

# EARTH MATERIALS

Grade 3



# LARRC

Language and Reading Research Consortium

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

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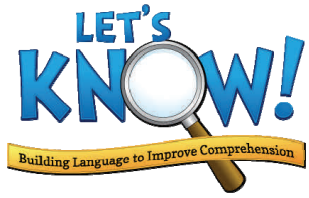
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# UNIT VOCABULARY

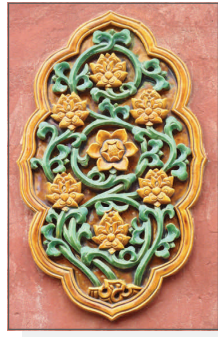
## Environment

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



## Detail

A small part of something bigger



## Adjective

A word that describes a noun or pronoun



## Topic

Something or someone that people talk or write about



## Population

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



## Erosion

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



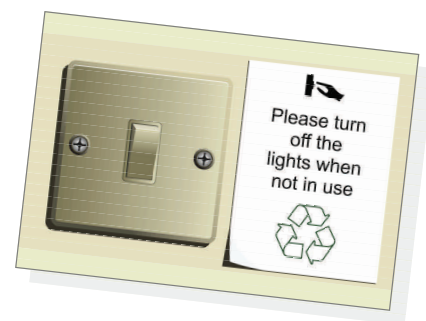
## Resource

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



## Conserve

To use something carefully to protect it



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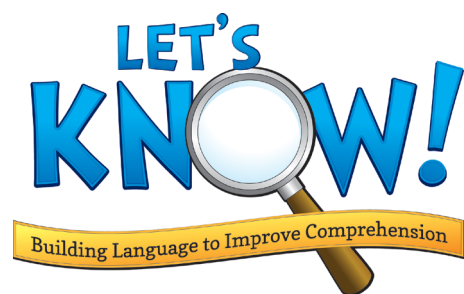
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## Unit Resources

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



# UNIT OVERVIEW

## EARTH MATERIALS

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

## DESCRIPTION

Students will practice using descriptive words and including clear details in their descriptions and summaries.

## CLOSE PROJECT

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

## UNIT SCHEDULE

<b>Week 1</b>	Lesson 1	<b>Hook</b>
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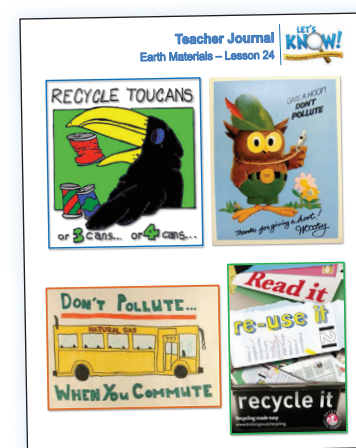
## UNIT TEXTS

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

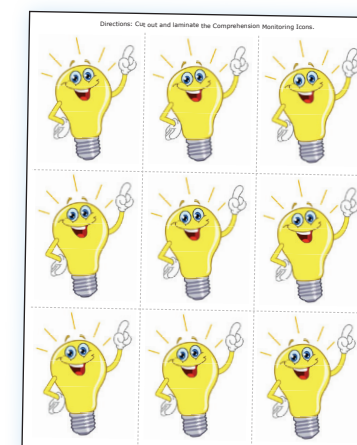
- Clean Planet: Stopping Litter and Pollution by Tristan Boyer Binns
- What Can We Do About Oil Spills and Ocean Pollution? by David J. Jakubiak
- Recycling Rules! by Barbara Keeler

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

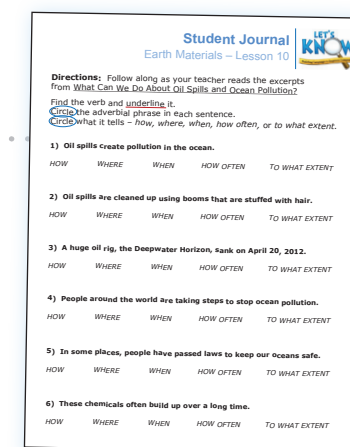
## UNIT MATERIALS



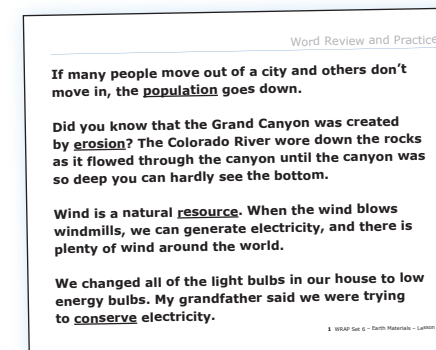
Teacher Journal\*



Comprehension Monitoring Icons



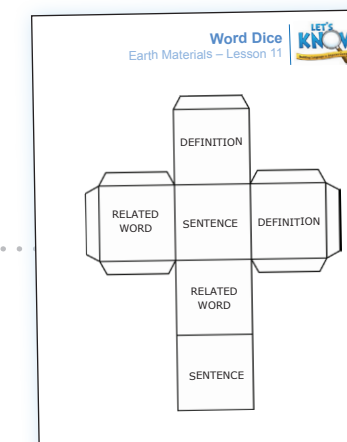
Student Journal



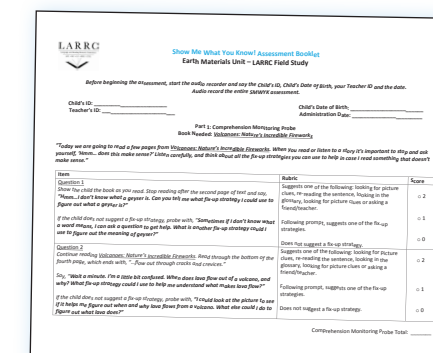
WRAP sets



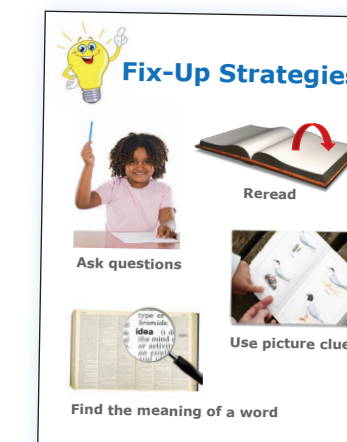
Vocabulary Picture Cards



Supplemental Materials\*



Show Me What You Know Assessment



Fix-Up Strategies Poster

\*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:**

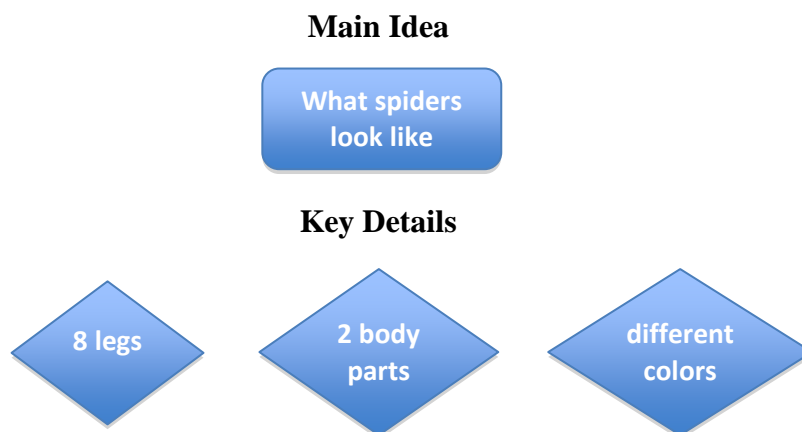
- 6) Remind students of the importance of finding the main idea and emphasize how repeated words (and phrases) in texts can help them find the main idea.

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

#### Materials

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



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

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

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

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

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

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

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

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

**WE DO**

**Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.**

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

**You could say:**

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

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

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

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

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



**CLOSE**

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

**You could say:**

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

Directions: Cut out and laminate the Comprehension Monitoring Icons.



Directions: Cut out and laminate the Comprehension Monitoring Icons.

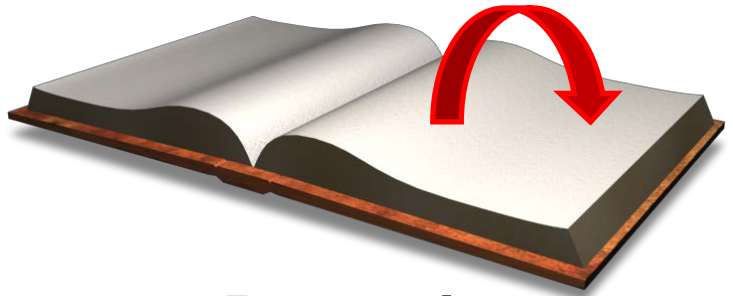




# Fix-Up Strategies



**Ask questions**



**Reread**



**Use picture clues**



**Find the meaning of a word**

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

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

**(detail)**

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

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

**(adjective)**

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

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

**(topic)**

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

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

**You Do**

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

**You could say:**

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

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

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

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

**Word:** **environment**

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

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

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

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**Word:** **detail**

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

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

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



Word: **adjective**

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

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

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

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

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Word: **topic**

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

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

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

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



**Word:** topic

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

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

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

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**Word:** detail

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

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

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

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**Word:** environment

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

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

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

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**Word:** adjective

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

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

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

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	SMWYK PRACTICE LESSON 4
<p><b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>Familiarize yourself with the SMWYK assessment.</li> <li>Briefly describe the Close project; show an example, if possible.</li> </ul>		
<p><b>TEACHING TECHNIQUES:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li><u>Clean Planet: Stopping Litter and Pollution</u> by Tristan Boyer Binns</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Individual Testing</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>None recommended</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>SMWYK Practice Instructions</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (2)</li> </ul>	
<p 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>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>This lesson is intended for your practice only. Test students individually. Allocate 10–15 minutes for each assessment. Score assessments to gain practice at real time scoring and to gain a clearer understanding of your students' strengths and areas for improvement. Begin by explaining to the class why two students are being tested.</b></p> <p><b>You could say:</b>          "Today I am going to give a short test to two students in the class while the rest of you are working. They won't be graded on this test; it's just a chance for me to practice giving the test and for them to answer some fun questions."</p>	
<p><b>I Do/ WE Do/ YOU DO</b></p>	<p><b>Administer the Show Me What You Know assessment. Spend no more than 30 minutes total on this lesson. The SMWYK instructions and testing booklets are included with this lesson.</b></p> <p><b>You don't need to audio record these practice assessments, but you should score them in order to practice scoring student responses in real time.</b></p>	
<p><b>CLOSE</b></p>	<p><b>After administering the assessments, create enthusiasm among students by describing the Close project and, if possible, sharing an example.</b></p> <p><b>You could say:</b>          "I want to give you a preview of a project we're going to create at the end of this unit. In a few weeks, you're going to have a chance to put together everything you're learning in one exciting project..."</p>	

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Lesson 4: These materials are not available for download.



