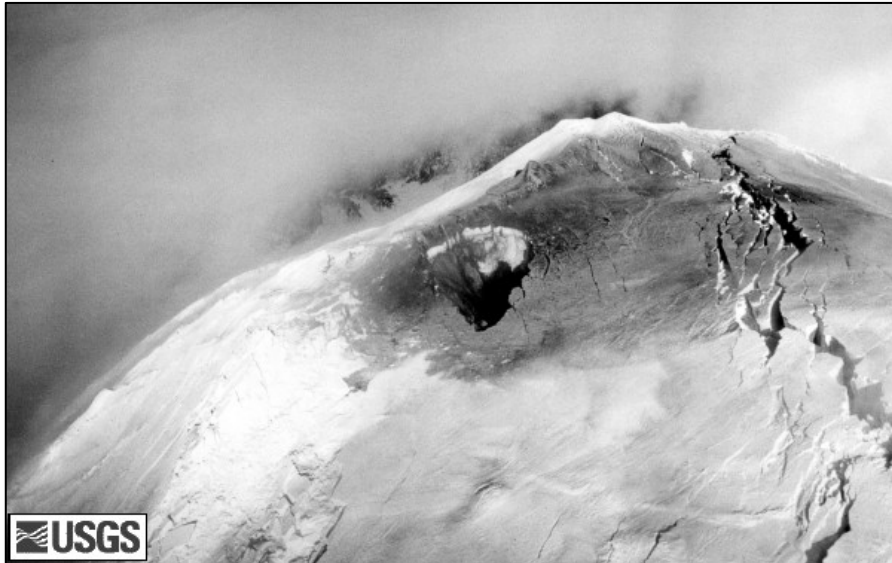
**You could say:**

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

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

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





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

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

**Make two inferences...**



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

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

**Make two inferences...**

LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	WORDS TO KNOW PRACTICE LESSON 11
SHOW ME WHAT YOU KNOW! We'll make a cause and effect mountain and explain three causes and effects.		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> <li>Sort words into semantic categories.</li> </ul>		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> LESSON TEXT: <ul style="list-style-type: none"> <li>N/A</li> </ul> TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> <li>None recommended</li> </ul> UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> <li>Words to Know rings: <b>crust, pressure, illustration, reason</b></li> <li>Teacher Journal Lesson #11</li> <li>Student Journal Lesson #11</li> </ul>	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> <li>Read aloud the questions from Teacher Journal Lesson #11 to help students practice the Words to Know. After each set of questions, allow students to color one part of the volcano from the student journal.</li> </ul>		
LESSON ROUTINE		
SET	<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 know that many of you <i>really</i> like volcanoes. Today you're going to be a volcanologist and do some work on a volcano. Your purpose is to learn even more about the Words to Know. We can talk, listen, read and write better when we understand and use a lot of words."</p>	
I DO	<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>            "We're going to discuss our Words to Know today a little differently. First we'll talk about the definitions and then you'll get to color part of the volcano from the student journal. <b>(show student journal)</b> Let's review the words first..."</p> <ul style="list-style-type: none"> <li>The first word is <b>crust</b>. Find <b>crust</b> on your word ring. Say the word <b>crust</b>... <b>Crust</b> means 'the hard outer part of something.' My bread had a crunchy <b>crust</b>.</li> <li>The next word is <b>illustration</b>. Find <b>illustration</b> on your word ring. Say the word <b>illustration</b>... It mean 'a picture or drawing in a book or magazine.' The <b>illustration</b> in the magazine was silly.</li> <li>The third word is <b>pressure</b>. Find it on your word ring and then say <b>pressure</b>... <b>Pressure</b> means 'the force produced when something presses or pushes against something else.' I put <b>pressure</b> on the stamp to make it stick.</li> <li>The last word is <b>reason</b>. Find <b>reason</b> on your ring. Say <b>reason</b>... A <b>reason</b> explains why something happens or why you did something. You'd have to give your brother a good <b>reason</b> why you took his backpack instead of yours.</li> </ul> <p>Excellent work everyone!</p> <p>"As we talk about the Words to Know, I'll ask you a series of questions. After each set, I'll tell you to color one part of the volcano."</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.</b></p> <p><b>You could say:</b>          “Let’s start... <b>(read from the teacher journal)</b> If I say something that goes with <b>pressure</b>, say ‘<b>pressure.</b>’ If not, don’t say anything...</p> <ol style="list-style-type: none"> <li>1) clay <b>(pause for response)</b> I should hear everyone say, ‘<b>pressure.</b>’ I’ll do it again... <i>clay.</i>  <b>(pause)</b> Good! Everyone said, ‘<b>pressure.</b>’</li> <li>2) talk <b>(pause)</b> Great! No one said anything.</li> <li>3) gases <b>(pause)</b> Good! Gases like in a soda can or in the earth have <b>pressure.</b></li> <li>4) squeeze <b>(pause)</b> Great! I heard <b>pressure.</b></li> <li>5) picture <b>(pause)</b></li> <li>6) ball <b>(pause)</b> <b>Pressure.</b> Great!</li> <li>7) explosion <b>(pause)</b> I heard <b>pressure.</b></li> </ol> <p>Super job, friends. Now you can color one part of the volcano.”</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 to read the script provided in the teacher journal, having students color part of the volcano after each set of questions. Students can work with a partner to answer the questions.</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>          “We learned even more about our Words to Know today so we can use them when we speak. Tell your partners which words go with these definitions...</p> <ul style="list-style-type: none"> <li>• A picture or drawing in a book or magazine <b>(illustration)</b></li> <li>• Explains why something happens or why you did something <b>(reason)</b></li> <li>• The force produced when something presses or pushes against something else <b>(pressure)</b></li> <li>• The hard outer part of something <b>(crust)</b></li> </ul> <p>Remember, we can understand these words when we’re listening, and we also want to use them when we’re talking or writing. We can learn many new words every day in many ways.”</p>

# Teacher Journal

## Earth Materials – Lesson 11



**DIRECTIONS:** Read the first sentence of each set and then monitor students' responses. Periodically ask "Why?" to sample student thinking. After each set, have students color part of the volcano.

If I say something that goes with **pressure**, say "**pressure.**" If not, don't say anything...

- 1) clay (yes)
- 2) talk
- 3) gases (yes)
- 4) squeeze (yes)
- 5) picture
- 6) ball (yes)
- 7) explosion (yes)

Now you can color part of your volcano. Do it quickly.

If I say something that goes with **reason**, say "**that's it!**" If not, don't say anything...

- 1) fingernail
- 2) explain (yes)
- 3) think (yes)
- 4) why (yes)
- 5) dog
- 6) apologize (yes)
- 7) tell (yes)

Now you can color more of the volcano.

Which words would go with **illustration**? If they go with **illustration**, say "**yes.**" If not, don't say anything...

- 1) crumbs
- 2) bears
- 3) photographs (yes)
- 4) drawings (yes)
- 5) airplanes
- 6) paintings (yes)
- 7) paper (yes)

Now you can color more of the volcano.

Which could go with **crust**? If it could, say "**crust**." If not, don't say anything...

- 1) bread (yes)
- 2) sand
- 3) computers
- 4) earth (yes)
- 5) outside (yes)
- 6) inside
- 7) hard (yes)

Now you can color more of the volcano.

Which of our Words to Know—**crust**, **illustration**, **pressure**, or **reason**—goes with this...

- 1) My sister is in big trouble with me! (**reason**)
- 2) Which of these paintings is better? (**illustration**)
- 3) The plates pushed together and formed a mountain. (**pressure**)
- 4) I never eat the outside of my bread! (**crust**)
- 5) What do you think you're doing? (**reason**)
- 6) Your book needs something to make it more interesting. (**illustration**)
- 7) Don't drop the 6-pack of soda cans! (**pressure**)

Now you can color again.

Which word would you use?

- 1) Would you put **pressure** or **crust** on play dough?
- 2) Could you see a **reason** or **crust** in a kitchen?
- 3) Are drawings **illustrations** or **reason**?
- 4) What goes with volcanoes, **pressure** or **illustration**?
- 5) What would you give your teacher if you didn't do your homework, **crusts** or **reasons**?
- 6) Do volcanoes erupt on **crusts** or **illustrations**?
- 7) How do you ask for a new bike, with **reasons** or **pressure**? (trick question)

Now you can color.

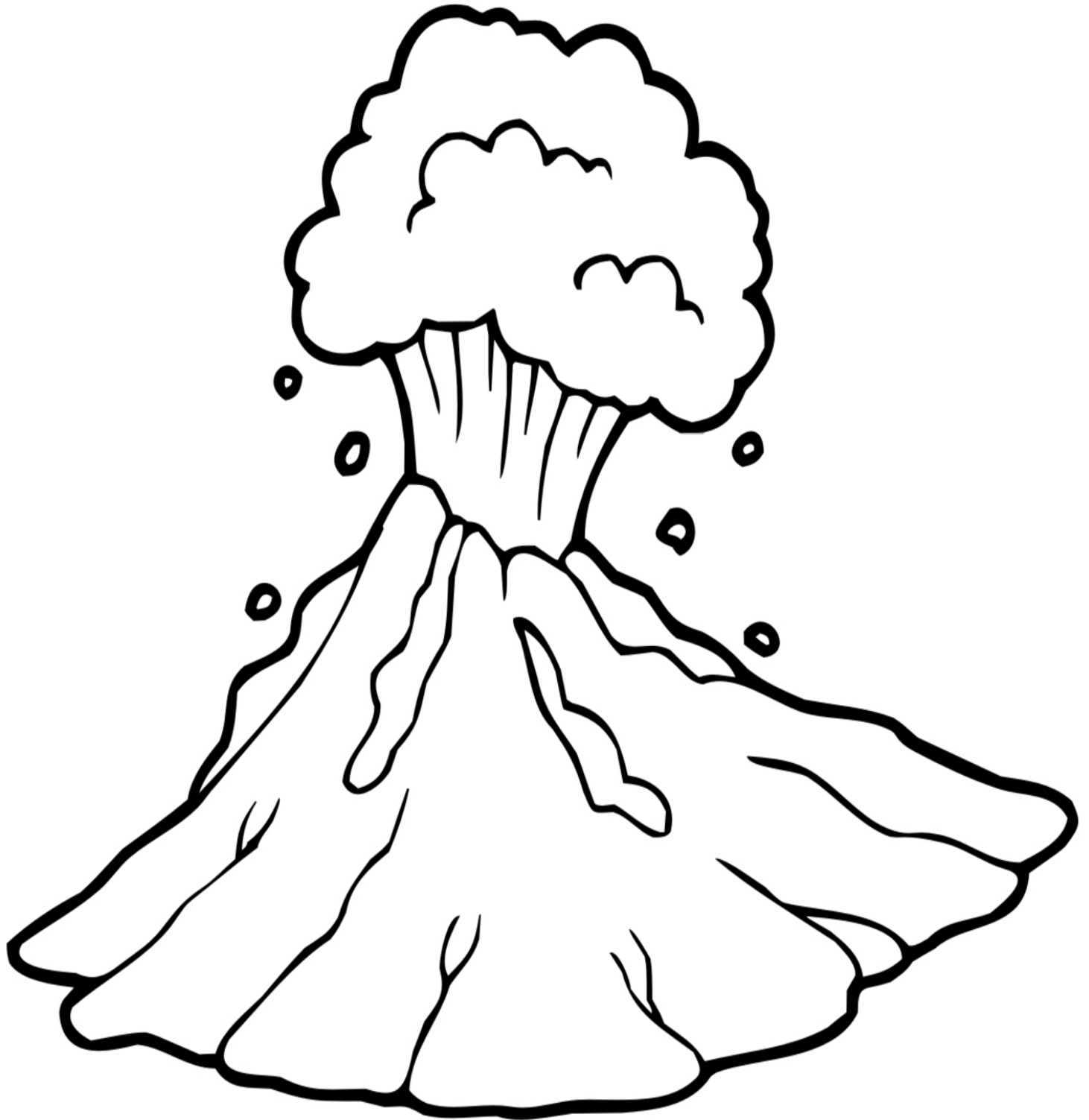
Name two things that...

- 1) are **illustrations**.
- 2) have **crusts**.
- 3) have **pressure**.
- 4) are **reasons** for studying what's inside the earth.

Now you can color.

# Student Journal

## Earth Materials – Lesson 11



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

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

**(consequence)**

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

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

**(solid)**

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

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

**(liquid)**

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

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

**YOU DO**

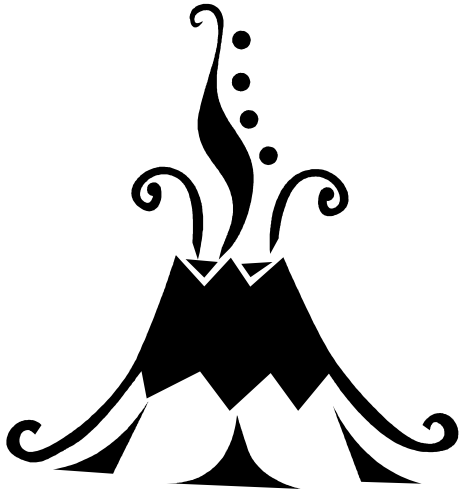
**Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.**

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

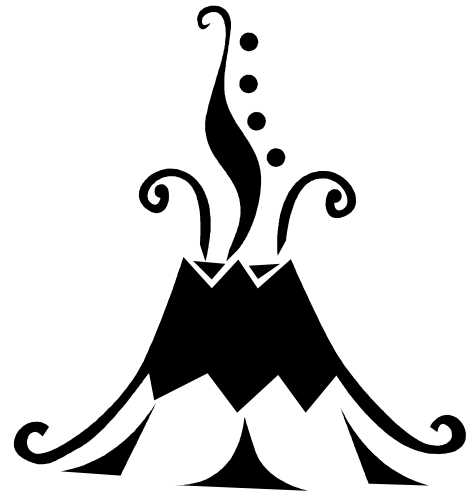
"Let's play a game with our new words. You need a crayon and your student journal. The volcanoes on the page each have one of our words under it, and there are two blanks at the bottom. To play the game, you need to go to another person and tell them what one of the words means—say the definition. If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



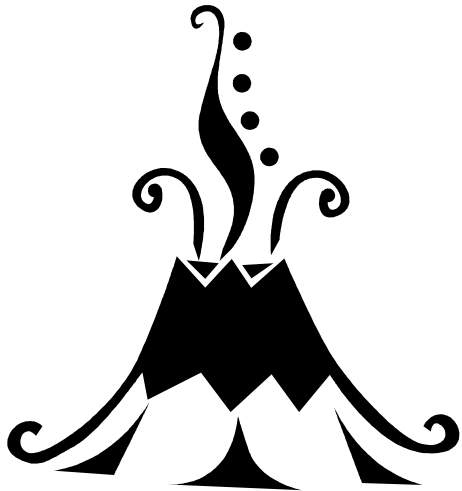
	<p>“Then switch places, and the other person will tell you what one of the words means. If it’s correct, then they can put an <i>X</i> on that volcano. Keep moving around the room and switching partners; one person tells a definition and the other tells them if it’s correct. Continue until all of your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