## WEEKLY LESSON PLANNER

### EARTH MATERIALS

Week 2	Lesson 5	Lesson 6	Lesson 7	Lesson 8
<b>Lesson Type</b>	<b>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>Identify and describe semantic relationships among content (academic) words occurring frequently in grade-level texts.</li> <li>Use target vocabulary words correctly in spoken or written texts.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of different types of words to convey thoughts and meanings precisely in spoken contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the purpose of a text and discuss why the author may have made certain choices.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the purpose of a text and discuss why the author may have made certain choices.</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="#">Clean Planet: Stopping Litter and Pollution</a> by Tristan Boyer Binns </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard </li> <li>Blank paper (1 per student)</li> </ul>	<ul style="list-style-type: none"> <li>Document camera </li> <li>Bags or paper clips</li> </ul>	<ul style="list-style-type: none"> <li>Document camera </li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Document camera </li> <li>Bags or paper clips</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>environment, detail, adjective, topic</b></li> <li>Teacher Journal #5 (print or digital)  </li> <li>Word web (optional) </li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #1</li> <li>Vocabulary Picture Cards: <b>environment, detail, adjective, topic</b></li> <li>Teacher Journal Lesson #6</li> <li>Game cards for Lesson #6  </li> <li>Teacher Journal from Lesson #5</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #2</li> <li>Vocabulary Picture Cards: <b>environment, detail, adjective, topic</b></li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #3</li> <li>Vocabulary Picture Cards: <b>environment, detail, adjective, topic</b></li> <li>Game cards for Lesson #8  </li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	WORDS TO KNOW LESSON 5
<p><b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>Identify and describe semantic relationships among content (academic) words occurring frequently in grade-level texts.</li> <li>Use target vocabulary words correctly in spoken or written texts.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard</li> <li>Blank paper (1 per student)</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>environment, detail, adjective, topic</b></li> <li>Teacher Journal #5 (print or digital)</li> <li>Word web (optional)</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> You may use the print or digital version of the teacher journal. If using the print version, you may want to cut out the images so you can place them on your word webs. You will need four copies of the word web.</li> <li>Use the teacher journal and/or word webs to map the Words to Know to their related words. You can either insert the provided words and pictures or write related words in the outer circles.</li> <li>WORDS TO KNOW <ul style="list-style-type: none"> <li><b>environment:</b> The natural world; it influences the type, growth, and health of people, animals, and plants</li> <li><b>detail:</b> A small part of something bigger</li> <li><b>adjective:</b> A word that describes a noun or pronoun</li> <li><b>topic:</b> Something or someone that people talk or write about</li> </ul> </li> <li>SUGGESTED RELATED WORDS <ul style="list-style-type: none"> <li><b>environment:</b> <i>habitat, surroundings, location</i></li> <li><b>detail:</b> <i>element, feature, item</i></li> <li><b>adjective:</b> <i>describe, attribute, noun</i></li> <li><b>topic:</b> <i>theme, subject, main idea</i></li> </ul> </li> <li>Each pair of students should have blank paper for the We Do and You Do segments of the lesson.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "The other day I was writing a story about my dog. When I was finished, I read it to my [son]. He said, 'That is a good story, but you kept using the word <i>trick</i> over and over again.' So, I began to think that my writing would be better if I could come up with some other words that meant the same thing as <i>trick</i>. When I rewrote the story, I changed the word <i>trick</i> to <i>stunt, game, and clever show</i>. When my son reread it, he told me it was much better. As readers and writers, we want to think about how words are related. <i>Related</i> means that something belongs together. I used related words to make my story more interesting. Today we are going to find words that are related to our Words to Know. This will help us understand what we read and make us more descriptive writers."</p>	

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

<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Have students brainstorm additional related words to add to their webs for environment and adjective. You could say:</b>          “Now it’s time to work with your partner to think of more words to add to the word webs for <b>environment</b> and <b>adjective</b>. After a bit, you can report what you’ve found and add even more related words to your web; I’ll add some to our class word web, too.”</p> <p><b>Circulate the room to provide support and feedback as students work.</b></p> <p><b>After students have had time to complete their webs, have them report their related words to the class. Encourage students to add more words to their webs and to keep the webs in their folders for reference throughout the unit.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>          “Today we thought of words related to our Words to Know—<b>topic, detail, environment, and adjective</b>. Related words expand our vocabulary, and a big vocabulary helps us understand what we read and helps us make our writing more interesting. Give me a thumbs-up for <i>yes</i> or a thumbs-down for <i>no</i>...”</p> <ul style="list-style-type: none"> <li>• Is <i>describe</i> related to <b>adjective?</b> <b>(yes)</b></li> <li>• Is <i>habitat</i> related to <b>environment?</b> <b>(yes)</b></li> <li>• Is <i>feature</i> related to <b>detail?</b> <b>(yes)</b></li> <li>• Is <i>ending</i> related to <b>topic?”</b> <b>(no)</b></li> </ul>





topic



detail



environment



adjective



subject



feature



habitat



attribute



theme



element



location



describe



(bees)

main idea



item



surroundings



noun



subject



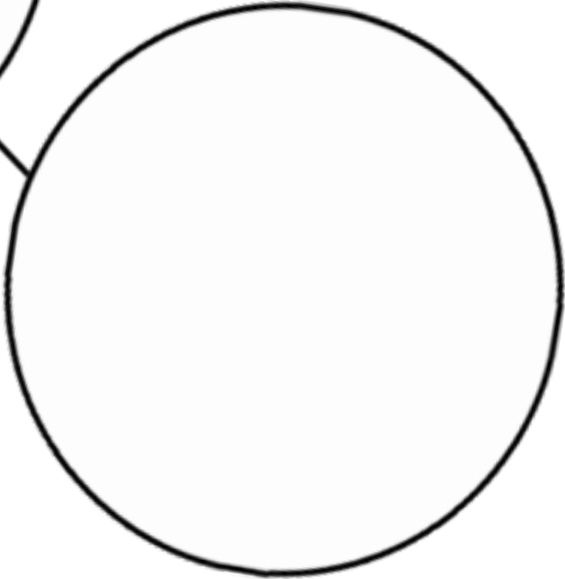
(bees)  
main idea

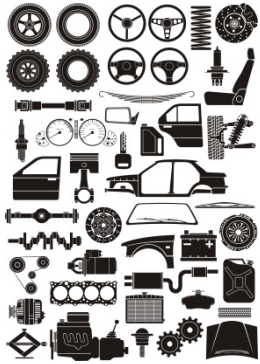


topic



theme





feature



element



detail



item



habitat



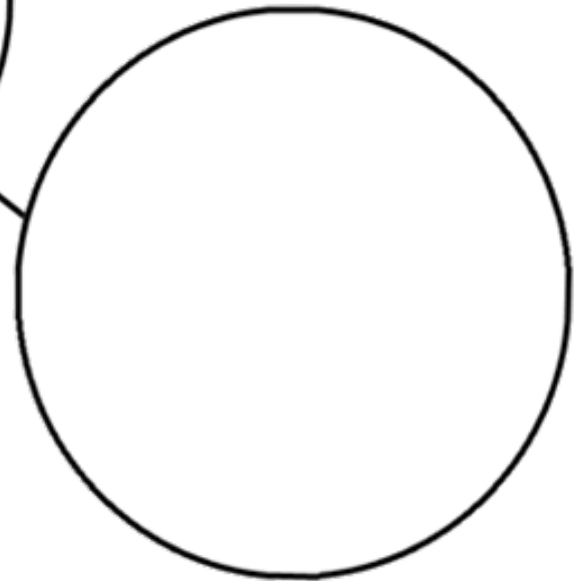
surroundings



**environment**



location

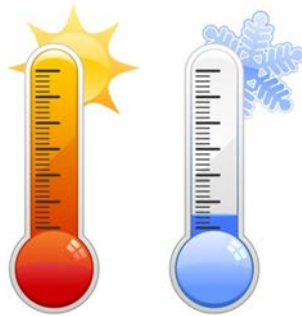




attribute



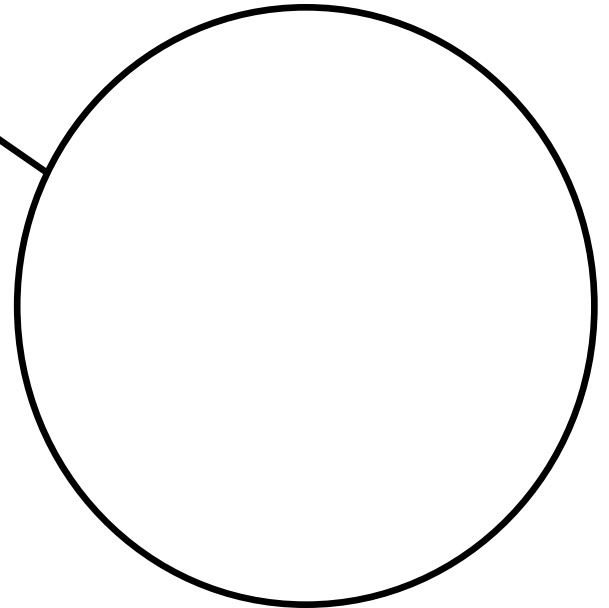
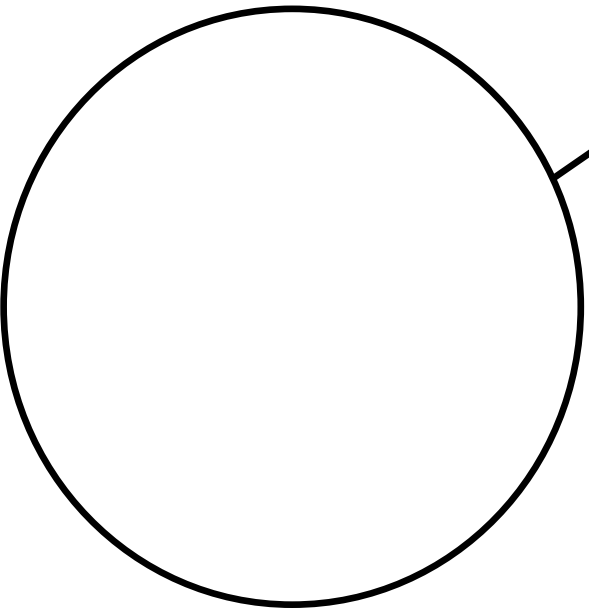
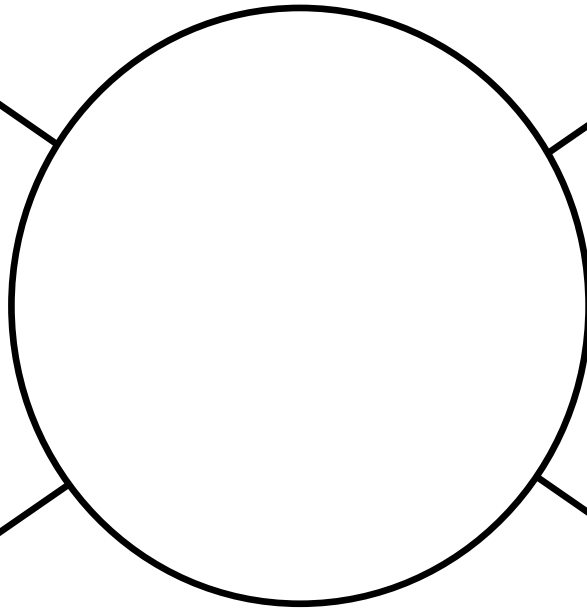
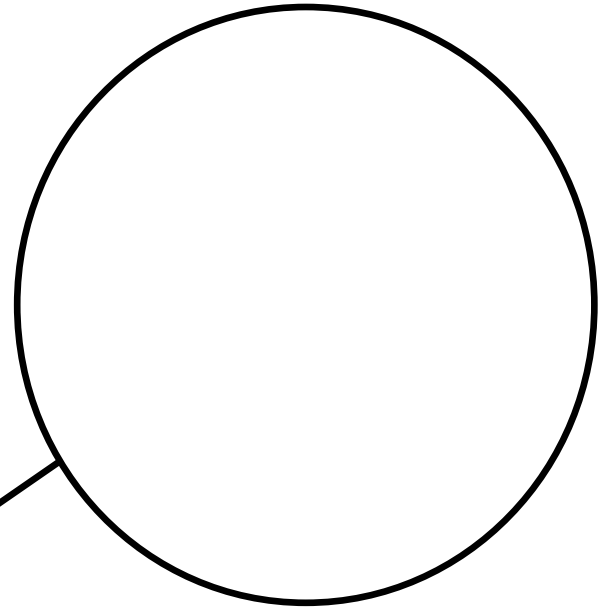
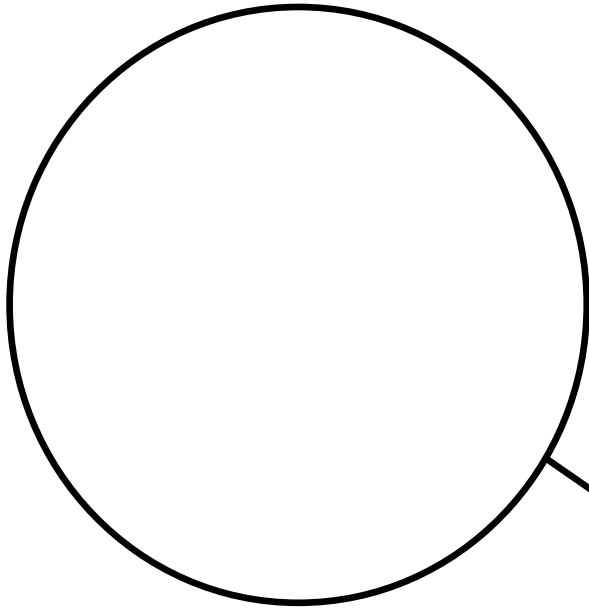
noun



adjective



describe



LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	WORDS TO KNOW PRACTICE LESSON 6
<p><b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Use a variety of different types of words to convey thoughts and meanings precisely in spoken contexts.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Document camera</li> <li>Bags or paper clips</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #1</li> <li>Vocabulary Picture Cards: <b>environment, detail, adjective, topic</b></li> <li>Teacher Journal Lesson #6</li> <li>Game cards for Lesson #6</li> <li>Teacher Journal from Lesson #5</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Cut out and bag or clip a set of game cards for lesson #6 for each pair of students.</li> <li>Display Teacher Journal Lesson #6 during the I Do and We Do segments.</li> <li>You may use the teacher journal or word webs from Lesson 5 to remind students of related words.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p>SET</p>	<div style="border: 1px dashed black; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #1: ENVIRONMENT, DETAIL, ADJECTIVE, TOPIC</b></p> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "Did you know that you usually have to hear a word seven times before you learn it? And sometimes it takes as many as 25 times before you can really understand and use a word? During this unit you have learned four Words to Know and many related words. In order to understand and know these words well, you have to hear them and use them many times. Our purpose today is to practice the Words to Know by using the related words. We want to be able to use them when we talk and in our writing."</p>	
<p>I DO</p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Display the teacher journal or word webs from Lesson 5 to remind students of related words.</b></p> <p><b>You could say:</b>          "Here are the word webs with related words for the Words to Know. Knowing related words is one way to get a deeper knowledge about words. We brainstormed words that were related to our four Words to Know. Let's quickly review the related words so you can remember them for our game.</p> <ul style="list-style-type: none"> <li>We looked at <b>environment</b> and found <i>habitat, location</i> and <i>surroundings</i>.</li> <li>When we looked at <b>topic</b>, we found <i>subject, theme</i> and <i>main idea</i>.</li> <li>Then for <b>detail</b> we found <i>feature, element</i> and <i>item</i>.</li> <li>For <b>adjective</b>, we have <i>attribute, describe</i> and <i>noun</i>.</li> </ul> <p>There are more related words that belong with the Words to Know; these are just some of the related words that we talked about during our last lesson.</p> <p>"Today we are going to use these related words in our game. I will show you how to play. Each set of partners will have a set of cards. You must read the sentences on the cards, answer the question with 'yes' or 'no,' and then tell <i>why</i>. Let me show you... <b>(display Teacher Journal Lesson #6)</b></p>	

	<ul style="list-style-type: none"> <li>Let's say my card says, "The directions to the game say to roll the dice and have fun. Do these directions have a lot of <b>detail</b>?" The Word to Know is <b>detail</b> and the directions didn't say too much, so they do not have a lot of <b>detail</b>. When I answer, I must use the Word to Know and a related word in my answer. My answer would be 'No, the directions do not have a lot of <b>detail</b> because they do not give very many <i>elements</i> or <i>items</i>.'</li> <li>Let me show you another. Let's say my card reads, 'Is a beach in Florida the correct <b>environment</b> for polar bears?' <b>Environment</b> is the Word to Know, and I know related words for it are <i>habitat</i>, <i>surroundings</i>, and <i>location</i>. I could say 'No, the beach in Florida is not a good <b>environment</b> for polar bears because a polar bear's natural <i>habitat</i> is a cold climate in the Arctic.' Notice how I used the word <i>habitat</i> in my answer? <i>Habitat</i> is a related word for <b>environment</b>."</li> </ul>
WE DO	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Practice the game with students. You could say:</b>  "Let's look at another card and read the sentence together: 'The principal came and talked to us about playground rules and behavior. Was this the <b>topic</b> of her talk?' Think about the related words for <b>topic</b> and tell them to your partner. <b>(allow talk time; then elicit answers)</b> Yes, <i>subject</i>, <i>theme</i>, or <i>main idea</i> are good related words. Now tell your partner your answer using one of the related words. <b>(allow talk time; then have volunteers share their answers)</b></p> <p>"Let's try another one: 'Cactus live in the desert where the climate is hot and dry. In that sentence are <i>hot</i> and <i>dry</i> <b>adjectives</b>?' First think of related words for <b>adjectives</b> to tell your partner. <b>(allow talk time; then elicit answers)</b> Yes, <i>describe</i> and <i>attribute</i> are related words. Now think about your answer to the question, being sure to include a related word. Tell it to your partner. <b>(allow talk time; then have volunteers share their answers)</b> I might have said, 'Yes, <i>hot</i> and <i>dry</i> are <b>adjectives</b> because they <i>describe</i> the desert.' Now it is your turn to play with your partner."</p>
YOU DO	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Distribute the game cards for Lesson #6. You could say:</b>  "Each pair of partners has a set of cards. Partners take turns choosing a card and reading the sentence and question. They must answer with a 'yes' or 'no' and then tell <i>why</i> the answer is correct or incorrect, making sure they use the Word to Know and a related word in their answer. You can even try to use more than one related word!"</p> <p><b>Circulate the room to monitor students as they play the game, providing feedback on their use of related words.</b></p> <p><b>As time allows, have some students share the sentences that they created.</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 did a great job today of using the Words to Know and related words in sentences. Let's review our related words. I will say a related word and when I snap my fingers, you say the Word to Know..."</p> <ul style="list-style-type: none"> <li><i>main idea</i> (<b>topic</b>)</li> <li><i>feature</i> (<b>detail</b>)</li> <li><i>surroundings</i> (<b>environment</b>)</li> <li><i>describe</i> (<b>adjective</b>)</li> </ul> <p>You showed me that you really know these words! Now you can use them in your writing and in conversations at school and at home."</p>