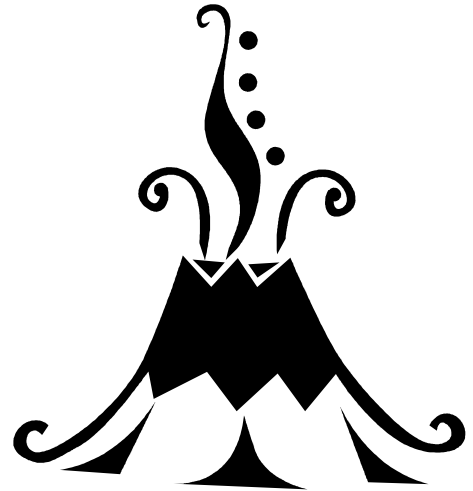
consequence



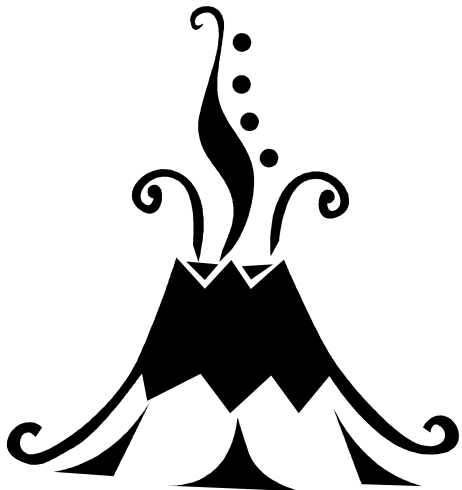
boundary



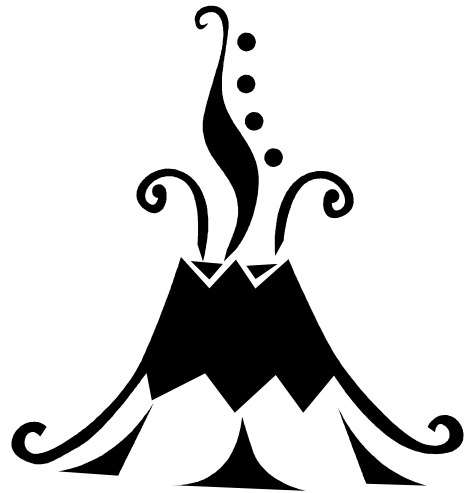
solid



liquid



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## WEEKLY LESSON PLANNER

### EARTH MATERIALS

Week 4	Lesson 13	Lesson 14	Lesson 15	Lesson 16
<b>Lesson Type</b>	<b>Integration</b>	<b>Integration Practice</b>	<b>Words to Know</b>	<b>Words to Know Practice</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Identify the main idea and two key details of an informational text.</li> </ul>	<ul style="list-style-type: none"> <li>Use information within the text and background knowledge to make and revise inferences.</li> </ul>	<ul style="list-style-type: none"> <li>Sort words into semantic categories.</li> </ul>	<ul style="list-style-type: none"> <li>Use target vocabulary words correctly in spoken or dictated texts.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Volcanoes</u> by William B. Rice </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</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>Chart paper, document camera, or interactive whiteboard </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>Chart paper, document camera, or interactive whiteboard </li> </ul>	<ul style="list-style-type: none"> <li>Game pieces and dice </li> <li>Bags, paper clips, or rubber bands</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #13</li> <li>Student Journal Lesson #13</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #5</li> <li>Vocabulary Picture Cards: <b>boundary, consequence, solid, liquid</b></li> <li>Teacher Journal Lesson #14</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #15 (print or digital)  </li> <li>Words cards for Lesson #15 </li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #6</li> <li>Vocabulary Picture Cards: <b>boundary, consequence, solid, liquid</b></li> <li>Words to Know rings: <b>boundary, consequence, solid, liquid</b></li> <li>Game board for Lesson #16  </li> <li>Game cards for Lesson #16  </li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	INTEGRATION LESSON 13
<b>SHOW ME WHAT YOU KNOW!</b> We'll make a cause and effect mountain and explain three causes and effects.		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Identify the main idea and two key details of an informational text.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Volcanoes</u> by William B. Rice</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> <li>Sticky notes</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #13</li> <li>Student Journal 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> Use sticky notes to mark pages on which you will model or practice finding the main idea. You could use the chapters suggested in the lesson routines or read selected chapters of your choice. The pages used in the lesson routines are as follows: pp. 12, 16, 18, 21, 22, 24.</li> <li>Blank graphic organizers are provided on teacher journal, p. 1 and p. 2 has the completed graphic organizers. You may either fill in the main idea and details on p. 1 or uncover the answers on p. 2 as you model finding the main idea.</li> <li>The graphic organizers on the student journal are the same as those on the teacher journal, but there is a 'bank' of main ideas and details for students to select from next to each one. If students have writing challenges, they can draw lines from the boxes to the graphic organizer instead of writing in the answers.</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>          "When you go to a new movie and a friend asks you what it's about, they don't want the entire story of the movie. What they want is the <i>main idea</i> and a few <i>details</i>. That's our purpose today—to find the main idea and two details from our book. When we know the main idea and key details, we know the most important thing; then we can better understand what we're reading or listening to."</p>	
<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. Read selections from the text and model filling in the main ideas and details on the graphic organizers.</b></p> <p><b>You could say:</b>          "First, I'll read the paragraphs and think about the main idea and details. Then I'll write them in this graphic organizer. The main idea goes in the top of the mountain and the key details go below it, supporting the main idea.</p> <p><b>(read p. 12)</b> "This page is talking about magma—the heading evens say <i>About Magma</i>—so I know that must be the main idea. The heading often helps me find the main idea. So, the main idea I will add to our graphic organizer is <i>magma</i>. It goes in the top of the mountain. <b>(fill in main idea)</b></p>	

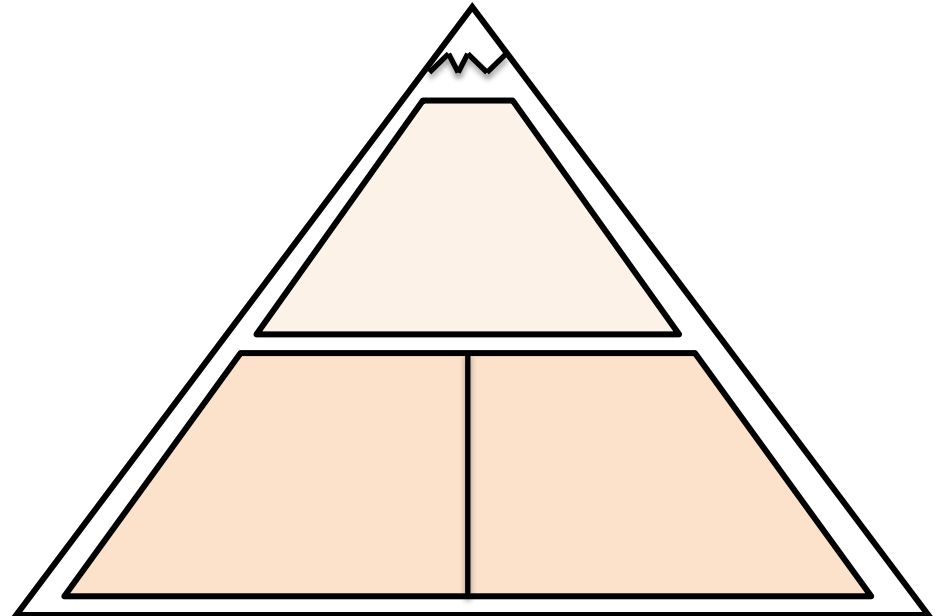
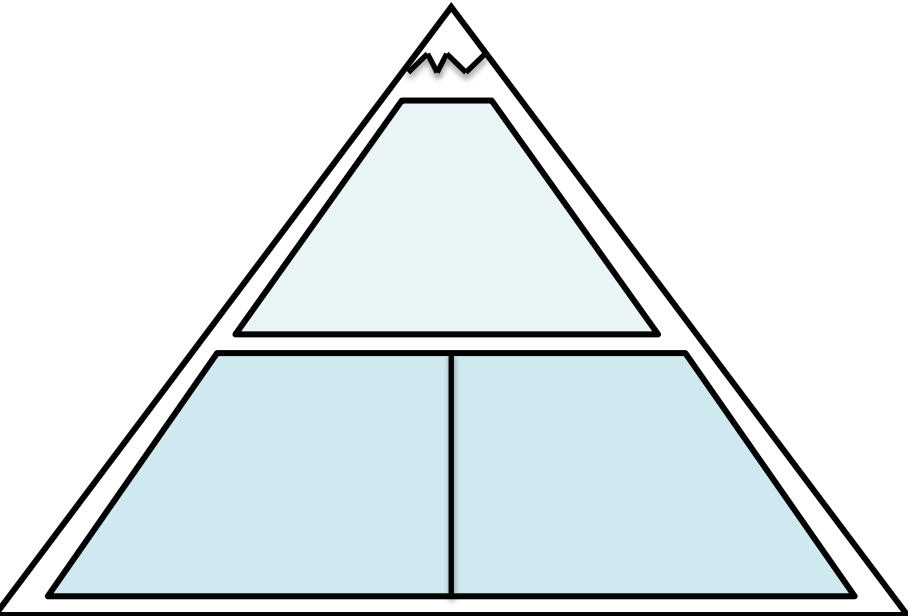
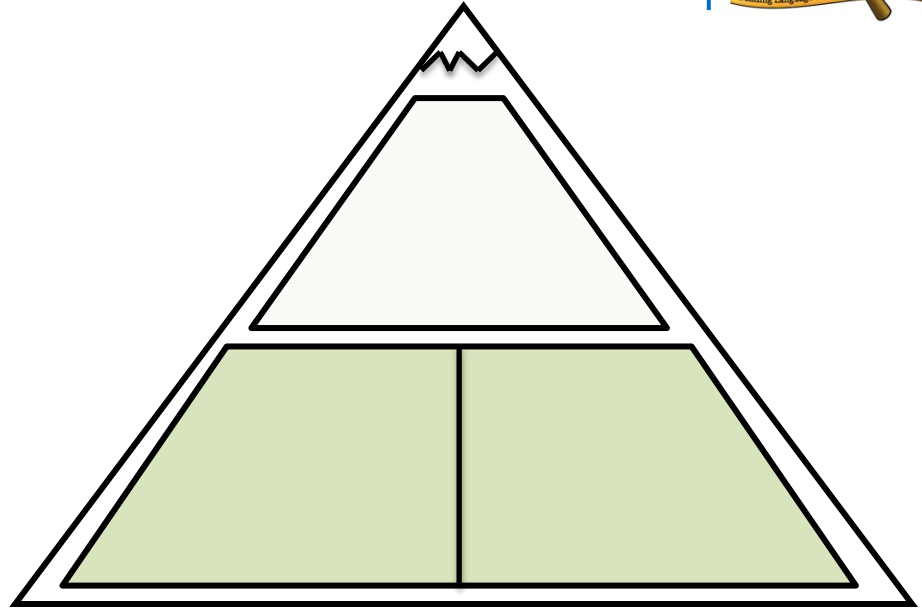
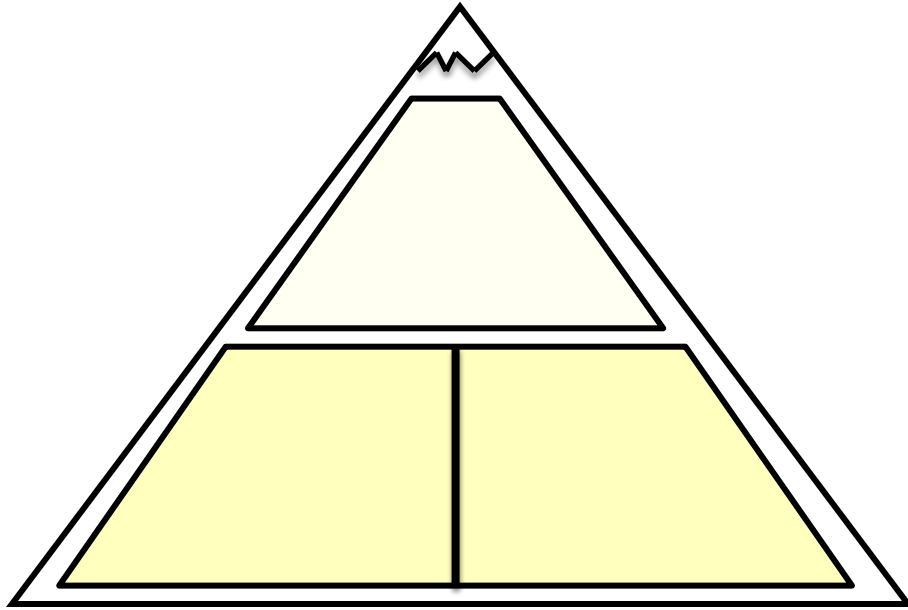
	<p>“Now I need two details that are important. Often the first sentence of a paragraph is the most important. <b>(second paragraph)</b> This sentence says, ‘Magma is lighter than the rock around it.’ I know that’s important because if it weren’t lighter, it wouldn’t flow out of the volcano. I’ll add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

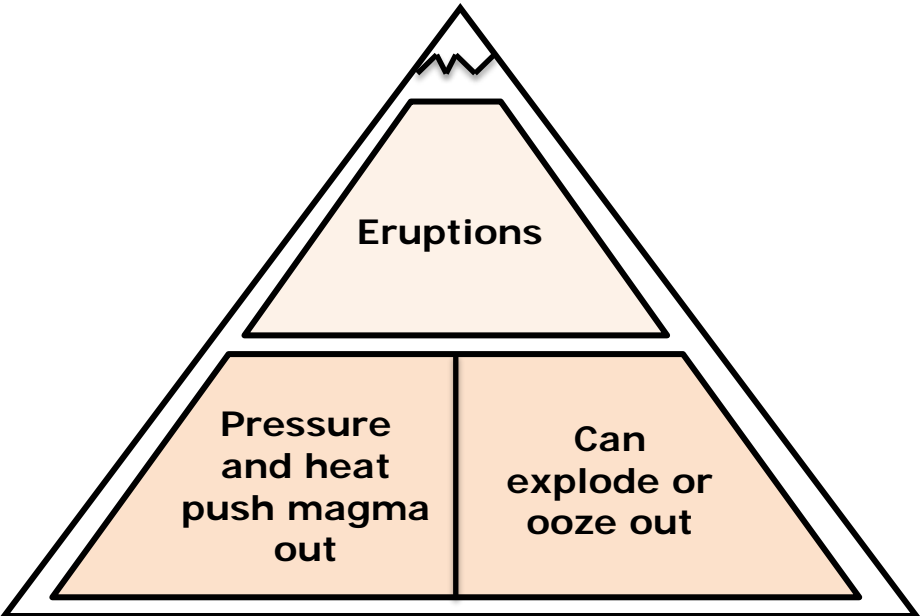
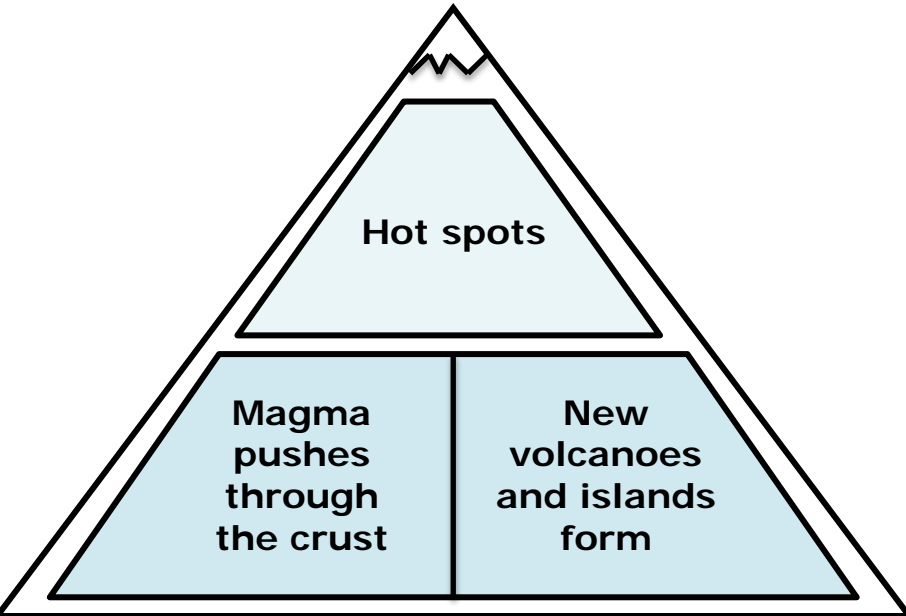
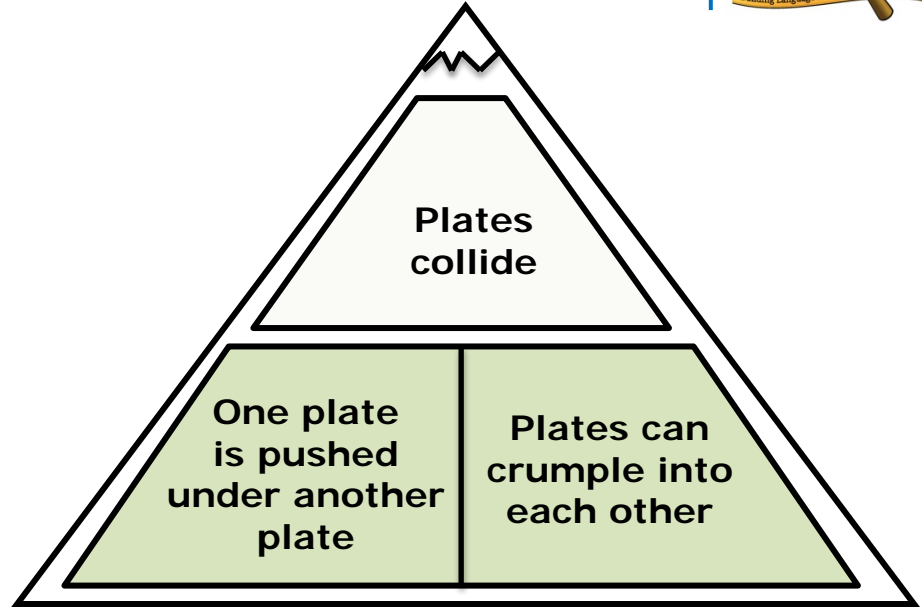
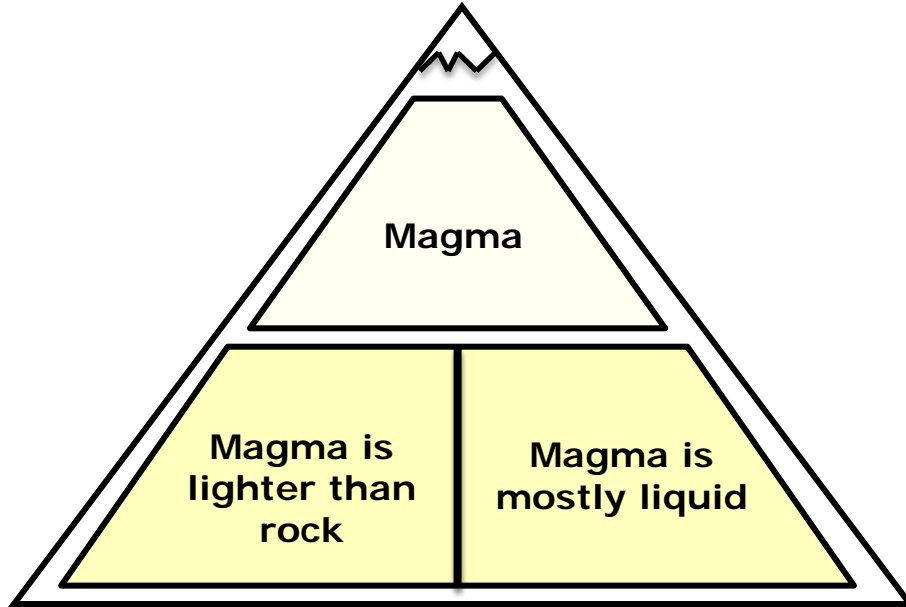
**CLOSE**