## YES/NO/WHY

<p>The directions to the game say to roll the dice and have fun. Do these directions have a lot of <b>detail</b>?</p>	<p>Is the beach in Florida the correct <b>environment</b> for polar bears?</p>
<p>The principal came and talked to us about playground rules and behavior. Was this the <b>topic</b> of her talk?</p>	<p>Cactus live in the desert where the climate is hot and dry. In that sentence are <i>hot</i> and <i>dry</i> <b>adjectives</b>?</p>

**Directions:** Cut and prepare a set of cards for each team of 2 students.

<p>If an artist draws a picture of a city but only adds a few buildings with no windows or doors, does the picture have lots of <b>details</b>?</p>	<p>Do all living things have the same <b>environment</b>?</p>
<p>The boy was supposed to speak to the class about cleaning up the playground; instead he started talking about his favorite video game. Did he stick to the <b>topic</b>?</p>	<p>The nightly news show had a video of a hurricane. Was that an appropriate <b>topic</b> for the news?</p>
<p>Sally brought her pet goldfish home and put it in the swimming pool. Is that the right <b>environment</b> for the fish?</p>	<p>The teacher wants the kindergartners to add lots of <b>details</b> to their self-portraits. John added ears, eyes, eyebrows, a nose, hair, clothing, shoes, and teeth. Will his teacher be pleased?</p>
<p>Roald Dahl describes Mrs. Trunchbull as having a bull-neck, big shoulders, thick arms, sinewy wrists, and powerful legs. Does Roald Dahl use <b>adjectives</b> well?</p>	<p>Are <i>blue, green, salty, deep, and wavy</i> all <b>adjectives</b> that could be used to describe the ocean?</p>

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	INTEGRATION LESSON 7
<p><b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Identify the purpose of a text and discuss why the author may have made certain choices.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li><u>Clean Planet: Stopping Litter and Pollution</u> by Tristan Boyer Binns</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> <li>Group Discussion</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Document camera</li> <li>Sticky notes</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #2</li> <li>Vocabulary Picture Cards: <b>environment, detail, adjective, topic</b></li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Preview <u>Clean Planet: Stopping Litter and Pollution</u> and choose at least two sections to use for practice with finding the author's purpose. The book includes strong examples of informative and persuasive text. You could use the following examples: <ul style="list-style-type: none"> <li>(p. 16) The author is providing an example of what a school did to prevent litter and pollution. The purpose is primarily to inform us about what happened there. However, children might note that this section could also persuade the reader to begin a clean-up campaign at his or her own school.</li> <li>(p. 18) The author is giving examples of how making better choices can reduce pollution. She is providing information, but the purpose is also to persuade; this is evident by the value judgment in the heading 'Better Choices' and the suggestions of changes individuals and big companies can make.</li> <li>(p. 27) In the second paragraph, the author gives an example of a community that takes a stand against pollution and litter. The purpose would be to inform. However, point out that the first paragraph and the 'Taking Action' caption are persuasive in nature; they try to move the reader to take action or make changes.</li> </ul> </li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p>SET</p>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #2: ENVIRONMENT, DETAIL, ADJECTIVE, TOPIC</b></p> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b></p> <p>"I was reading a flyer about what the city does to keep our drinking water safe. I was interested in this because I want to learn more about how the city keeps our water free from pollutants. As I read through the flyer, I saw price lists and examples of different water purification systems. I realized that this flyer wasn't going to teach me about how drinking water is purified; it was a company that wanted to sell me a water purification system for my house. Was I surprised! I thought the author was going to <i>inform</i> me about drinking water, when really they were trying to <i>persuade</i> me to purchase a system from their company.</p> <p>"Authors can have three purposes when they write. These are <i>to entertain</i>, <i>to persuade</i>, and <i>to inform</i>. Some authors, like Judy Blume and Roald Dahl, write to <i>entertain</i> us with their stories. Text that has lots of facts and information may be written to <i>inform</i> us, and text that tries to convince us of something is meant to <i>persuade</i> us; when an author write to persuade, he or she might be trying to get the readers to take action or make changes. Today we are going to identify the author's purpose in our book and discuss why she made certain choices. It is important to know this when we are reading or listening to a speaker."</p>	

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

CLOSE

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

**You could say:**

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

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	INTEGRATION PRACTICE LESSON 8
<b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Identify the purpose of a text and discuss why the author may have made certain choices.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>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>Document camera</li> <li>Bags or paper clips</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #3</li> <li>Vocabulary Picture Cards: <b>environment, detail, adjective, topic</b></li> <li>Game cards for Lesson #8</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>Pre-cut (and bag or clip) a set of game cards for Lesson #8 for each small group. Each group should have two cards and a set of header cards, found on p. 2 of the game cards.</li> <li>The three text cards on the second page of the teacher journal are used for demonstration in the I Do routine; you may want to set them aside. Demonstrate how to play the game on a document camera.</li> </ul> </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: ENVIRONMENT, DETAIL, ADJECTIVE, TOPIC</b> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "The last time I went on vacation, I wrote in a journal to help me remember all the things that happened on my vacation. My purpose was to <i>inform</i>. Remember that there are three reasons an author writes: to <i>inform</i>, <i>entertain</i>, and <i>persuade</i>. Today your purpose is to identify why authors write. We are going to play a sorting game to help you practice finding an author's purpose. In order to be a good reader and to be able to think critically about what you read, you have to be able to identify the author's purpose!"</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Explain how to play the game and demonstrate a round.</b></p> <p><b>You could say:</b>          "The sorting game we will play today has three header cards: <i>INFORM</i>, <i>ENTERTAIN</i>, and <i>PERSUADE</i>. I'll lay them out on the table. We also have another set of cards to lay face down. Each group has two partner teams. One partner team in the group will start. They will choose a card and read it. Then the partners of that team will discuss whether they think the author is writing to <i>inform</i> (to teach us something), to <i>entertain</i> (like in a fictional story), or to <i>persuade</i> (to convince us to do something). The partners have to agree before they place the card under the appropriate heading. Then they have to tell which clues from the text helped them. The other partner team will tell them if they are right. If they are not sure, they can raise their hand and I will come around to help you decide.</p>	

	<p>“Let me demonstrate. <b>(draw card)</b> My card says, ‘People kill 100 million sharks every year. The desire for shark fin soup is one big reason so many sharks die. These fish are caught, their fins are cut off to be sold, and the rest of their bodies are thrown back into the sea.’ My partner and I would need to think about the author’s purpose for writing this. We think that the purpose was to <i>inform</i> us about why sharks are fished. We know this because the sentence gave us facts about sharks being fished for the shark fin soup. We would say the purpose is to inform and put the card under that header. <b>(place card under the INFORM card)</b> The other team would tell us if we are right. Then it would be their turn.</p> <p>“The next card says, ‘You should stop using plastic! Using plastic bags is bad for the <b>environment</b>. Instead of using a plastic water bottle one time and throwing it out, use one that can be reused over and over again.’ The partners would talk and decide that the author’s purpose is to <i>persuade</i> us not to use plastic. The first sentence gives a clue when it says, ‘You should stop...’ They would put this card in the <i>PERSUADE</i> column. Our partner team would decide if they are right. Make sense?”</p>
WE DO	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>You could say:</b>  “Now let’s try one together. I will read a card and I want you to think about whether the author’s purpose is to inform, persuade, or entertain... ‘Hoot the owl lived in a tree in a quiet neighborhood. Every night he would go hunting for rodents and every day he would try to sleep, but there was so much noise pollution in the neighborhood he found it hard. Cars and truck sped up and down the busy street.’ Think to yourself whether the author’s purpose is to inform, persuade, or entertain. Tell your partner. <b>(allow talk time; then discuss as a class)</b> Now tell your partner what clues from the text told you that.” <b>(allow talk time; then discuss as a class)</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>Divide students into groups and distribute the game cards. You could say:</b>  “Now you will have a chance to play on your own. Make sure you take turns and that you talk to your partner before placing your cards. Also make sure the other team tells if you are right.”  <b>Circulate among students as they play the game to ensure they understand the rules. Provide support with determining the author’s purpose.</b></p>
CLOSE	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “Today you determined the author’s purpose for writing by looking for clues in the text. Knowing the author’s purpose is an important part of being a good reader. It helps you comprehend the text when you know why the author wrote it. Think about the three reasons an author writes. What are they? <b>(pause for response)</b> Yes, authors can write to <i>inform</i>, to <i>entertain</i>, and to <i>persuade</i>. The next time you read something, think about the author’s purpose.”</p>

# Game Cards

## Earth Materials – Lesson 8



<p>The whale and his family were swimming in the ocean when they saw a beautiful fish. The fish wanted them to come see where he lived, so they followed the fish for a long, long time...</p>	<p>Whales are mammals. Some people think they are fish because they live in the ocean but they are not! Blue whales are the largest animals ever known.</p>	<p>You should drink water from the tap, not from plastic water bottles you buy at the store. Don't use plastic bottles because they are not good for the environment.</p>
<p>Scientists are working on creating a substance that will prevent oil from sticking to birds when there is an oil spill. It acts like a detergent and prevents the oil from sticking to the bird's feathers.</p>	<p>The little girl was walking through the woods and thought she heard a noise. She looked around and didn't see anything, so she walked some more. She heard it again and when she turned around, she saw...</p>	<p>It is best to walk or ride your bike to school. You get exercise and get to breathe fresh air at the same time. Walking or riding to school is good for the environment too, so you should do it every day!</p>
<p>Most of the time light helps us see, but did you know that too much light is a form of pollution? Too much light from cities makes it impossible to see the stars in the sky.</p>	<p>There was a creature that came from another planet. When he looked at Earth, he could see miles and miles of lights. The lights looked very pretty, and he wanted to go explore this beautiful place called Earth.</p>	<p>You should tell your city to turn out the lights at night! If they turn out the lights, it will help us solve light pollution. You can write them a letter or email them.</p>
<p>People cause pollution by putting things into the ocean like trash and chemicals. Sometimes people take too many things out of the ocean, like too much fishing. This is bad for the ocean environment.</p>	<p>Polly the dolphin and her friends swam around the ocean looking for trash. When she found it, she would pick it up in her mouth and bring it to the docks at the harbor. Everyone loved seeing Polly come and dump the trash on the dock.</p>	<p>Tell your friends and family not to fish anymore. Fishing can be harmful to the ocean if we fish too much. If everyone stopped fishing, we would have a lot of fish in the sea.</p>



# Game Cards

## Earth Materials – Lesson 8



<p>People kill 100 million sharks every year. The desire for shark fin soup is one big reason so many sharks die. These fish are caught, their fins are cut off to be sold, and the rest of their bodies are thrown back into the sea.</p>	<p>You should stop using plastic! Using plastic bags is bad for the environment. Instead of using a plastic water bottle one time and throwing it out, use one that can be reused over and over again.</p>	<p>Hoot the owl lived in a tree in the quiet neighborhood. Every day he would try to sleep, but there was so much noise pollution in the neighborhood he found it hard. Cars and truck sped up and down the busy street.</p>
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<p>INFORM</p>	<p>ENTERTAIN</p>	<p>PERSUADE</p>
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## WEEKLY LESSON PLANNER

### EARTH MATERIALS

Week 3	Lesson 9	Lesson 10	Lesson 11	Lesson 12
<b>Lesson Type</b>	<b>Read to Me</b>	<b>Integration</b>	<b>Words to Know Practice</b>	<b>Words to Know</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use prior knowledge and information to make, confirm, and revise predictions.</li> <li>Engage in a range of talk structures on Grade 3 <b>topics</b> and texts.</li> </ul>	<ul style="list-style-type: none"> <li>Use information from within a text and background knowledge to make accurate inferences.</li> </ul>	<ul style="list-style-type: none"> <li>Define target vocabulary and related words.</li> <li>Use target vocabulary correctly in spoken sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Define the Words to Know <b>population, erosion, resource, and conserve.</b></li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>What Can We Do About Oil Spills and Ocean Pollution?</u> by David J. Jakubiak </li> </ul>	<ul style="list-style-type: none"> <li><u>What Can We Do About Oil Spills and Ocean Pollution?</u> by David J. Jakubiak </li> </ul>	<ul style="list-style-type: none"> <li>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>CD/MP3 player with child friendly music </li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Scissors</li> <li>Glue</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard </li> <li>Lined paper (1 per student)</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #4</li> <li>Vocabulary Picture Cards: <b>environment, detail, adjective, topic</b></li> </ul>	<ul style="list-style-type: none"> <li>Word dice for Lesson #11 </li> <li>Teacher Journal from Lesson #3 (optional)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #12 </li> <li>Vocabulary Picture Cards: <b>population, erosion, resource, conserve</b></li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

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

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

CLOSE

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

**You could say:**

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

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

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

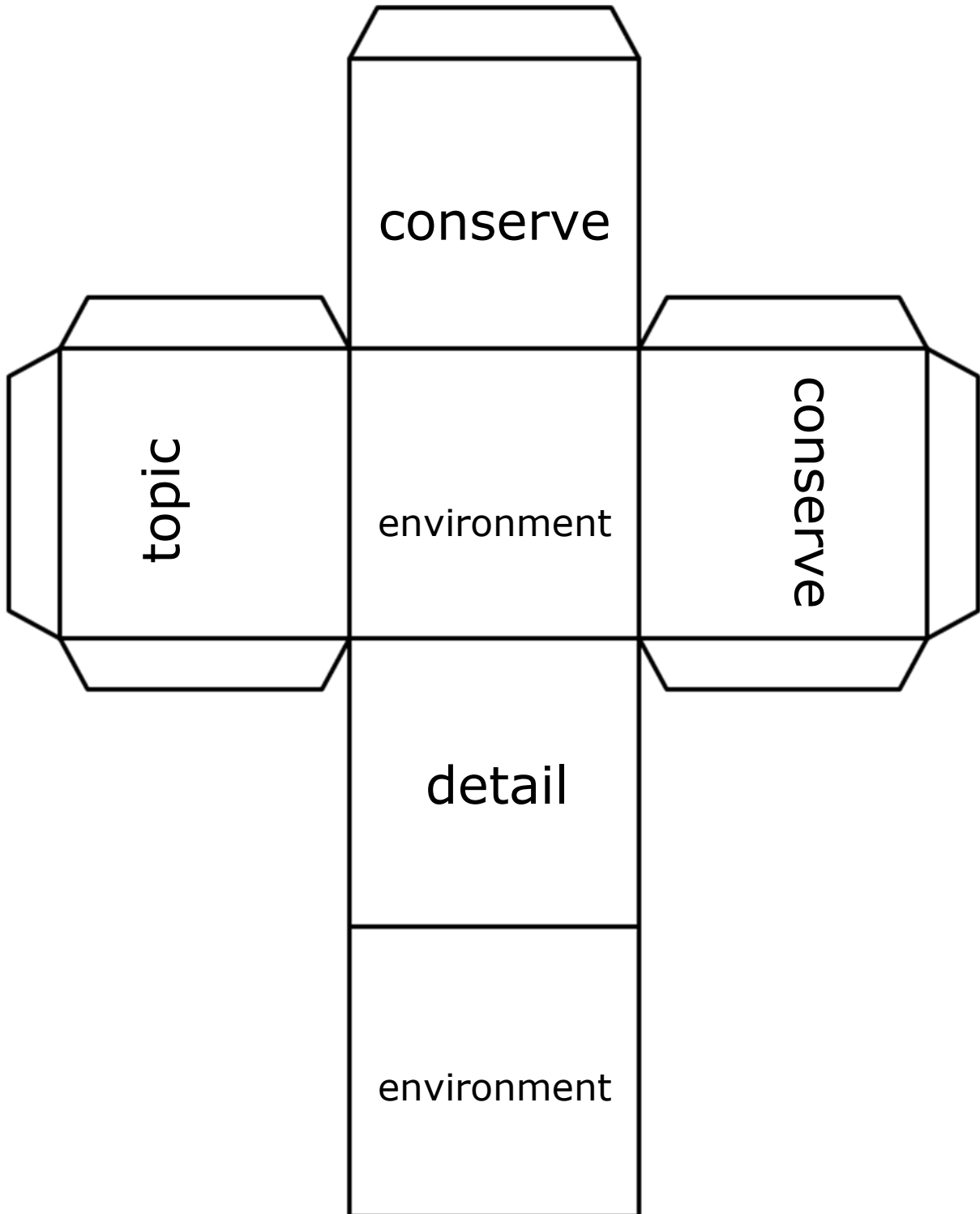
LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	WORDS TO KNOW PRACTICE LESSON 11
<b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Define target vocabulary and related words.</li> <li>• Use target vocabulary correctly in spoken sentences.</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 or Small Groups</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>• Word dice for Lesson #11</li> <li>• Teacher Journal from Lesson #3 (optional)</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<ul style="list-style-type: none"> <li>• <b>Before the lesson...</b>To save time, you can precut and prepare the sets of word dice for Lesson #11; otherwise, students will need to cut, fold, and glue the dice during the lesson.</li> <li>• You can play the game with partners or groups of three to four. Each pair or group will need a set of word dice.</li> <li>• To assist students with related words and definitions, you could display the teacher journal from Lesson 3.</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>          "If you play sports, you know you have to go to practice, right? If you take piano lessons, you also have to practice. Today our purpose is to practice our Words to Know in a fun way. The more we practice our words, the more familiar they become and the more likely we are to use them in our speaking and writing. You will have chances to use the words in a sentence, tell the definition, and tell related words, but you never know what you will be asked to do until you roll the dice!"</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>Divide students into pairs/groups and distribute the word dice.</b></p> <p><b>Explain how to play the game. You could say:</b>          "Each [pair/group] has two dice. One die has the Words to Know: <b>topic, detail, conserve,</b> and <b>environment.</b> The other die has three things: <i>related word, definition,</i> and <i>sentence.</i> Each time a player has a turn, he or she rolls both dice. What comes up determines what you have to do! If I roll my dice and the word <b>environment</b> comes up, and then <i>related word</i> comes up on my second roll, I must give a related word for <b>environment.</b> I might say, '<i>Habitat</i> is a related word for <b>environment.</b>' Notice how I used a complete sentence; I didn't just say, '<i>habitat.</i>' My [partner/group] has to decide if my answer is right. Then it's the next player's turn. We keep playing until the time is up. If <b>conserve</b> and <i>sentence</i> come up, I could say, 'I shut off the lights to <b>conserve</b> energy.'"</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>Practice the game with students.</b></p>	