**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:**

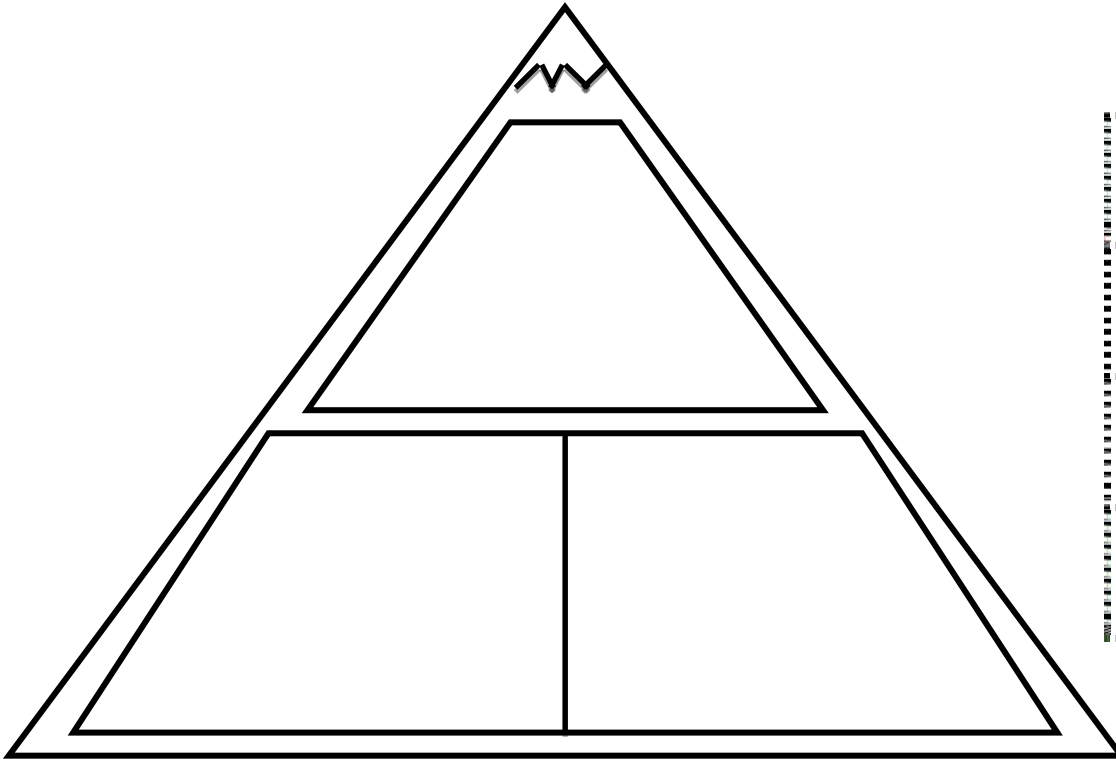
"We worked again today on finding the main idea and details. Finding the main idea and key details is such an important skill for all good students; we have to practice a lot! College students need to find the main idea and details when they read. The next time you read a book or watch TV or a movie,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







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

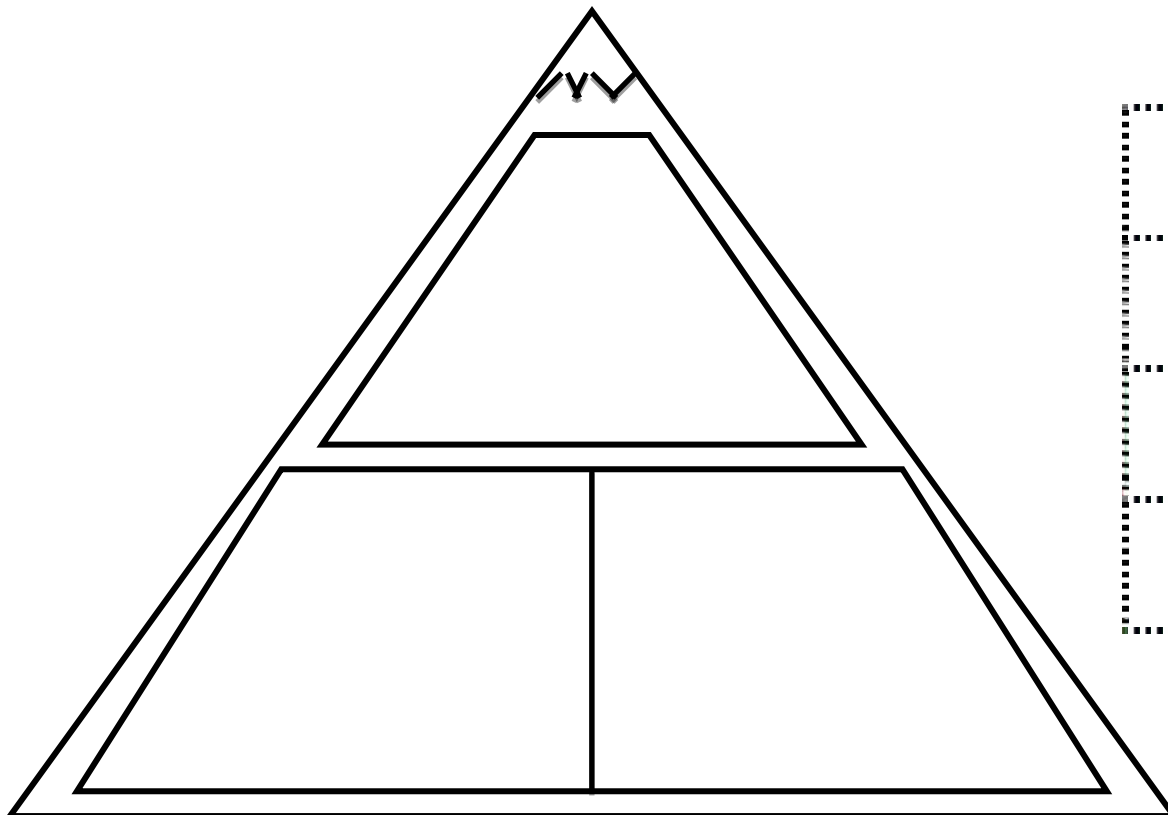


some lava  
cools quickly;  
some slowly

lava is super-hot

lava

volcanoes



earthquakes

water

before volcanoes  
erupt

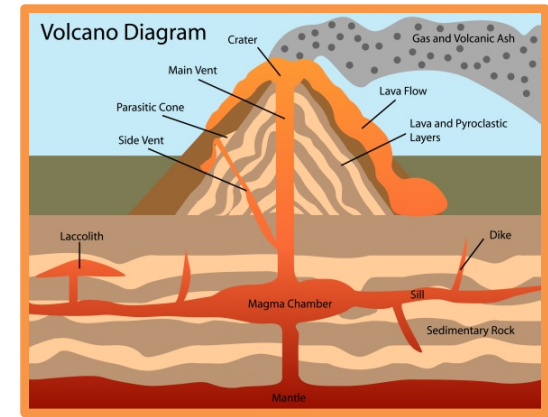
volcano bulges

LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	INTEGRATION PRACTICE LESSON 14
<b>SHOW ME WHAT YOU KNOW!</b> We'll make a cause and effect mountain to explain three causes and effects.		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Use information within the text and background knowledge to make and revise inferences</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>Inferencing</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>Document camera or interactive whiteboard</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #5</li> <li>Vocabulary Picture Cards: <b>boundary, consequence, solid, liquid</b></li> <li>Teacher Journal Lesson #14</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li>Project teacher journal, p. 1 and read the text aloud to students. During the You Do segment, have students use the questions on p. 2 to make inferences in pairs.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #5: BOUNDARY, CONSEQUENCE, SOLID, LIQUID</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>          "Here's a riddle: 'My thunder comes before the lightning, my lightning comes before the clouds, and my rain dries all the land it touches. What am I?' What I need to do is to make an <i>inference</i>, to fill in the blanks, to use the clues I told you and what I already know to fill in the blanks. Our purpose today is to practice making inferences that will help us understand what we read and hear, just like all good readers and listeners do."</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>          "Have you figured out the riddle? You know that we're studying about what's inside the earth, volcanoes, and earthquakes, and that all of these clues could be a volcano. But then you have to check it to make sure it fits. Do you hear rumblings like thunder before the eruption? Yes. Can the eruption come before the clouds? The clouds aren't rain clouds, but ash clouds and the 'rain' isn't water but ash. Does a volcano fit the riddle? Yes. That's how you make an inference. You add what you know with what's in the text to fill in what the author didn't tell you; then you check to make sure it's correct."</p> <p><b>Display Teacher Journal Lesson #14. You could say:</b>          "I'm going to read this article about volcanoes and make some inferences. <b>(read first paragraph)</b> I noticed that the author said the magma moves inside the magma chamber but not <i>why</i> it moves. I know that we've been talking about <b>pressure</b> and that there's a lot of <b>pressure</b> inside the earth, so I'm going to infer that the <b>reason</b> the magma moves into the chamber is because of <b>pressure</b> inside the earth. As we read more, we can find out if my inference was correct or if I have to revise it."</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 reading the text from the teacher journal and making inferences with students. Provide support and scaffolding to guide them to logical inferences.</b></p> <p><b>You could say:</b>  “Let’s read the next paragraph and make an inference. <b>(read the second paragraph)</b> If the gases in the magma build <b>pressure</b>, why do you think that the magma pushes out of the <b>crust</b> of the earth instead of back inside the earth? What can you infer? <b>(elicit responses, scaffolding students to make inferences)</b> We know that magma is lighter than the rock in the <b>crust</b>, so would it go up or down? ... Now think about opening a soda can. Why would the magma move out to the <b>crust</b>? <b>(provide support and elicit responses)</b> It finds an opening, a crack in the <b>crust</b>, just like the opening in a soda can.</p> <p>“So we made an inference together. Our inference is that the magma pushes out of the <b>crust</b> because it is lighter than the rock and it finds an opening in the <b>crust</b> to release the <b>pressure</b>. That’s an impressive inference!</p> <p><b>(read the third paragraph from the teacher journal)</b> “I’m wondering what it would be like for the ash to block the sunlight. Let’s make an inference. What do you know about ash? <b>(pause for responses)</b> It’s black or gray; it’s usually small pieces of soot. Think about how much ash there would be if you couldn’t see the sun... Would you want to be outside? ... Why not? <b>(pause for responses)</b> The author says it is dark even in the daytime. That would be a little spooky, right?</p> <p>“We just inferred that there would need to be a lot of ash to block the sun, that it would be very dark and spooky, that the ash would come down on everything, and that we wouldn’t want to be outside! We used what we know about ash and added what the text told us to make an inference about what it would be like to be near an exploding volcano.”</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>Read the rest of the text from teacher journal, p. 1. Then display p. 2 and have students work in pairs to make inferences.</b></p> <p><b>You could say:</b>  “I’m going to read the rest of the text for you. After that, you and your partner will discuss these two questions and make some inferences: <b>(show teacher journal, p. 2)</b></p> <ol style="list-style-type: none"> <li>1) What kinds of problems would ash cause for an airplane?</li> <li>2) Why would the ash make it hard for people and animals to breathe?</li> </ol> <p>After you’ve talked for [5] minutes, we’ll discuss the inferences you’ve made.”</p> <p><b>Circulate the room to monitor and provide feedback on students’ discussions. Then have pairs share their inferences and discuss them as a class.</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>  “What did you make today? <b>(pause for response)</b> Inferences! What are the two things you need to do to fill in the blanks? <b>(pause for response)</b> You use your background knowledge—what you already know—and the clues or information the author writes in the text. You make inferences every day. If I say, ‘Heads down on your desk,’ what’s your inference? That some people need to take a break! Good readers and listeners make inferences and then check to make sure they’re correct. We are practicing making inferences because we are good readers and listeners, right?”</p>

# How Volcanoes Work

From the outside, a volcano looks just like an ordinary mountain. But it isn't. Inside a volcano is melted rock called *magma*. The magma comes from deep inside the earth. It moves inside the volcano in an opening called the magma chamber.



Magma has gases trapped in it, just like the bubbles in a can of soda. Over time, the pressure from the gases builds and builds inside the volcano. Think about what happens when you shake a can of soda and then open it. The soda shoots out of the can, doesn't it? This is because pressure builds up inside the can until you open it.

When the pressure builds up inside a volcano, it erupts. A cloud of ash is sent high into the air. The ash can block the sunlight, making it dark even if it is daytime.

Winds can also carry this ash to faraway places. The ash can cause problems for airplanes and can make it hard for people and animals to breathe.

**With your partner, discuss these two questions and make inferences.**

- 1) What kinds of problems would ash cause for an airplane?
- 2) Why would the ash make it hard for people and animals to breathe?



LET'S KNOW! GRADE 1	EARTH MATERIALS DESCRIPTION	WORDS TO KNOW LESSON 15
<b>SHOW ME WHAT YOU KNOW!</b> We'll make a cause and effect mountain and explain three causes and effects.		
<b>TEACHING OBJECTIVE:</b>		
<ul style="list-style-type: none"> <li>Sort words into semantic categories.</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>Teacher Journal Lesson #15 (print or digital)</li> <li>Words cards for Lesson #15</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>You may use the digital or print version of the teacher journal. If using the print version, you may want to cut out the images to place on your webs; you will need four copies of the word web.</li> <li>Cut out the word cards for Lesson #15 to save time.</li> </ul> </li> <li>For the You Do activity, distribute one word card to each student.</li> <li><b>WORDS TO KNOW</b> <ul style="list-style-type: none"> <li><b>boundary:</b> Something (fence, imaginary line, river) that shows where one area ends and another area begins</li> <li><b>consequence:</b> Something that happens because of something else</li> <li><b>solid:</b> Material that you can't pour and that holds its shape</li> <li><b>liquid:</b> Something that flows freely; you can pour it</li> </ul> </li> <li><b>SUGGESTED RELATED WORDS</b> <ul style="list-style-type: none"> <li><b>liquid:</b> <i>water, wet, spill</i>; (opposite) <b>solid</b></li> <li><b>solid:</b> <i>hard, rock, firm</i>; (opposite) <b>liquid</b></li> <li><b>consequence:</b> <i>result, outcome, effect</i></li> <li><b>boundary:</b> <i>border, line, edge</i></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>          "Do you go to a relative's house for holidays, like maybe to your grandmother's? It's fun to have dinner with your family. Well, our purpose today is to find some relatives for our Words to Know. Maybe we'll find some brothers, sisters, or cousins. When we know more related words, we know more about word families, and that's a good thing! The more you know about words, the better you can understand and use them when you read, write, talk, and listen."</p>	
<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 word web. Model filling in the web for the word liquid.</b></p> <p><b>You could say:</b>          "Here's our first word, <b>liquid</b>. It means 'something that flows freely; you can pour it.' <b>Liquids</b> are things like <i>water</i>. You can <i>spill</i> them. <b>Liquids</b> are <i>wet</i>. <b>(add related words to web)</b> The opposite is one of our other words, <b>solid</b>. A <b>solid</b> has a shape, but a <b>liquid</b> doesn't. All of these words are related to <b>liquid</b> in some way. They're in the same word family: <i>water, spill, wet</i>. The opposite is <b>solid</b>."</p>	

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

# Teacher Journal

## Earth Materials – Lesson 15



**liquid**



**solid**



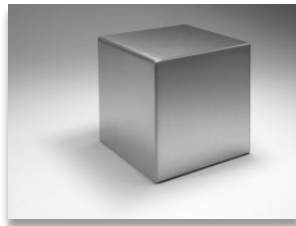
**consequence**



**boundary**



**water**



**hard**



**result**



**border**



**wet**



**firm**



**effect**



**line**



**spill**



**rock**



**outcome**



**edge**





water



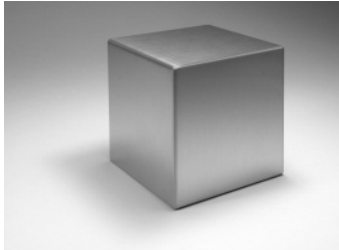
spill



liquid



wet



hard



rock



**solid**



firm



result



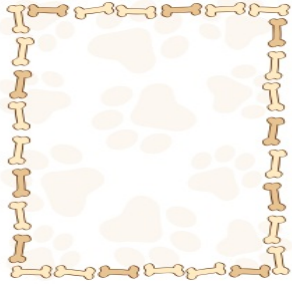
outcome



consequence



effect



border



line



boundary



edge



**liquid**



**wet**



**solid**



**rock**



**liquid**



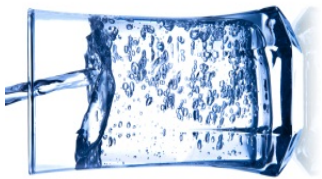
**wet**



**solid**



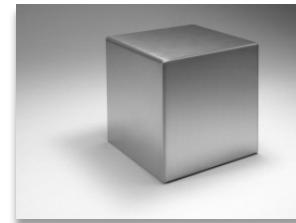
**rock**



**water**



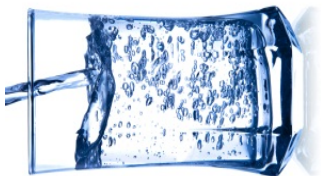
**spill**



**hard**



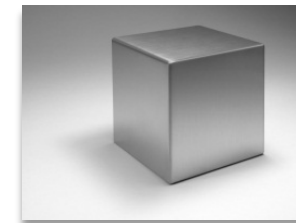
**firm**



**water**



**spill**



**hard**



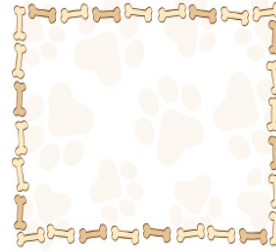
**firm**



**boundary**



**consequence**



**border**



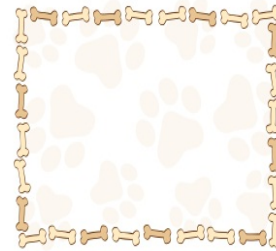
**result**



**boundary**



**consequence**



**border**



**result**



**edge**



**effect**



**line**



**outcome**



**edge**



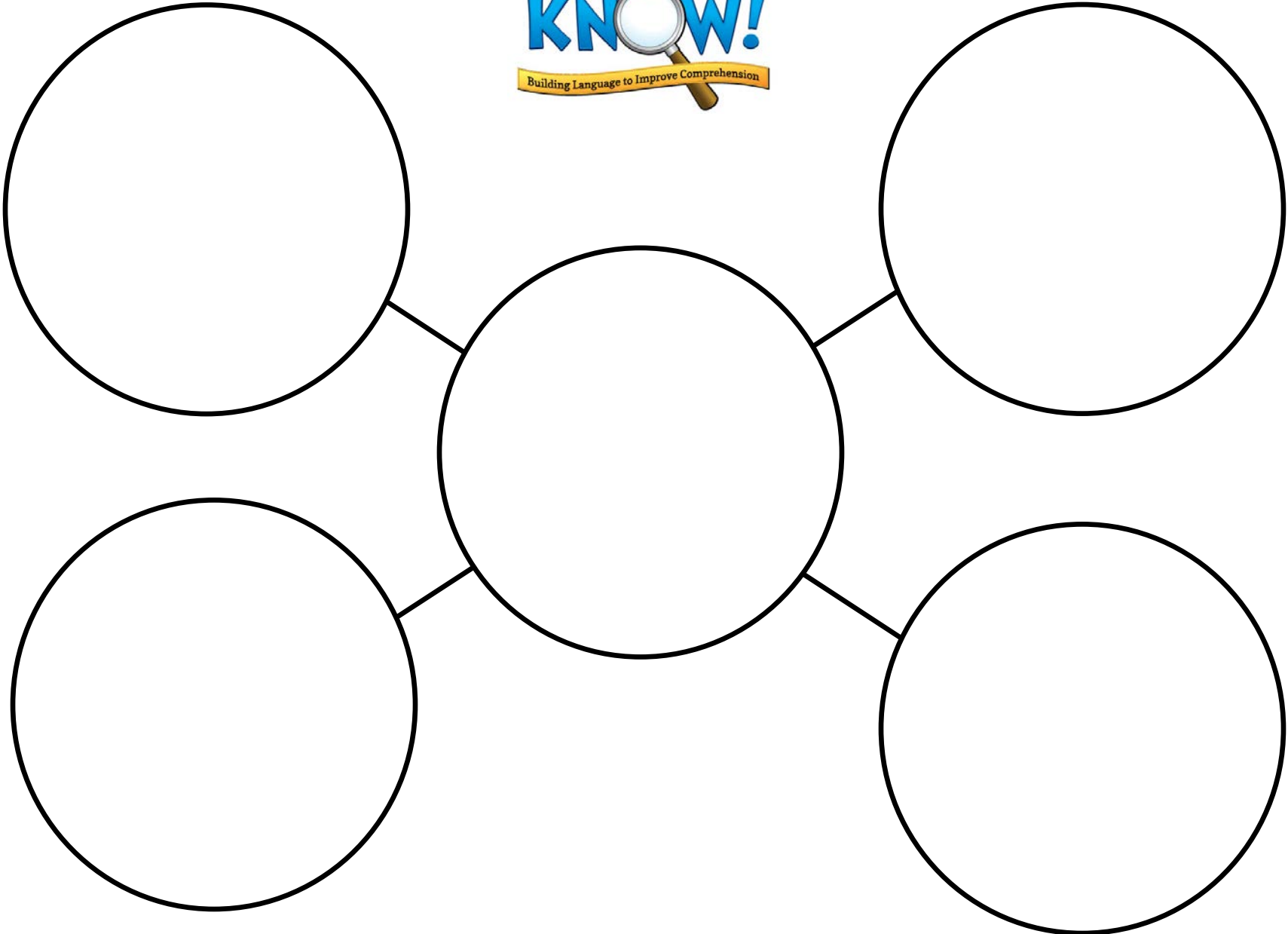
**effect**



**line**



**outcome**



**LET'S KNOW!  
GRADE 1**

**EARTH MATERIALS  
CAUSE AND EFFECT**

**WORDS TO KNOW PRACTICE  
LESSON 16**

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

**TEACHING OBJECTIVE:**

- Use target vocabulary words correctly in spoken or dictated texts.

**TEACHING TECHNIQUE:**

- Rich Instruction

**LESSON TEXT:**

- N/A

**TALK STRUCTURE FOR WE DO/YOU DO:**

- Small Groups

**LESSON MATERIALS YOU PROVIDE:**

- Game pieces and dice
- Bags, paper clips, or rubber bands

**UNIT MATERIALS PROVIDED:**

- WRAP set #6
- Vocabulary Picture Cards: **boundary, consequence, solid, liquid**
- Words to Know rings: **boundary, consequence, solid, liquid**
- Game board for Lesson #16
- Game cards for Lesson #16

**SPECIAL INSTRUCTIONS FOR THIS LESSON:**

- **Before the lesson...** It would be helpful to cut out and bag or paper clip a set of game cards for each group.
- Quickly review the four Words to Know and then demonstrate how to play the game.
- You could divide students into groups of three or four. Each small group will need a game board, a die, game pieces, and a set of game cards.
- *Save the game board for use in Lesson 21.*

**LESSON ROUTINE**

**SET**

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

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

**You could say:**

"Do you have a game night at your house? I love to play board games like Monopoly or Candyland. I especially like to play when I can learn things while I'm playing. Our purpose today is to practice using our Words to Know. We'll get to play an earthquake game while we do. When we can understand to use new words easily, we are very smart students. Let's start!"

**I DO**

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

**Briefly review the Words to Know. Then demonstrate how to play the game.**

**You could say:**

"Let's review our Words to Know..."

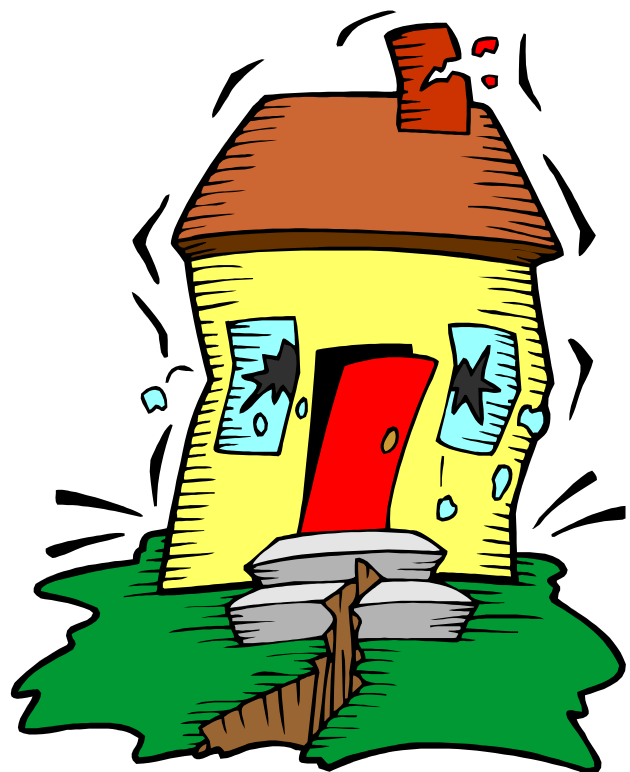
- The first word is **liquid**. Say the word **liquid**... Find the word **liquid** on your word ring. **Liquid** means 'something that flows freely; you can pour it.'
- The next word is **solid**. Say the word **solid**... Find the word **solid** on your word ring. **Solid** means 'material that you can't pour and that holds its shape.'
- The third word is **consequence**. Say the word **consequence**... Find the word **consequence** on your word ring. A **consequence** is something that happens because of something else.
- The last word is **boundary**. Say the word **boundary**... Find the word **boundary** on your word ring. A **boundary** is something that shows where one area ends another area begins. It could be a fence, an imaginary line, or a river. What else could be a **boundary**?



	<p>“For the game, each group will have a game board, game pieces, a die, and a set of cards.</p> <ul style="list-style-type: none"> <li>• First, put the cards face down on the floor or table.</li> <li>• The first player will pick one card and do what the card says. It will have a picture of a word and an instruction. <ul style="list-style-type: none"> <li>○ If the card says <i>Definition</i>, you have to say what the word means.</li> <li>○ If it is a <i>Sentence</i> card, you have to make up a sentence using the word.</li> <li>○ If it says <i>Related word</i>, think of a related word for that Word to Know.</li> <li>○ If it has the Word to Know itself, you just have to name the word. That card is like a free pass.</li> </ul> </li> <li>• If your group thinks you gave a correct answer, you can roll the die and move the same number of spaces on the game board. Then it’s the next person’s turn.</li> </ul> <p><b>(demonstrate how to play)</b> “I’ll show you. I’ll pick this card. <b>(draw card)</b> It says, [<i>Definition</i>] and has a picture of [<b>solid</b>] so I will say, [<b>Solid</b> means something you can’t pour; it holds its shape’]. Then I’ll roll the die <b>(roll die)</b> and move [3] spaces. Here’s another card that says, [<i>Related word</i>] and the picture is for [<b>consequence</b>]. I’ll say [<i>result</i>] because [<i>result</i>] and [<b>consequence</b>] mean about the same thing. Then I’ll roll the die <b>(roll die)</b> and move [1] space.”</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>Practice playing the game with students until they are ready to play on their own.</b></p> <p><b>You could say:</b>  “Let’s do a few together and then you can play on your own. Help me do what the card says. <b>(draw card)</b> This one says, [<i>Related word</i>] and has a picture for [<b>liquid</b>]. What’s a related word for [<b>liquid</b>]? <b>(pause for response)</b> Good thinking. [<i>Water and spill</i>] are related words. Let’s do another. Here’s one that says [<i>boundary</i>]. What should I do? <b>(pause for response)</b> It’s the free pass! All I have to do is say the word [<b>boundary</b>]! Easy one. Then I’ll roll and go that number of spaces.”</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>Divide students into groups and distribute game boards, game cards, game pieces, and dice. Have them play the game in their small groups.</b></p> <p><b>You could say:</b>  “Does every group have a board, game pieces, cards, and a die? Let’s start playing!”  <b>Circulate the room, monitoring students’ responses and providing feedback and support.</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>  “What a great job you did with the words today! When you know a lot of words, you are becoming a great student. Good students need to know a lot of words. Let’s see if you can use one of the words or related words at home with your family tonight. They will be amazed. Before we leave, tell a friend the four Words to Know...”</p>



**Start**























**Finish**

**Go back  
1 space**

**Go  
forward  
2 spaces**

**Go back  
1 space**

**Go  
forward  
2 spaces**

<p>definition</p>  <p><b>consequence</b></p>	<p>definition</p>  <p><b>boundary</b></p>	<p>definition</p>  <p><b>liquid</b></p>	<p>definition</p>  <p><b>solid</b></p>
<p>word</p>  <p><b>consequence</b></p>	<p>word</p>  <p><b>boundary</b></p>	<p>word</p>  <p><b>liquid</b></p>	<p>word</p>  <p><b>solid</b></p>
<p>sentence</p>  <p><b>consequence</b></p>	<p>sentence</p>  <p><b>boundary</b></p>	<p>sentence</p>  <p><b>liquid</b></p>	<p>sentence</p>  <p><b>solid</b></p>
<p>related word</p>  <p><b>consequence</b></p>	<p>related word</p>  <p><b>boundary</b></p>	<p>related word</p>  <p><b>liquid</b></p>	<p>related word</p>  <p><b>solid</b></p>
<p>related word</p>  <p><b>consequence</b></p>	<p>related word</p>  <p><b>boundary</b></p>	<p>related word</p>  <p><b>liquid</b></p>	<p>related word</p>  <p><b>solid</b></p>



## 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>Integration</b>	<b>Integration Practice</b>	<b>Words to Know Practice</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Participate in collaborative conversations about Grade 1 topics.</li> <li>Use prior knowledge to make, revise, and confirm predictions.</li> </ul>	<ul style="list-style-type: none"> <li>Use information from within a text and background knowledge to make and revise inferences.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main idea and two key details in expository text.</li> </ul>	<ul style="list-style-type: none"> <li>Sort words into semantic categories.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Earth's Layers</u> by Jason D. Nemeth </li> </ul>	<ul style="list-style-type: none"> <li><u>Earth's Layers</u> by Jason D. Nemeth </li> </ul>	<ul style="list-style-type: none"> <li>N/A</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>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>Bags, paper clips, or rubber bands</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 #7</li> <li>Vocabulary Picture Cards: <b>liquid, solid, boundary, consequence</b></li> <li>Words to Know rings: <b>liquid, solid, consequence, boundary</b></li> <li>Teacher Journal 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>liquid, solid, consequence, boundary</b></li> <li>Words to Know rings (all 8 words) </li> <li>Game cards for Lesson #20 </li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	READ TO ME LESSON 17
<b>SHOW ME WHAT YOU KNOW!</b> We'll make a cause and effect mountain and explain three causes and effects.		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Participate in collaborative conversations about Grade 1 topics.</li> <li>• Use prior knowledge to make, revise, and confirm predictions.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>• Rich Discussion</li> <li>• Predicting</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>• <u>Earth's Layers</u> by Jason D. Nemeth</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 the lesson text to decide which chapters you will read; you do not have to read the entire text and may prefer to spend more time on just some of the sections or concepts. <ul style="list-style-type: none"> <li>○ Use sticky notes to flag pages on which you will model predicting or prompt students to make predictions. The following are used in the lesson routines, but you could use others. <ul style="list-style-type: none"> <li>▪ (p. 6, before reading sidebar) Predict the temperature of the earth's core.</li> <li>▪ (before reading p. 10) Predict the <b>reason</b> that author included a photo of a compass.</li> <li>▪ (before reading p. 12) Predict the composition of the mantle.</li> <li>▪ (p. 14, after first paragraph) Predict where the <b>crust</b> is thinnest, under the ocean or on land.</li> <li>▪ (p. 14–15, before reading sidebars) Predict the most common rock under the ocean (basalt) and on land (granite).</li> </ul> </li> <li>○ You could also note questions for rich discussion as you preview the text.</li> </ul> </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>		
<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>  "Have you ever eaten a hard-boiled egg? You peel off the hard shell, then there's the egg white, and inside that there's a yellow yoke. Our purpose today is to talk about our new book called <u>Earth's Layers</u>. We'll discuss how an egg and the earth are alike and also make some <i>predictions</i>. When we make predictions we use what we know and what we learn from the book to make educated guesses about what we will read. That makes reading very exciting. Let's see what we can learn today."</p>	
<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 Predicting technique and model making predictions as you read the text.</b></p> <p><b>You could say:</b>  "As I read our newest book about what's inside the earth, I'll stop and make some predictions. I'll use what I know and what I read in the book to help me predict what might happen or what I might find out. Then I can keep reading to discover if I was correct or if I have to change my prediction..."</p>	