	<p><b>You could say:</b>  “Let’s do one together. I will roll the dice and you will have to think of the answer. <b>(roll dice)</b> I rolled [<b>conserve</b>] and [<i>definition</i>]. Think about what you would say if it was your turn. Tell your partner. <b>(allow talk time; then elicit responses)</b> You could say something like ‘[<b>Conserve</b> means to use something carefully to protect it].’ Make sure your partner used a complete sentence.</p> <p>“Let’s try another. I rolled [<b>environment</b>] and [<i>sentence</i>]. Think about what you would say if it was your turn. Tell your partner. <b>(allow talk time; then elicit responses)</b> Remember to use a complete sentence for all your answers. You are ready to play!”</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 begin to play the game with their partners or small groups. (If students are cutting and assembling the dice, have them work as quickly as possible to have time for the game.) Circulate the room to monitor students as they play to make sure they are giving appropriate answers and that they are using complete sentences.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “Today you practiced your Words to Know in a fun way. To wrap up, I will say a word and you will either tell your partner the definition or a related word...”</p> <ul style="list-style-type: none"> <li>• <b>topic</b>, related word (<i>subject, main idea, theme</i>)</li> <li>• <b>detail</b>, definition (<b>a small part of something bigger</b>)</li> <li>• <b>conserve</b>, definition (<b>to use something carefully to protect it</b>)</li> <li>• <b>environment</b>, related word (<i>habitat, nature, surroundings, location, setting</i>)</li> </ul> <p>Remember to use related words in your writing and speaking to make what you say more interesting to your reader or listener!”</p>

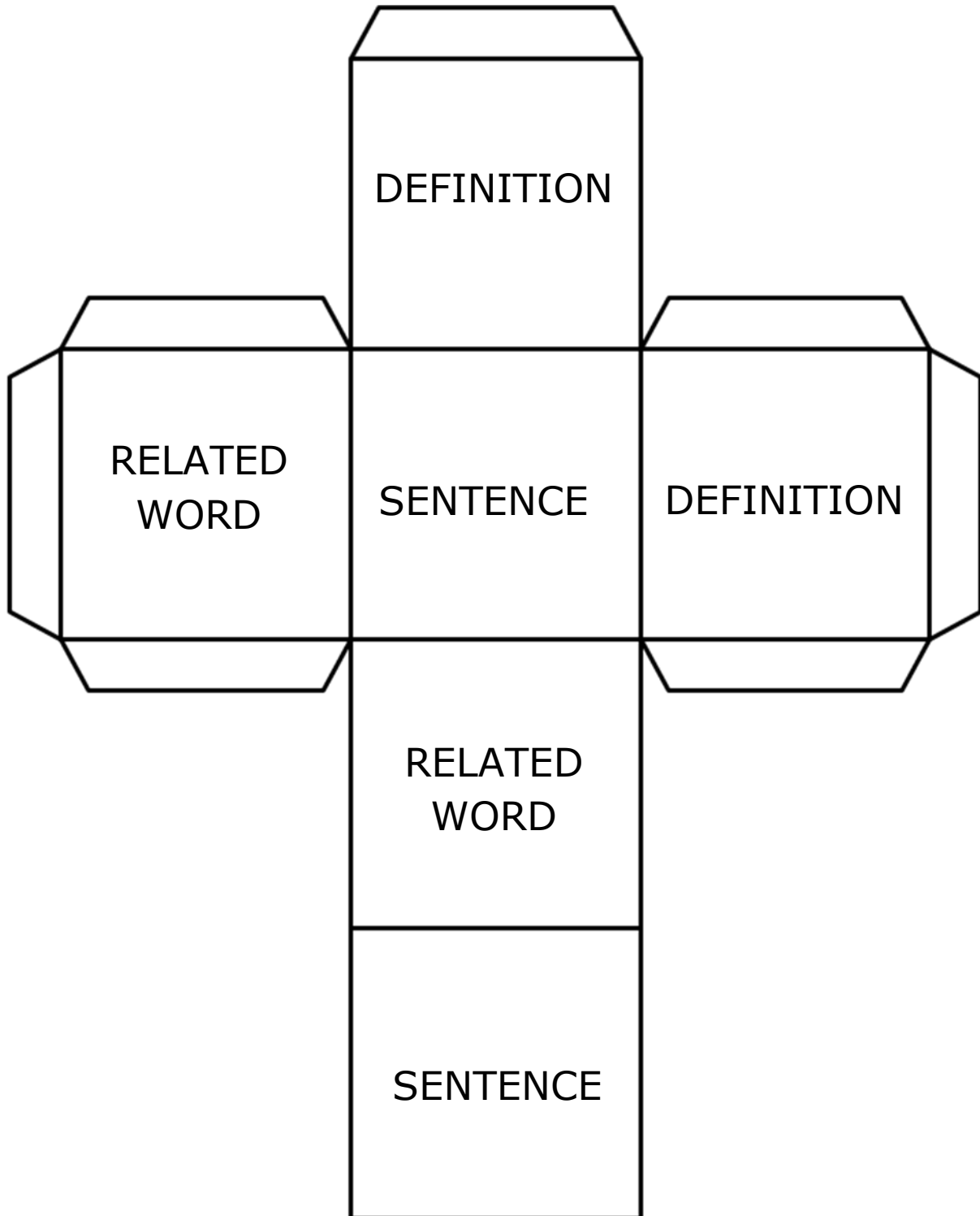
# Word Dice

## Earth Materials – Lesson 11



# Word Dice

## Earth Materials – Lesson 11



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

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

**(erosion)**

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

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

**(resource)**

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

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

**(conserve)**

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

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

**YOU DO**

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

**You could say:**

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

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

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

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

**Word:** **conserve**

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

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

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

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**Word:** **population**

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

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

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

**Word:** **erosion**

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

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

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

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**Word:** **resource**

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

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

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





## WEEKLY LESSON PLANNER

### EARTH MATERIALS

Week 4	Lesson 13	Lesson 14	Lesson 15	Lesson 16
<b>Lesson Type</b>	<b>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>Summarize the main ideas and supporting <b>details</b> of expository text.</li> </ul>	<ul style="list-style-type: none"> <li>Use information from within a text and background knowledge to make accurate inferences.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe semantic relationships among content (academic) words occurring frequently in grade-level texts.</li> <li>Use target vocabulary words correctly in spoken or written texts.</li> </ul>	<ul style="list-style-type: none"> <li>Identify semantic relationships among words.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><a href="#">What Can We Do About Oil Spills and Ocean Pollution?</a> by David J. Jakubiak </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>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 or interactive whiteboard </li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> <li>Game pieces and dice </li> <li>Bags or paper clips</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>Bags or paper clips</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>population, erosion, resource, conserve</b></li> <li>Teacher Journal Lesson #14</li> <li>Game board for Lesson #14 </li> <li>Inference cards for Lesson #14 </li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>population, erosion, resource, conserve</b></li> <li>Teacher Journal #15 (print or digital)  </li> <li>Word web (optional) </li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #6</li> <li>Vocabulary Picture Cards: <b>population, erosion, resource, conserve</b></li> <li>Game cards for Lesson #16  </li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	INTEGRATION LESSON 13
<p><b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Summarize the main ideas and supporting <b>details</b> of expository text.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Summarizing</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li><u>What Can We Do About Oil Spills and Ocean Pollution?</u> by David J. Jakubiak</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Document camera or interactive whiteboard</li> <li>Sticky notes</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #13</li> <li>Student Journal Lesson #13</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Preview the text to select chapters or passages that you would like to have students summarize during the We Do section. One example is provided for you.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "Do you ever ask your friends what happened in a movie they watched? You are asking them to <i>summarize</i> what happened in the movie—to only tell you about the most important parts. You also might be interested in supporting <b>details</b> for the most important parts, but you do not want them to tell you every little thing that happened in the movie. Just as you can summarize a movie, you can summarize the information in a book and list the supporting <b>details</b> for the most important information. The purpose of our lesson today is to practice summarizing the main ideas in our book and to list the supporting <b>details</b>. When you can do this, it shows that you understood what you heard or read."</p>	
<p><b>I Do</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Display the teacher journal. Read selections from the book and model summarizing.</b></p> <p><b>You could say:</b>          "The first chapter in our book is titled 'Trouble in the Water.' Often the title gives a hint about what the <b>topic</b> or main idea will be. I am going to model for you. As I read, I am going to think about the information and choose the most important parts to remember. That will help me determine the main idea. As I read, I will also choose the most important supporting <b>details</b> to include in my graphic organizer. <b>(point to teacher journal)</b></p> <p><b>(read p. 5, first paragraph)</b> "There were lots of <b>details</b> in that paragraph, all related to the Deepwater Horizon oil spill. Let me read the second paragraph and see if I can figure out the main idea for this chapter. <b>(read paragraph)</b> That paragraph doesn't just talk about the oil spill. It talks about other types of ocean pollution. If I thought about the main idea in this chapter, I would say it's that there are many types of ocean pollution. I will write that on my chart where it says <i>Main Idea</i>. <b>(add many kinds of ocean pollution to chart)</b></p>	