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

LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	INTEGRATION LESSON 18
<b>SHOW ME WHAT YOU KNOW!</b> We'll make a cause and effect mountain and explain three causes and effects.		
<b>TEACHING OBJECTIVE:</b> • Use information from within a text and background knowledge to make and revise inferences.		
<b>TEACHING TECHNIQUE:</b> • Inferencing <b>LESSON TEXT:</b> • <u>Earth's Layers</u> by Jason D. Nemeth <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> • Think-Pair-Share	<b>LESSON MATERIALS YOU PROVIDE:</b> • Sticky notes <b>UNIT MATERIALS PROVIDED:</b> • WRAP set #7 • Vocabulary Picture Cards: <b>liquid, solid, boundary, consequence</b> • Words to Know rings: <b>liquid, solid, consequence, boundary</b> • Teacher Journal Lesson #18	
<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>○ Decide which chapters or sections you will focus on; you don't need to reread the book to students. You may want to read chapters you did not read in the previous lessons.</li> <li>○ Use sticky notes to mark passages where you will model making inferences or ask inferential questions. The suggestions below are used in the lesson routines, but you could also mark others. <ul style="list-style-type: none"> <li>▪ (p. 5) Ask how eggs and the earth are different.</li> <li>▪ (p. 6) Ask why scientists <i>think</i> the core has other elements besides iron. Why don't they know?</li> <li>▪ (p. 7) Ask where the <b>pressure</b> on the inner core comes from.</li> <li>▪ (p. 8) Ask why the outer core is <b>liquid</b>.</li> <li>▪ (p. 10) What would happen if Earth didn't have a magnetic field?</li> </ul> </li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #7: LIQUID, SOLID, BOUNDARY, CONSEQUENCE</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>  "I have a riddle for you. What did one earthquake say to another earthquake? ...It's not my fault. For that joke to be funny, you have to make an inference—you have to fill in the blanks. <i>Fault</i> lines are the <b>boundaries</b> of plates, where earthquakes happen, so you use what you know about earthquakes and fill in the blanks; then you can laugh at the joke. Today our purpose is to talk about inferences. We make inferences when we take new information, like clues in a book, and add our background knowledge to fill in the blanks with information that wasn't in the book. Good readers and listeners make inferences often to help them understand what they're reading. That's what we're doing today."</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>Read selections from the text and model making inferences. You could say:</b>  <b>(pp. 4–5)</b> "After reading these pages, I want to make an inference. It says that a hard-boiled egg and the earth are alike, but I know that they're different too. I'll make an inference by adding what I know with what the text told me to fill in the blanks, to help me understand what the book didn't tell me. The mantle has two parts, but I know an egg only has one white part. That's one way an egg and the earth are different. Also, the earth is <b>solid</b> and <b>liquid</b>, but a hard-boiled egg is all <b>solid</b>. The differences that I found are inferences. The book didn't tell me; I filled in the blanks. Let's go on..."</p>	

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



**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:**

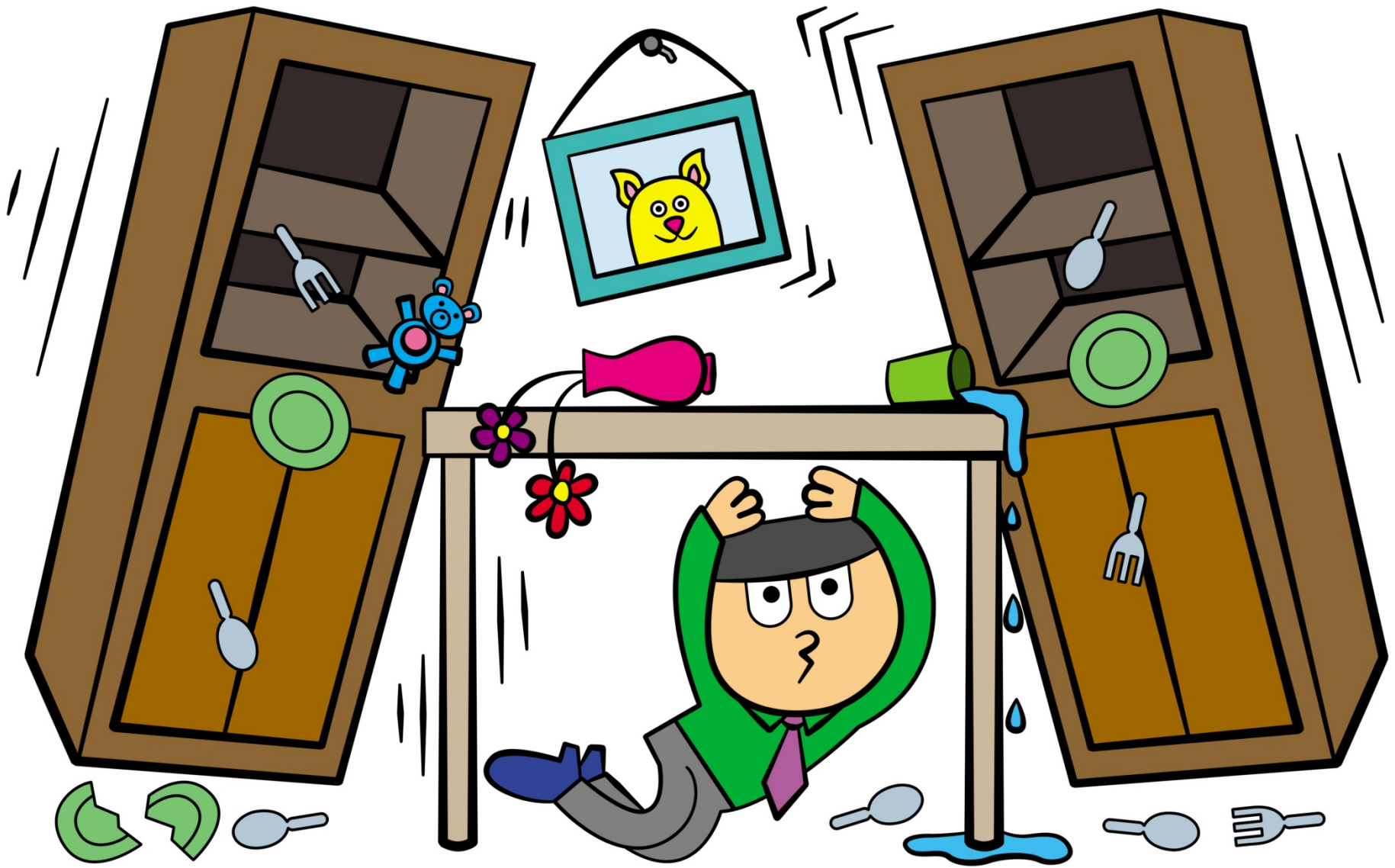
“Our job today was to listen to jokes. Really! Jokes are only funny when we can use inferences to fill in the blanks, to add what we already know to what the joke says. We made inferences, just like good readers and listeners do. For homework, think of a joke, one of these or another of your choice and tell it to someone in your family or a friend. Then see if they can make an inference. How will you know if they made an inference? ... If they laugh!”

**Inferences:** Tell your partner why these jokes and riddles are funny...

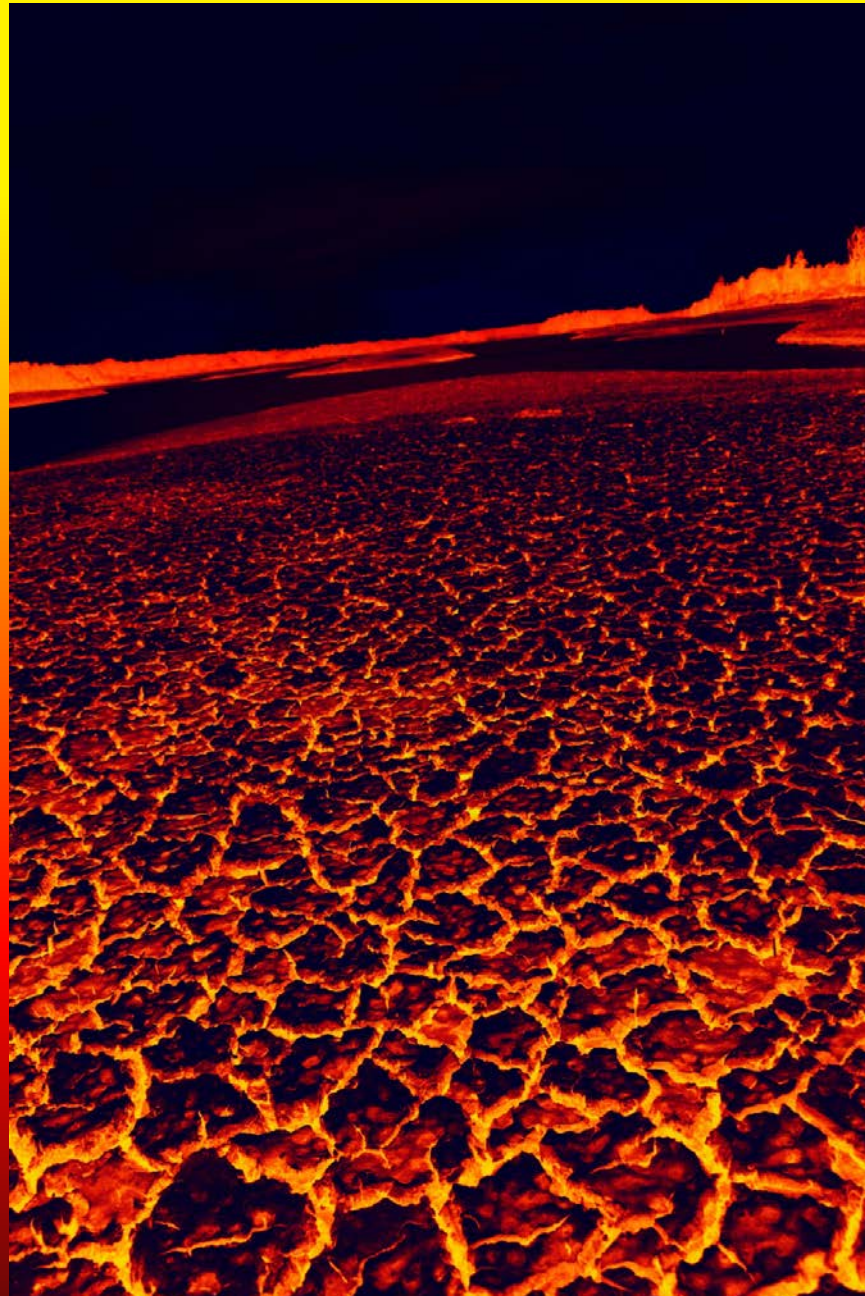
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|---|--|
| 1) What do you call a cute volcano?                   | A: <b>Lavalry</b>                          |
| 2) What did the mama volcano say to the baby volcano? | A: <b>'Don't erupt while I'm talking.'</b> |
| 3) What do cows produce during an earthquake?         | A: <b>Milkshakes</b>                       |
| 4) What did the ground say to the earthquake?         | A: <b>'You crack me up!'</b>               |
| 5) How can you tell the ocean is friendly?            | A: <b>It waves.</b>                        |
| 6) When is the moon the heaviest?                     | A: <b>When it's full</b>                   |
| 7) What did the volcano say to his sweetheart?        | A: <b>'I lava you.'</b>                    |
| 8) What did one earthquake say to another?            | A: <b>'It's not my fault!'</b>             |

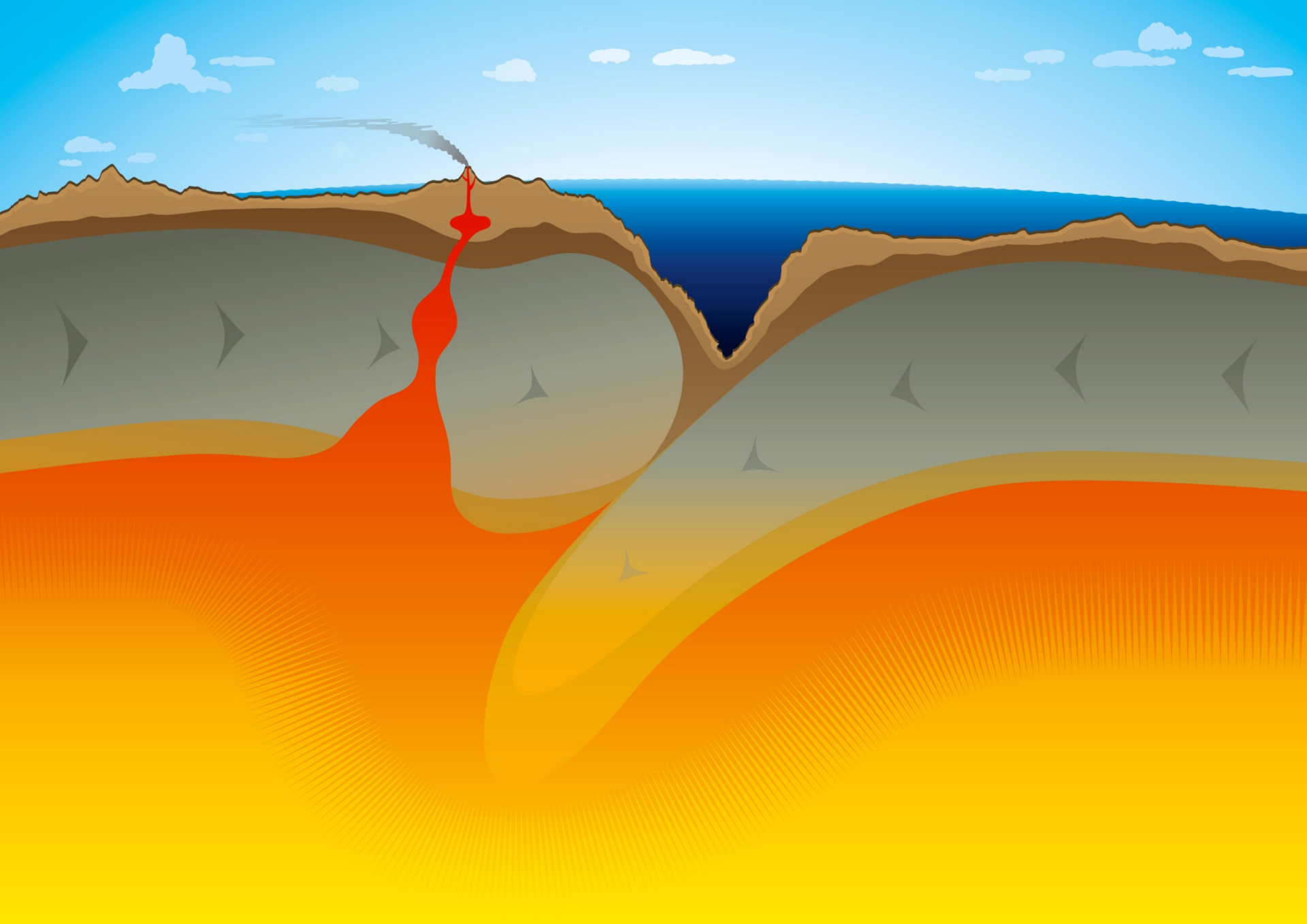
LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	INTEGRATION PRACTICE LESSON 19
<b>SHOW ME WHAT YOU KNOW!</b> We'll make a cause and effect mountain and explain three causes and effects.		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Identify the main idea and two key details in expository text.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Finding the Main Idea</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>Document camera or interactive whiteboard</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>Ideally, you should display the images from the teacher journal digitally or use a document camera to project them. If you don't have the means to do so, hold up the printed pages; if the pictures don't show enough detail, you could also choose alternate images from the unit texts or other sources and have students practice finding the main idea and details of them.</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 saw a picture the other day of a trip that I had taken to Colorado. There were mountains, trees, and a lake in the picture. As I looked at the picture, I thought of the <i>main idea</i> of the picture. It was Colorado. The key details were the lake and mountain. That's the main idea. Just like with books, we can also find the main idea in a picture when we try to find the most important thing. Our purpose today is to find the main idea, and we're going to look at pictures instead of books. When we can find the main idea it helps us understand what we're reading, listening to, or looking at!"</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 #19 and model finding the main ideas of the pictures.</b></p> <p><b>You could say:</b>  <b>(teacher journal, p. 1)</b> "The first picture I have is of a man under a table. It looks like things are falling down, so I think that it's probably an earthquake. I think the main idea of this picture is what happens in an earthquake. Things are falling down, so he got under a table. I think two details from this picture are that things fall down and that you should get under something to stay safe."   <b>(teacher journal, p. 2)</b> "Let's look at the next picture. We see a volcano erupting. That's the main idea—a volcano erupting. Now I'll look for details. I see lava flying out the top. That's a key detail. I also see people next to the volcano. They look like they're studying the volcano, so they're probably scientists or volcanologists. There are other things in the picture but I think the key details are the flying lava and the scientists."</p>	
<b>WE DO</b>	<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>Have students help you find the main ideas of more of the images from Teacher Journal Lesson #19. Guide students to hone in on only the most important, or <i>main</i>, idea of each picture.</b></p>	

	<p><b>You could say:</b>  <b>(p. 3)</b> “Help me with the main idea for this picture. What does it show? <b>(pause for response)</b> Some lava. What’s the main idea? <b>(pause for response)</b> Maybe a lava lake. What about details? <b>(pause)</b> Two details might be that it’s very hot and that it cracks as it cools.</p> <p><b>(p. 4)</b> “Let’s look at another. What do you see here? <b>(pause for response)</b> What is the main idea of this picture? <b>(pause)</b> What are the key details?” <b>(pause)</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>Display pp. 5 and 6 from the teacher journal and have students work in pairs to determine the main ideas.</b></p> <p><b>You could say:</b>  “Now that you know how to look at pictures and find the main idea, you can work with a partner to look at the rest of the pictures. Talk about what’s happening in the picture and decide a good main idea and two details for each slide. Then I’ll ask a few students to share their answers. Ready?”</p> <p><b>There are two remaining images. After allowing time for partners to decide on a main idea for an image, call on a few students to share their answers. Discuss as a 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>  “Main ideas and details are important ideas that help us understand what we’re reading or listening to. All good readers and listeners find the main idea and details; it helps them remember information more easily. Let’s see if you can think of the main idea of school. Talk with your partner. <b>(allow talk time)</b> Now what’s the main idea of school? <b>(elicit responses)</b> To learn! Good thinking.”</p>





















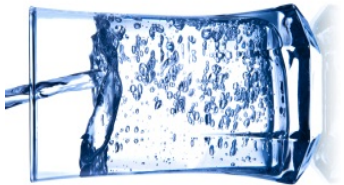
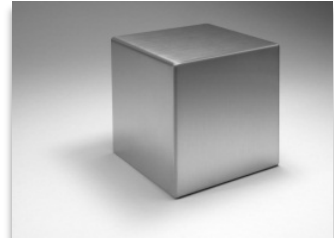
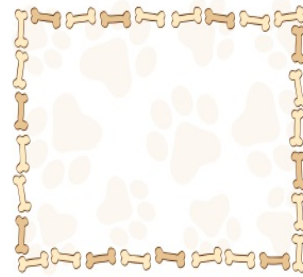







LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	WORDS TO KNOW PRACTICE LESSON 20
<b>SHOW ME WHAT YOU KNOW!</b> We'll make a cause and effect mountain and explain three causes and effects.		
<b>TEACHING OBJECTIVE:</b>		
<ul style="list-style-type: none"> <li>Sort words into semantic categories.</li> </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>Small Groups</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Bags, paper clips, or rubber bands</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #8</li> <li>Vocabulary Picture Cards: <b>liquid, solid, consequence, boundary</b></li> <li>Words to Know rings (all 8 words)</li> <li>Game cards for Lesson #20</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>Cut and bag, clip, or band a set of game cards for each small group.</li> <li>Make sure all eight word strips are on the word rings for students to reference during the game.</li> </ul> </li> <li>Students will play a memory game in groups of three to four with all eight of the Words to Know. <ul style="list-style-type: none"> <li>Each word will have four game cards—the word, the definition, and two related words cards.</li> <li>Students may match any two of the four components during the game.</li> <li>Before taking their matches, students must say either the word, definition, or related word.</li> </ul> </li> <li>After reviewing the words and definitions during the I Do routine, demonstrate how to play the game. It would be helpful to reduce the number of cards when you model so you can find a match quickly with minimum effort.</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 #8: LIQUID, SOLID, CONSEQUENCE, BOUNDARY</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>          "If you have a collection of things, do you ever get them all out at once to look at them or play with them? Well, our purpose today is to collect all eight words that we've been working on and then play a game to match the word with the definition, a sentence, or related words. We'll have so many words in our brains, we'll probably pop! We know that the more words we know and can use, the more clearly we can talk and understand others."</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>          "First we'll review the words and then I'll show you how to play the game.</p> <ul style="list-style-type: none"> <li>The first word is <b>crust</b>. Find <b>crust</b> on your word ring. Say the word <b>crust</b>... <b>Crust</b> means 'the hard outer part of something.' A related word might be <i>outside</i>.</li> <li>Find <b>illustration</b> on your word ring. Say <b>illustration</b>... It is 'a picture or drawing in a book or magazine.' A related word might be <i>draw</i>.</li> <li>Find <b>pressure</b> on your word ring. Say <b>pressure</b>... <b>Pressure</b> means 'the force produced when something presses or pushes against something else.' A related word might be <i>push</i>.</li> <li>The fourth word is <b>reason</b>. Find <b>reason</b> on your ring. Say <b>reason</b>... A <b>reason</b> explains why something happens or why you did something. A related word might be <i>why</i>.</li> </ul>	

	<ul style="list-style-type: none"> <li>• The next word is <b>liquid</b>. Find the word <b>liquid</b> on your word ring. Say the word <b>liquid</b>... <b>Liquid</b> means ‘something that flows freely; you can pour it.’ A related word might be <i>water</i>.</li> <li>• The next word is <b>solid</b>. Find the word <b>solid</b> on your word ring. Say the word <b>solid</b>... <b>Solid</b> means ‘material that you can’t pour and that holds its shape.’ A related word might be <i>rock</i>.</li> <li>• The seventh word is <b>consequence</b>. Find the word <b>consequence</b> on your word ring. Say the word <b>consequence</b>... A <b>consequence</b> is something that happens because of something else. A related word might be <i>result</i>.</li> <li>• The last word is <b>boundary</b>. Find the word <b>boundary</b> on your word ring. Say the word <b>boundary</b>... <b>Boundary</b> means ‘something that shows where one area ends and another area begins.’ A related word might be <i>line</i>.</li> </ul> <p>“Now I think we’re ready to play a memory game with the words. I’ll show you how to play. <b>(show cards and demonstrate the matching process)</b> Here I have word cards that are turned over. I want to match a word, definition, sentence, or related word. I need two matches of any combination. Let’s see what I get...</p> <p><b>(turn over two cards and think aloud until you get a match)</b> “Hmm... I have [<i>spill</i>] and [<i>peel</i>]. I know they don’t match because [<i>spill</i>] is related to [<b>liquid</b>] and [<i>peel</i>] is related to [<b>crust</b>]. So I will turn over two more until I get a match. <b>(turn over two more cards)</b> For example, here is a card that says [‘the hard outer part of something’]. I know that’s for [<b>crust</b>], and I remember that the [<i>peel</i>] card is here, so now I have a match. <b>(turn cards right side up and show them)</b> [<i>Peel</i>] and [‘the hard outer part of something’] both match with [<b>crust</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>Practice finding matching cards with students. You could say:</b>  “Let’s do a few together and then you can play on your own. Remember that you can use your word rings to help you remember the words and definitions.”</p> <p><b>Turn over several more pairs of cards, having students help you determine whether the pairs of cards match and which words they match. Try to demonstrate several combinations, such as related word/definition, related word/word, and word/definition.</b></p> <p><b>When students understand the matching combinations, move to the You Do segment.</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>Have students form small groups and give each group a set of game cards. Have students lay their cards face down and begin playing the game. You could say:</b>  “Are you ready? You can lay out your cards and begin playing the game. Let’s have the youngest in the group start first...”</p> <p><b>Circulate the room to monitor students and support those who need help with finding matches.</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>  “Look at how many new words you own—you own them when you can understand and use them when you talk. I’m going to say a related word. You give me the Word to Know.</p> <table border="0" style="width: 100%;"> <tr> <td>• <i>why</i> (<b>reason</b>)</td> <td>• <i>skin</i> (<b>crust</b>)</td> </tr> <tr> <td>• <i>outcome</i> (<b>consequence</b>)</td> <td>• <i>squeeze</i> (<b>pressure</b>)</td> </tr> <tr> <td>• <i>edge</i> (<b>boundary</b>)</td> <td>• <i>drawing</i> (<b>illustration</b>)</td> </tr> <tr> <td>• <i>hard</i> (<b>solid</b>)</td> <td>• <i>solid</i> (<b>liquid</b>)</td> </tr> </table>	• <i>why</i> ( <b>reason</b> )	• <i>skin</i> ( <b>crust</b> )	• <i>outcome</i> ( <b>consequence</b> )	• <i>squeeze</i> ( <b>pressure</b> )	• <i>edge</i> ( <b>boundary</b> )	• <i>drawing</i> ( <b>illustration</b> )	• <i>hard</i> ( <b>solid</b> )	• <i>solid</i> ( <b>liquid</b> )
• <i>why</i> ( <b>reason</b> )	• <i>skin</i> ( <b>crust</b> )								
• <i>outcome</i> ( <b>consequence</b> )	• <i>squeeze</i> ( <b>pressure</b> )								
• <i>edge</i> ( <b>boundary</b> )	• <i>drawing</i> ( <b>illustration</b> )								
• <i>hard</i> ( <b>solid</b> )	• <i>solid</i> ( <b>liquid</b> )								

<p><b><u>liquid</u></b> Something that flows freely; you can pour it</p> 	<p><b><u>solid</u></b> Material that you can't pour and that holds its shape</p> 	<p><b><u>boundary</u></b> Something that shows where one area ends and another area begins</p> 	<p><b><u>consequence</u></b> Something that happens because of something else</p> 
 <p><b>liquid</b></p>	 <p><b>solid</b></p>	 <p><b>boundary</b></p>	 <p><b>consequence</b></p>
 <p><b>wet</b></p>	 <p><b>rock</b></p>	 <p><b>edge</b></p>	 <p><b>result</b></p>
 <p><b>water</b></p>	 <p><b>hard</b></p>	 <p><b>border</b></p>	 <p><b>effect</b></p>

**crust**

The hard outer part of something



**pressure**

The force produced when something presses or pushes against something



**illustration**

A picture or drawing in a book or magazine



**reason**

Explains why something happens or why you did something



**crust**



**pressure**



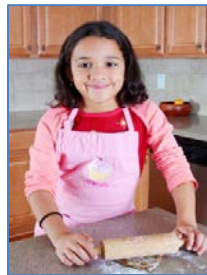
**illustration**



**reason**



**peel**



**press**



**drawing**



**why**



**outside**



**squeeze**



**photo**



**think**



## WEEKLY LESSON PLANNER

### EARTH MATERIALS

Week 6	Lesson 21	Assessment	Assessment	Assessment
<b>Lesson Type</b>	<b>Integration Practice</b>	<b>SMWYK</b>	<b>SMWYK</b>	<b>SMWYK</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use information within the text and background knowledge to make and revise inferences.</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>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison</li> </ul>	<ul style="list-style-type: none"> <li><u>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison</li> </ul>	<ul style="list-style-type: none"> <li><u>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Game pieces </li> <li>Dice </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> <li>Game board from Lesson #16 </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 1	EARTH MATERIALS CAUSE AND EFFECT	INTEGRATION PRACTICE LESSON 21
<b>SHOW ME WHAT YOU KNOW!</b> We'll make a cause and effect mountain and explain three causes and effects.		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Use information within the text and background knowledge to make and revise 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>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>Game pieces</li> <li>Dice</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #21</li> <li>Game board from Lesson #16</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>During the inferencing game, the purpose is not to recall content but for students to make inferences by combining the clues from the teacher journal with their background knowledge. Correct answers are not as important as the inferencing process.</li> <li>Divide students into small groups of three or four; groups should be encouraged to help members in making inferences.</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>          "My sister called me the other day but didn't leave a message. I <i>inferred</i> that she wanted to talk to me even though she didn't tell me what she wanted to say. So I called her back. I made an inference, adding what I already knew about my sister with new information from the call. Our purpose today is to practice making inferences that will help us understand what we read and hear, just like all good readers and listeners do."</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. You could say:</b>          "Today we're going to play a game by making inferences. Each small group will have a game board, game pieces, and a die. I'll read you a clue from my journal page. Then you'll make an inference, and if it's correct, you'll roll the die and then move that number of spaces on your game board.</p> <ul style="list-style-type: none"> <li>Here's an example of a clue: 'From far away, fireworks from volcanoes look beautiful but they are really very...' Now I need to make an inference. I know volcanoes are hot, and the fireworks would probably be hot lava and rocks flying out, so I would make an inference that volcanoes are very <i>dangerous</i>. My group has to agree, and then I can roll the die and move my piece on the game board.</li> <li>Let's do another clue: 'Ashes from a volcano can do this to the sky.' I know that volcanoes can blast so much ash into the sky that you can't see the sun. It would be dark, kind of like night. That's the inference I made. Am I correct? Yes, so I could roll the die and move my game piece."</li> </ul>	
<b>WE DO</b>	<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>Divide students into groups and pass out game boards, game pieces, and dice. Practice playing the game with students.</b></p>	



	<p><b>You could say:</b>          “Each group needs a game board, game pieces for everyone, and a die. I’ll read two clues and you can make an inference as a group. Then you can start playing in your group. The first clue is <b>(read from teacher journal)</b> ‘It’s the hardened outer layer of something.’ Talk with your group. What do you already know? Now add that to what the clue says. Raise your hand if your group has an answer. <b>(elicit responses)</b> Yes, <b>crust!</b> Good. Here’s the next clue: ‘It is hot, soft and inside the earth.’ Talk with your group, and raise your hand when you have an inference...”  <b>Allow groups to share their inferences.</b></p> <p><b>When students understand the task, move to independent practice and have students begin playing in their groups.</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>You could say:</b>          “Now it’s time to begin playing with your group. I will keep reading you clues. Let’s let the youngest member start first, going clockwise around the group. So listen for my clue, let the youngest one make an inference, and if correct, he or she can roll and move spaces on the board. Here’s your first clue, ‘It is hot, soft, and outside the <b>crust.</b>”  <b>Continue to read the clues from the teacher journal, monitoring students’ understanding of inferencing. You may need to read the clues more than once.</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>          “You saw another way we can use inferences in school. This time you had to add the clues that I gave you to your background knowledge to come up with an answer, or inference, so you could play a game. You will learn that in school, you make inferences every day. Make an inference to a friend about what you think you’ll have for supper tonight. <b>(allow brief talk time)</b> Tomorrow, you can tell them whether your inference was correct.”</p>

# Teacher Journal

## Earth Materials – Lesson 21



1) It's the hardened outer layer of something.	14) We can only see this part of the earth.
2) It is hot, soft and inside the earth.	15) Plates cover the earth and fit together like this thing.
3) It is hot, soft and outside the crust.	16) This is what happens when plates get stuck and snap back.
4) It forces things to do what it wants.	17) This US state is made of volcanoes.
5) A volcano does this when the pressure gets too high.	18) When lava cools, it turns into this.
6) When magma finds this in the crust, it can escape.	19) Cooled lava and ash slowly build into something very tall...
7) It's where material inside the earth escapes to the surface.	20) The inner core is hot but doesn't melt because of this.
8) A volcanologist studies these.	21) The magma inside the earth is made of this.
9) A volcano with a big explosion has a lot of this under it.	22) When melted rock reaches the surface, it's called this.
10) An earthquake can be caused by plates doing this.	23) These things often form at hot spots in the earth's crust.
11) When plates crumple and push, it makes one of these.	24) When an ash cloud erupts, people and animals have a hard time doing this.
12) It's the hardened outer layer of something.	25) We can only see this part of the earth.
13) It is hot, soft and inside the earth.	26) Plates cover the earth and fit together like this thing.