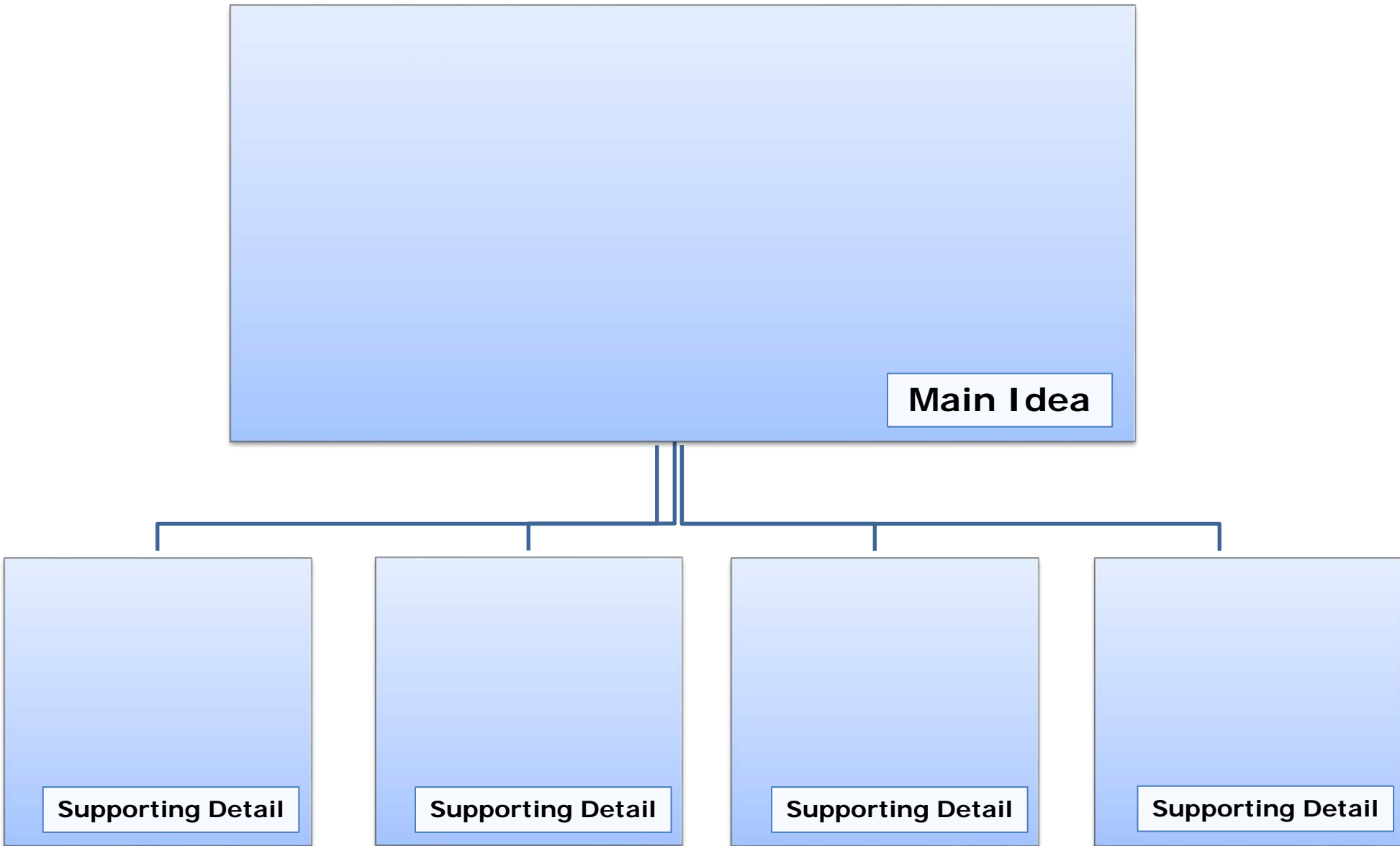
	<p>“Now I am going to write some supporting <b>details</b>. Since my main idea is about the different kinds of ocean pollution, my supporting <b>details</b> will tell more about that. So I will write <i>oil spills, trash, and dirty water from storms</i>. <b>(add supporting details to chart)</b> Now comes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

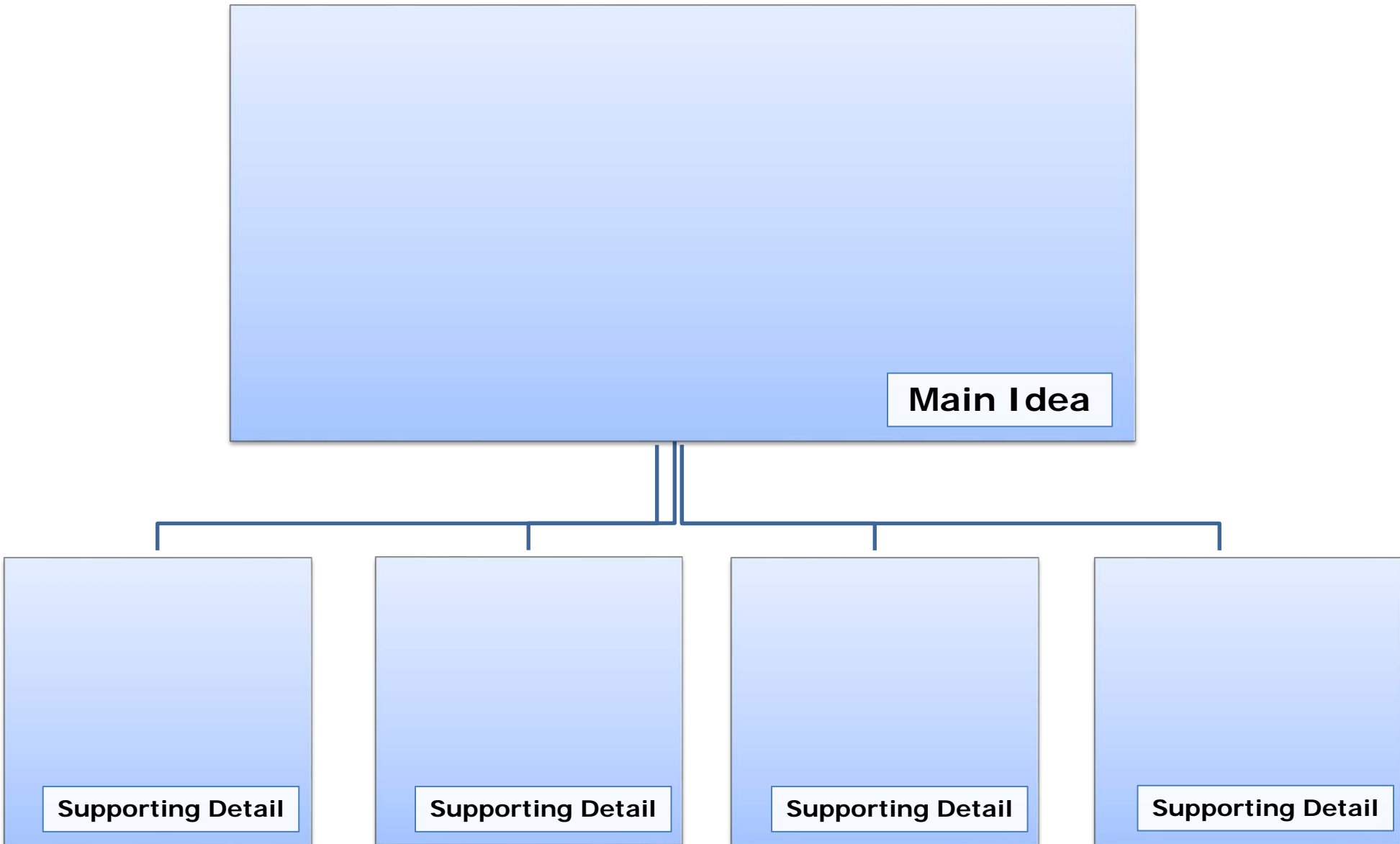
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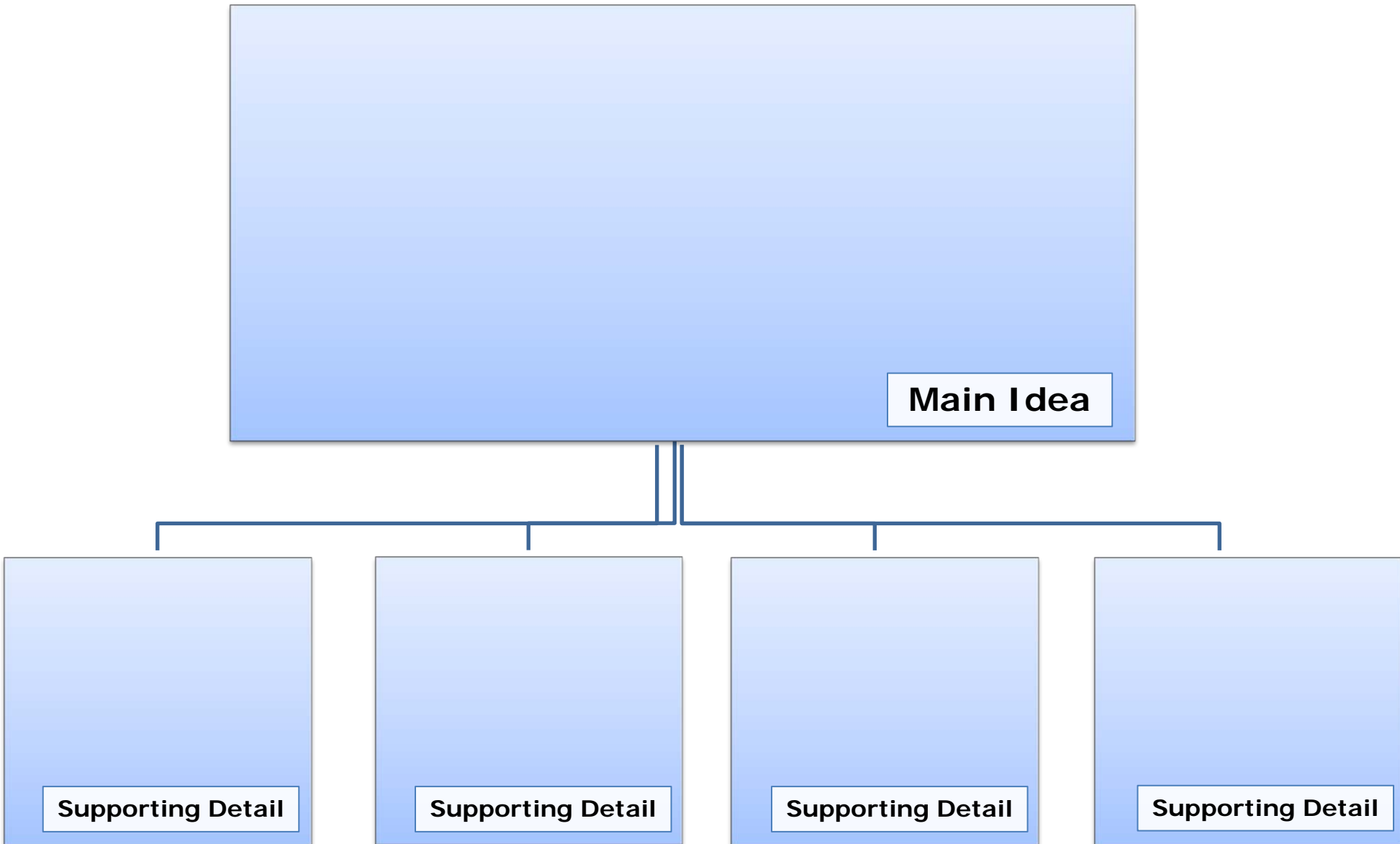
**Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.**