# 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>Identify and use navigation words appearing in cause and effect text structures.</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><u>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison</li> <li><u>Volcanoes</u> by William B. Rice</li> <li><u>Earth's Layers</u> by Jason D. Nemeth</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>Writing and drawing utensils</li> <li>Glue and scissors</li> <li>Document camera or interactive whiteboard </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>Cause and effect mountains for Lesson #24 </li> <li>Student Journal Lesson #24</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 1	EARTH MATERIALS CAUSE AND EFFECT	STRETCH AND REVIEW LESSON 22
<b>SHOW ME WHAT YOU KNOW!</b> We'll make a cause and effect mountain and explain three causes and effects.		
<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> Use the results from the Show Me What You Know assessments to plan this lesson. Reference your classroom summary sheet from the assessments to help determine the areas to review or expand upon during this lesson. <ul style="list-style-type: none"> <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 1	EARTH MATERIALS CAUSE AND EFFECT	STRETCH AND REVIEW LESSON 23
<b>SHOW ME WHAT YOU KNOW!</b> We'll make a cause and effect mountain and explain three causes and effects.		
<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> Use the results from the Show Me What You Know assessments to plan this lesson. Reference your classroom summary sheet from the assessments to help determine the areas to review or expand upon during this lesson. <ul style="list-style-type: none"> <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>	

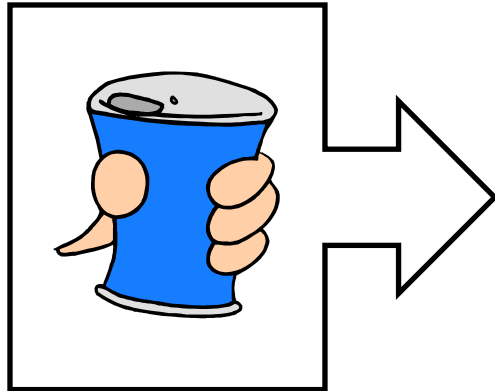
<b>WE DO</b>	<b>Provide guided practice, feedback, and support, insuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b>
<b>YOU DO</b>	<b>Provide at least two opportunities for each student to complete 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 1	EARTH MATERIALS CAUSE AND EFFECT	CLOSE LESSON 24
<b>SHOW ME WHAT YOU KNOW!</b> We'll make a cause and effect mountain and explain three causes and effects.		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Identify and use navigation words appearing in cause and effect text structures.</li> </ul>		
<b>TEACHING TECHNIQUES:</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>Volcanoes: Nature's Incredible Fireworks</u> by David L. Harrison</li> <li><u>Volcanoes</u> by William B. Rice</li> <li><u>Earth's Layers</u> by Jason D. Nemeth</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>Writing and drawing utensils</li> <li>Glue and scissors</li> <li>Document camera or interactive whiteboard</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #24</li> <li>Cause and effect mountains for Lesson #24</li> <li>Student Journal Lesson #24</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <p>For the Close project, students will construct cause and effect mountains. They will choose two cause and effect relationships to depict on the blank sides of their mountains.</p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> The Close lesson is designed to take 60 minutes but may run longer depending on students' engagement. Preplanning will help you structure the lesson so that students get the maximum time to complete the project. You could break this lesson into two sessions, if needed. <ul style="list-style-type: none"> <li>You could cut the cause and effect mountains for Lesson #24 on the dotted lines to save time during the lesson; do not cut on the <b>solid</b> lines.</li> </ul> </li> <li>There are several ways to modify this project for students' skill levels: <ul style="list-style-type: none"> <li>If students are unable to write, they could draw pictures or cut out pictures from the student journal to glue on the mountain and then talk about the causes and effects.</li> <li>Students could use a combination of drawing and writing to describe the causes and effects.</li> <li>Students who desire a challenge could use two of their own examples to complete the mountain.</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>  "Today is the last day of our Earth Materials unit, and we're going to have a blast! Actually we're going to make some mountains, or you can make a volcano if you choose. Our purpose is to think about <i>causes</i> and <i>effects</i> one more time. We'll identify some causes and effects in our world. When we understand how one thing can cause another thing to happen, we better understand our world and that helps us understand what we read and what we hear."</p>	
<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 #24. You could say:</b>  "Here on the board (<b>point to first row of teacher journal</b>) you see a cause and effect that your book talked about. If you shake a soda can and then open it up, the soda explodes out of the can. The shaking is the cause, and the explosion is the effect. When I talk about the cause and effect, I can use different sentences. I can say, 'I shook the soda can <i>so</i> hard <i>that</i> it exploded,' or 'I shook the soda can hard, <i>so</i> it exploded.' I could also say, 'The soda can exploded <i>because</i> I shook it hard.' I used some of the words that we talked about: <i>because</i>, <i>so</i>, and <i>that</i>. The two sentences mean the same thing, but I had to switch the order of the cause and effect depending on which word I used."</p>	

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

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



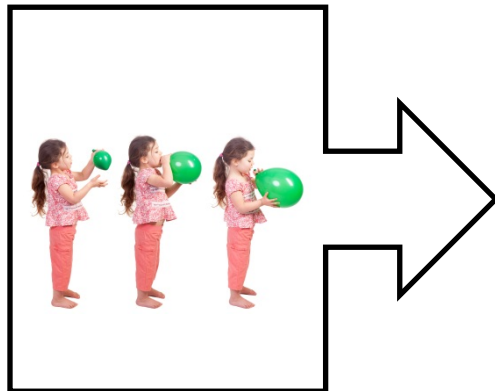
cause



effect

I shook the soda can so  
hard that it exploded!

The soda can exploded  
because I shook it so hard.



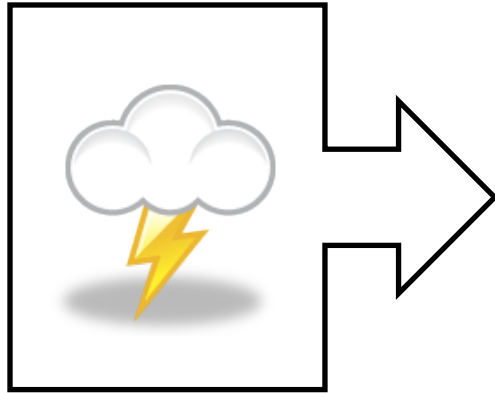
cause



effect

The balloon popped because I  
blew it up too big.

I blew up the balloon so  
that it popped!



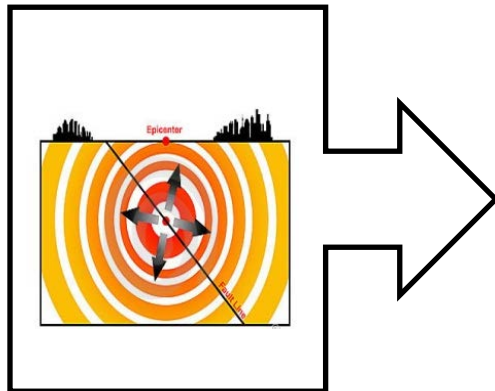
**cause**



**effect**

A lightning bolt hit the tree  
\_\_\_\_\_ it burst into  
flames.

The tree burst into flames  
\_\_\_\_\_ a lightning bolt  
hit the tree.



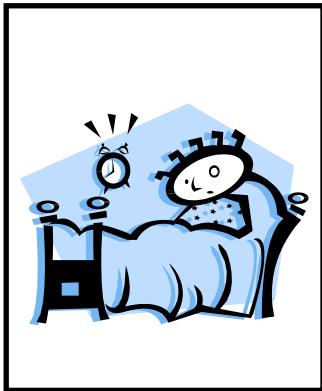
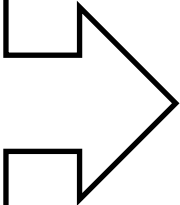
**cause**



**effect**



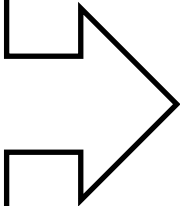
cause



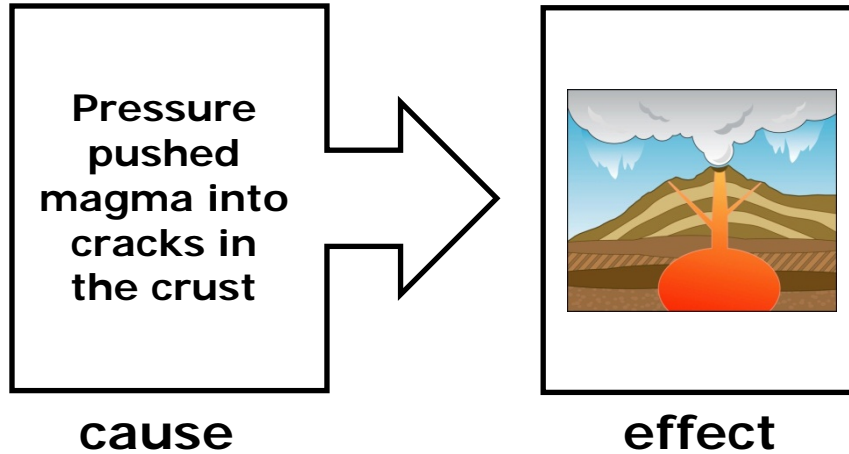
effect



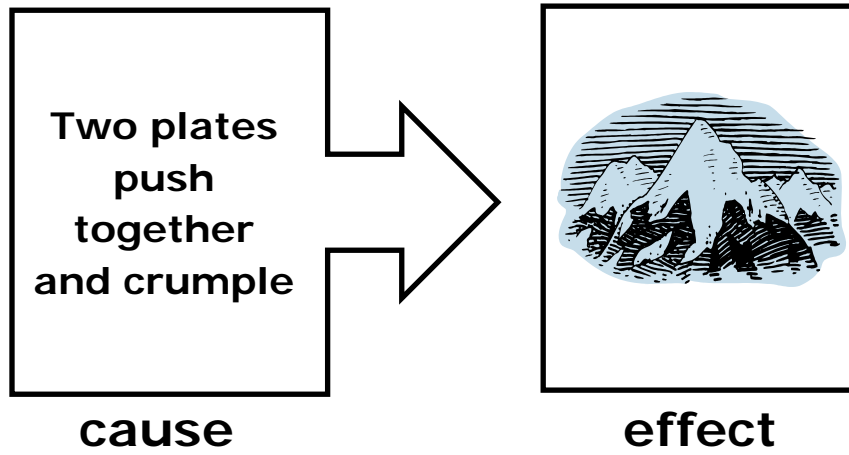
cause



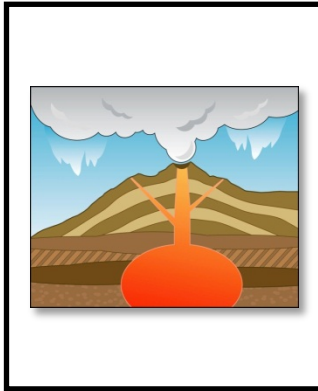
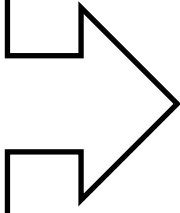
effect



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



Pressure pushed magma into cracks in the crust

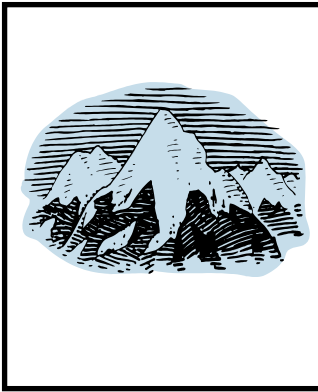
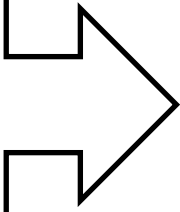


The volcano erupted \_\_\_\_\_  
pressure under the volcano pushed the magma into holes and cracks in the crust.

cause

effect

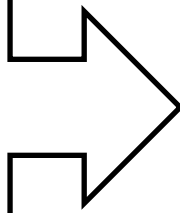
Two plates push together and crumple



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

cause

effect



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

cause

effect

**because**

**so**

**causes**

**so that**



# Cause and Effect Mountain

## Earth Materials – Lesson 24



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



DO NOT  
WRITE ON  
THIS SIDE  
OF THE  
MOUNTAIN!

**The volcano erupted**

---

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



## Unit Resources

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



# Teacher Background Knowledge

## Grade 1 – Earth Materials

### WHAT IS A VOLCANO?

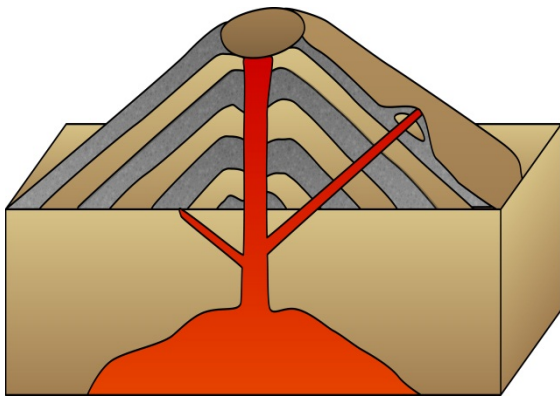
Volcanoes are places where materials from inside the earth (magma and gases) build up near the earth's surface. They act as a vent where the magma, gases, steam, and debris such as rock and ash can be released. *Volcano* refers to both the vent from which the volcanic materials erupt and the structure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



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

### WHAT MAKES A VOLCANO?

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

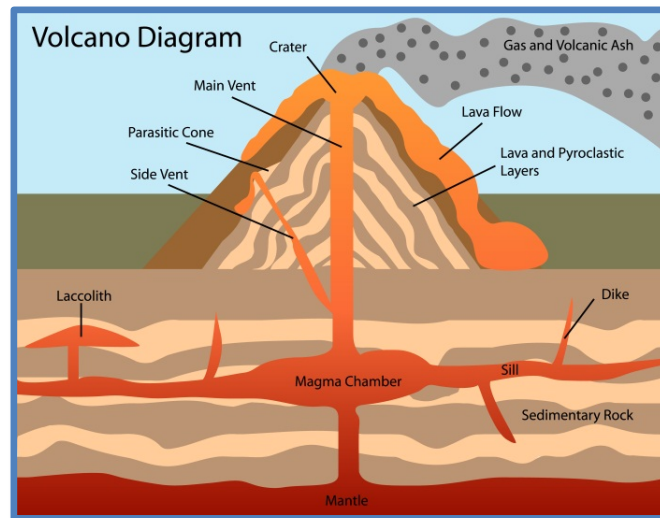


### WHAT MAKES A VOLCANO ERUPT?

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

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

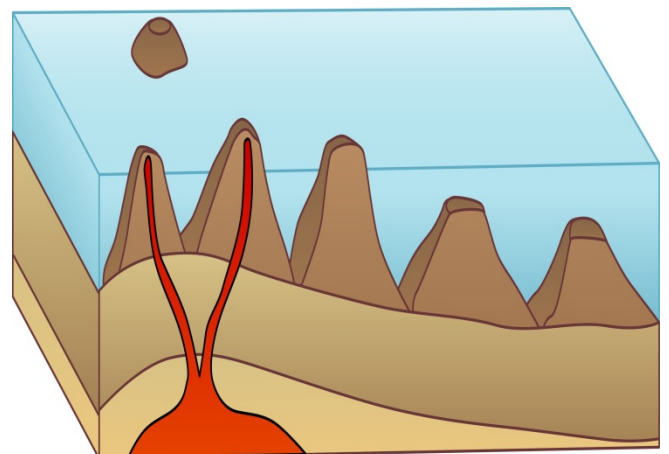
Not all volcanoes erupt violently. If gases are released slowly, the lava—magma that has been released from the volcano—will slowly ooze through cracks in the surface. Lava can travel slowly if it's thick or very quickly if it's thin, up to 60mph! Lava can cool quickly or over many years. Thick lava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



## VOLCANO TYPES

The following are types of volcanoes:

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



Source: Luhr, J. F. (Ed.). (2007). *Earth*. New York: New York.



# Teacher's Bookshelf

## Earth Materials – Grade 1

### Required Books:

#### Volcanoes:

##### Natures Incredible Fireworks

by David L. Harrison

ISBN-10: 1563979969

ISBN-13: 978-1563979965

#### Volcanoes

by William B. Rice

ISBN-10: 1433303108

ISBN-13: 978-1433303104

#### Earth's Layers

by Jason D. Nemeth

ISBN-10: 1448862965

ISBN-13: 978-1448862962

### Optional Books:

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

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

#### Volcanoes: Times for Kids

by Cy Armour

ISBN-10: 0743983483

ISBN-13: 978-0743983488

#### What are Volcanoes?

by Mari C. Schuh

ISBN-10: 0736811729

ISBN-13: 978-0736811729

#### Volcanoes: Pegasus Encyclopedia Library

by Pallabi B. Tomar

ISBN-10: 8131913155

ISBN-13: 978-8131913154

#### Volcanoes: First Graphics

by Renée Gray-Wilburn

ISBN-10: 1429679530,

ISBN-13: 978-1429679534

#### Volcanoes

by Rochelle Baltzer

ISBN-10: 1617876976,

ISBN-13: 978-1617876974

#### To the Core: Earth's Structure

by Lisa Trumbauer

ISBN-10: 1410926060

ISBN-13: 978-1410926067

#### Volcanoes

by Peter Murray

ISBN-10: 1567661971

ISBN-13: 978-1567661972

#### Looking at Rocks

by J Dussling and T Haggerty

ISBN-10: 0448425165

ISBN-13: 978-0448425160

#### Rocks and Minerals

by Ann O. Squire

ISBN-10: 0516269852

ISBN-13: 978-0516269856

#### Earthquakes

by Seymour Simon

ISBN-10: 0060877154

ISBN-13: 978-0060877156

Jump into Science: Earthquakes

by Ellen J. Prager

ISBN-10: 1426300905

ISBN-13: 978-1426300905

Volcanoes and Earthquakes

by Susanna van Rose

ISBN-10: 0756637805

ISBN-13: 978-756637804

Weathering and Erosion

by Clive Gifford

ISBN-10: 0237527448

ISBN-13: 978-0237527440

Time for Kids: Earthquakes!

Time for Kids

ISBN-10: 0060782110

ISBN-13: 978-0060782115

Introducing Landforms (Looking at Earth)

by Bobbie Kalman and Kelley Macaulay

ISBN-10: 0778732134

ISBN-13: 978-0778732136

Plateaus

by Sheila Anderson

ISBN-10: 082258607X

ISBN-13: 978-0822586074

Looking at Landforms

by Ellen K. Mitten

ISBN-10: 1606945378

ISBN-13: 978-1606945377

Volcanoes

by Franklyn M. Branley

ISBN-10: 0064451895

ISBN-13: 978-0064451895

Caves

by Sally M Walker

ISBN-10: 0822579936

ISBN-13: 978-0822579939

Erosion: Changing Earth's Surface

by Robin Michael Koontz

ISBN-10: 1404821953

ISBN-13: 978-1404821958

Earthquakes

by Franklyn M. Branley

ISBN-10: 0064451887

ISBN-13: 978-0064451888

Minerals

by Patricia Miller-Schroeder

ISBN-10: 160596977X

ISBN-13: 978-1605969770

Rocks and Minerals

by Neil Morris

ISBN-10: 0865058474

ISBN-13: 978-0865058477

Gems, Crystals and Precious Rocks

by Steven M. Hoffman

ISBN-10: 1448827086

ISBN-13: 978-1448827084

How Mountains Are Made

by Kathleen Weider Zoehfeld

ISBN-10: 0064451283

ISBN-13: 978-0064451284

Mountains

by Seymour Simon

ISBN-10: 0688154778

ISBN-13: 978-0688154776

Mountains

by Shelia Anderson

ISBN-10: 0822586053

ISBN-13: 978-0822586050

Volcanoes!

by Anne Schreiber

ISBN-10: 1426302851

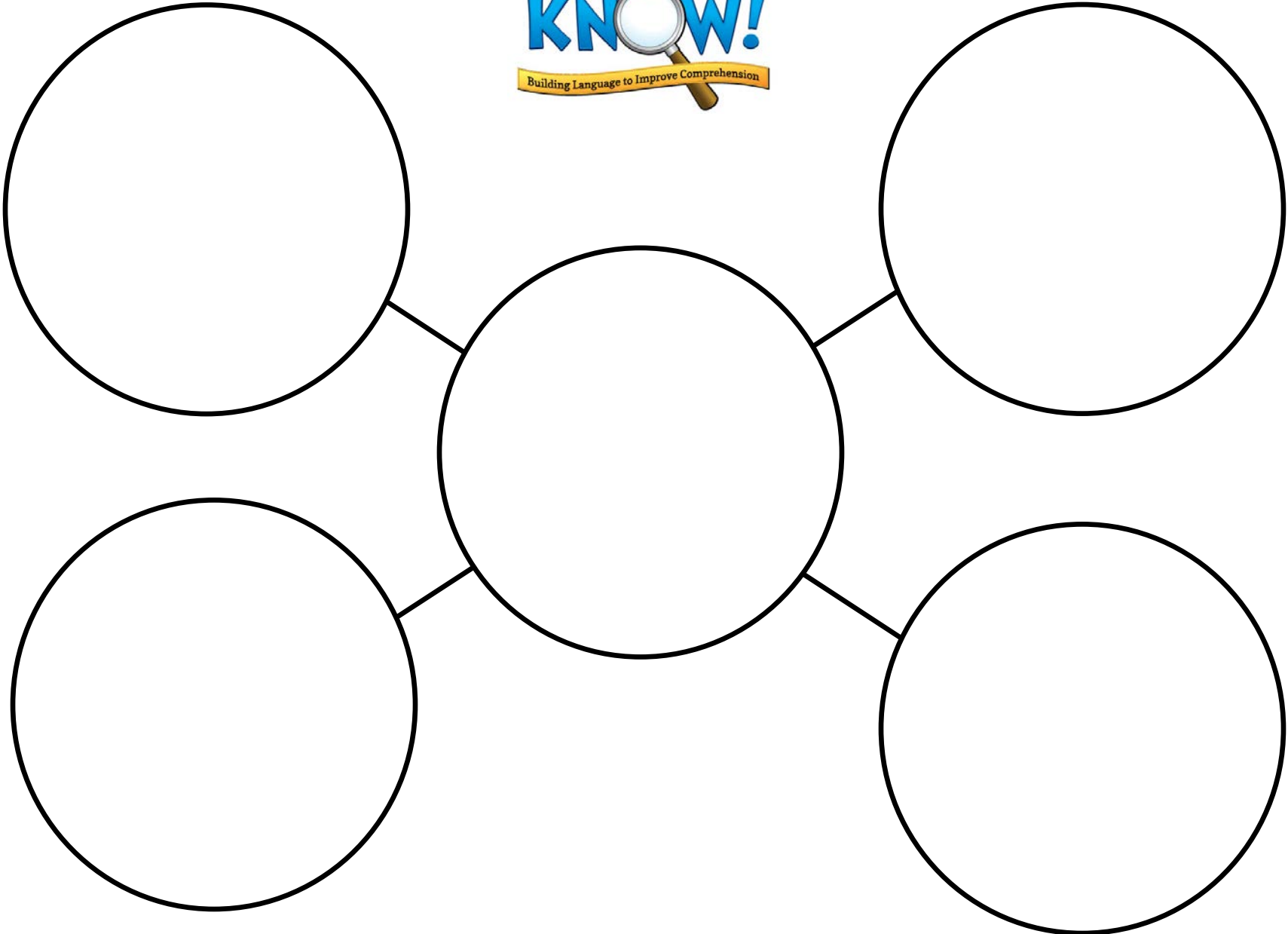
ISBN-13: 978-1426302855

Planet Earth/Inside Out

by Gail Gibbons

ISBN-10: 0688158498

ISBN-13: 978-0688158491





# Unit Vocabulary

## Earth Materials – Grade 1

### Pressure

The force produced when something presses or pushes against something else



### Crust

The hard outer part of something



### Illustration

A picture or drawing in a book or magazine



### Reason

Explains why something happens or why you did something



### Boundary

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



### Consequence

Something that happens because of something else



### Solid

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



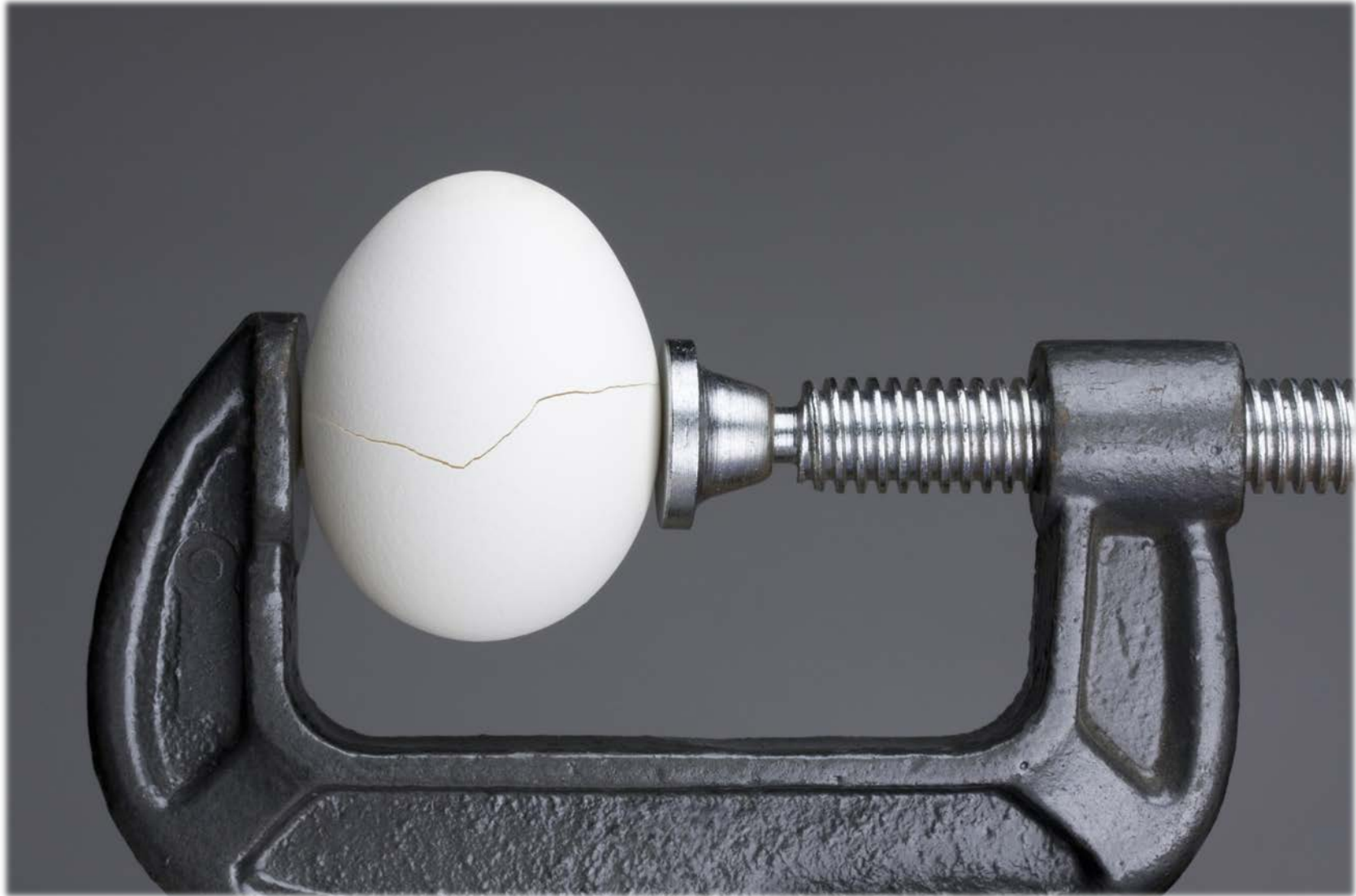
### Liquid

Something that flows freely; you can pour it





# Pressure

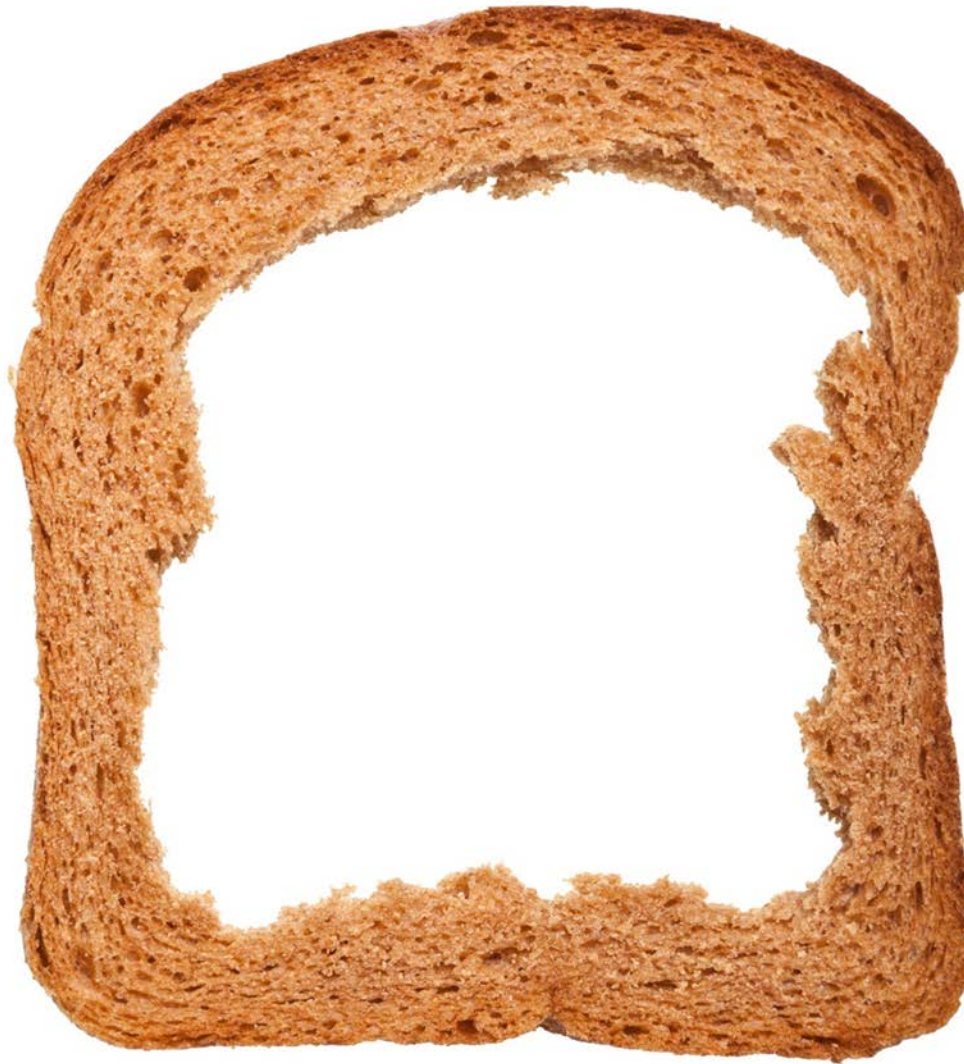




# Pressure

The force produced when something presses or pushes against something else

# Crust

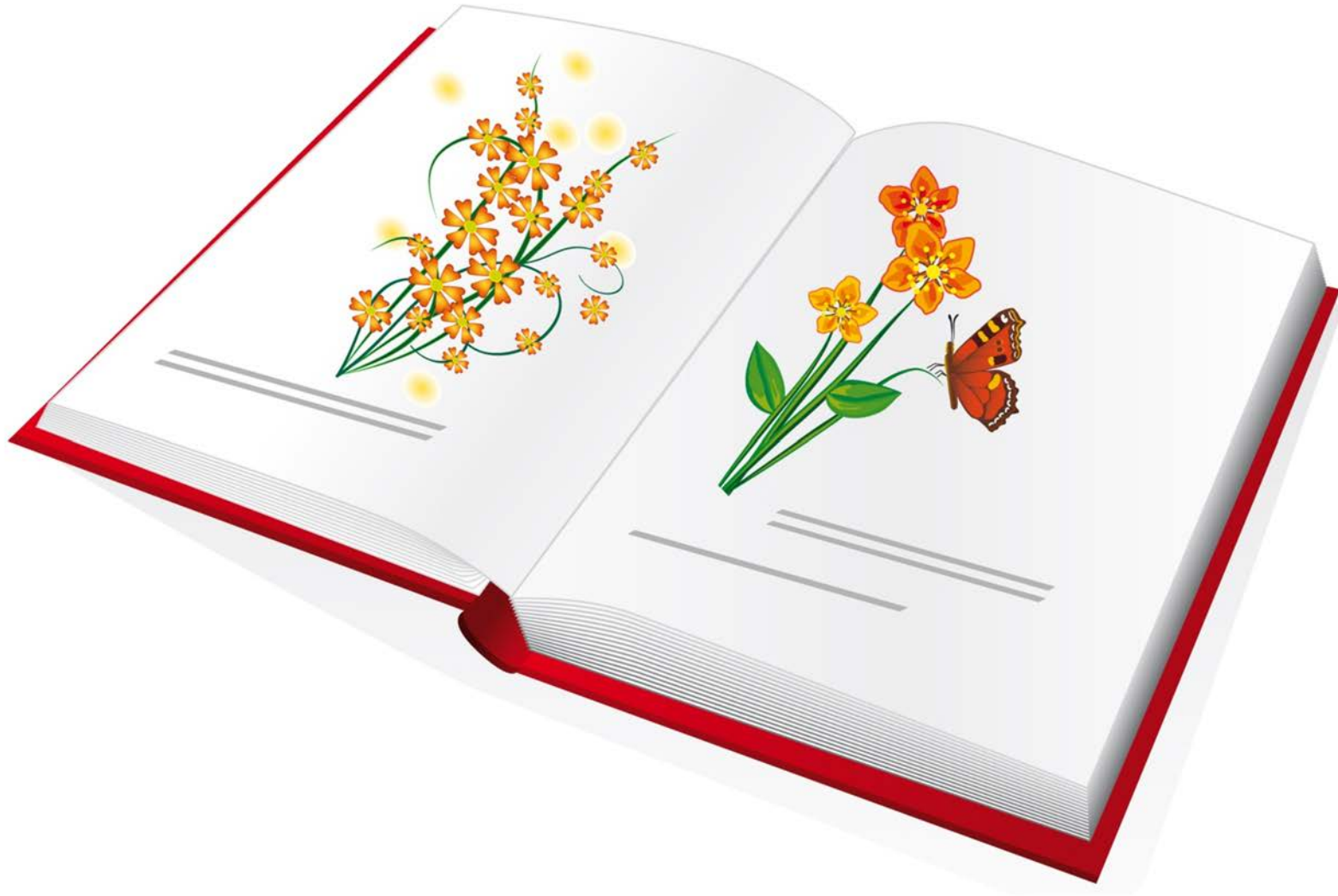




# Crust

The hard outer part  
of something

# Illustration





# Illustration

A picture or drawing  
in a book or magazine

# Reason





# Reason

Explains why something happens or why you did something



# Boundary





# Boundary

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

# Consequence





# Consequence

Something that happens  
because of something else

# Solid





# Solid

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

# Liquid





# Liquid

Something that flows freely;  
you can pour it



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

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

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

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



## WRAP Set 1 – Lesson 6

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



## WRAP Set 2 – Lesson 7

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



## WRAP Set 3 – Lesson 8

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



## WRAP Set 4 – Lesson 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.



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

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

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

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



## WRAP Set 5 – Lesson 14

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



## WRAP Set 6 – Lesson 16

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



## WRAP Set 7 – Lesson 18

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



## WRAP Set 8 – Lesson 20

Present the WRAP sentences before beginning the lesson.

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