**You could say:**

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







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

### ***Wildlife Worries***

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

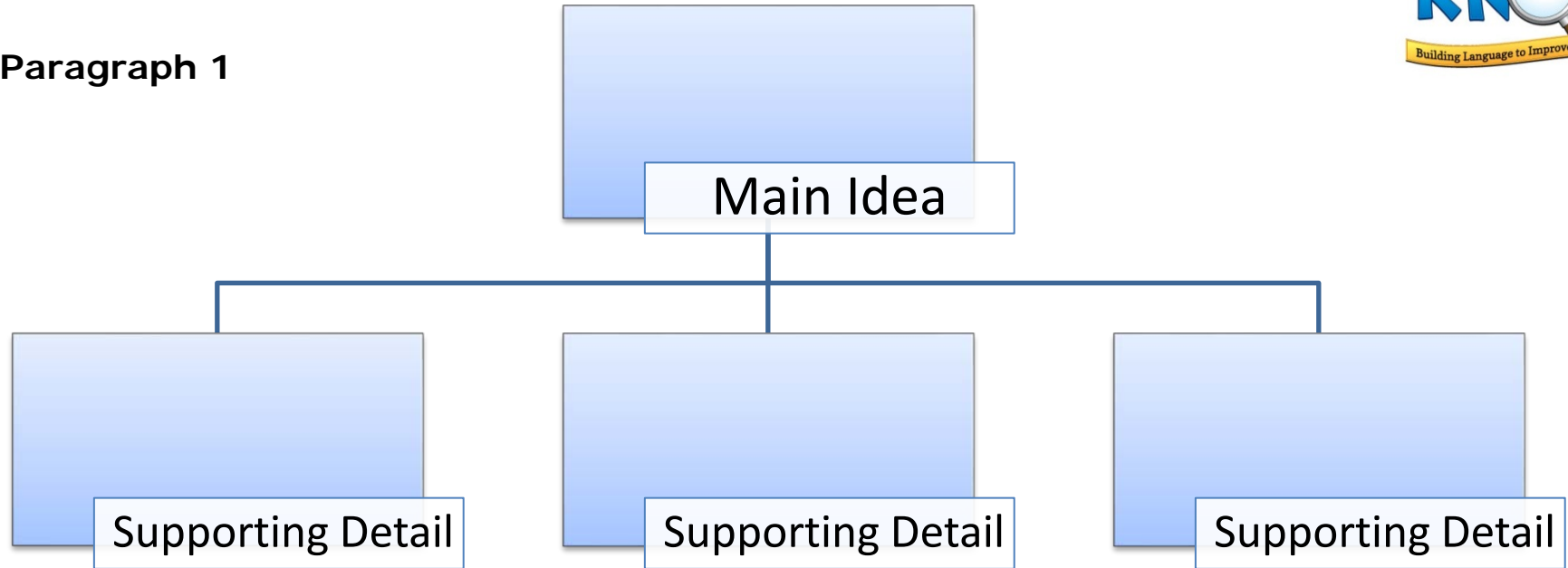
- 1) What is the main idea? Write it on your graphic organizer.
- 2) What are the supporting details that tell about the main idea? Write them on the organizer.
- 3) Now tell your partner a good summary of what you read.

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

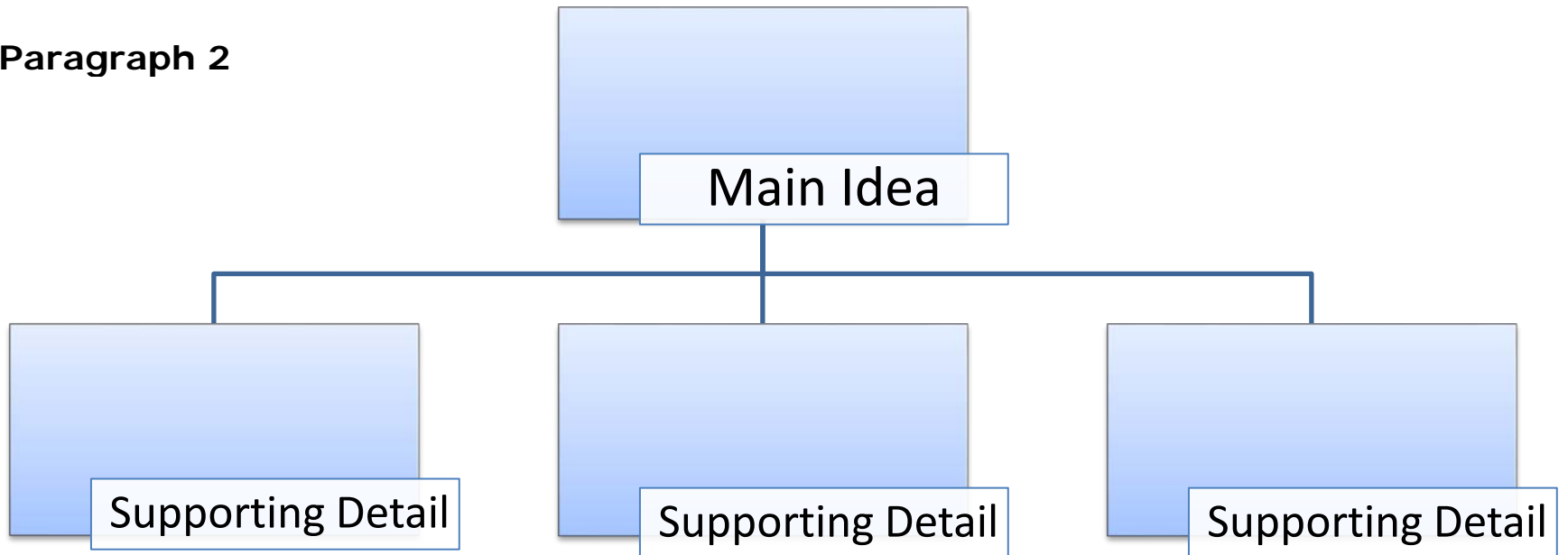
- 1) What is the main idea? Write it on your graphic organizer.
- 2) What are the supporting details that tell about the main idea? Write them on the organizer.
- 3) Now tell your partner a good summary of what you read.



**Paragraph 1**



**Paragraph 2**



LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	INTEGRATION PRACTICE LESSON 14
<b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Use information from within a text and background knowledge to make accurate inferences.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Inferencing</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>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>Document camera or interactive whiteboard</li> <li>Game pieces and dice</li> <li>Bags or paper clips</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #5</li> <li>Vocabulary Picture Cards: <b>population, erosion, resource, conserve</b></li> <li>Teacher Journal Lesson #14</li> <li>Game board for Lesson #14</li> <li>Inference cards for Lesson #14</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Cut out and bag or clip a set of inference cards for each small group.</li> <li>It is suggested that you have students play the game in groups of four. Each group will need a game board, a set of cards, four game pieces, and a die.</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 #5: POPULATION, EROSION, RESOURCE, CONSERVE</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 this class is restless before recess, I can <i>infer</i> that you probably need a break. When I stand in front of the class, you can infer that you need to listen to me. We learned that making an <i>inference</i> is making an educated guess. You use your background knowledge and clues from the text to fill in the blanks. Authors don't tell you everything you need to know, so you have to infer when you read. Good readers learn how to make inferences whenever they read."</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Demonstrate how to play the inferencing game. You could say:</b>          "Remember when we read about a large animal with big ears and tusks? You made an inference about what kind of animal it was. Your logical guess was an elephant. You used information that I gave you and your background knowledge about animals to fill in the blanks and make an inference.</p> <p>"Today we'll play an inferencing game. I will show you how to play. Each team will have a game board and some inference cards. I will read a card and make an inference. If my inference makes sense, then I roll the die to see how many spaces I move. Look at my example. <b>(display Teacher Journal Lesson #14)</b> My card says, 'Janet's eyes were very heavy. She was up all night studying. She laid her head on the desk. Janet was feeling ____.' Hmm... I think Janet was <i>tired</i>. Her eyes were heavy, she was up all night; those clues plus my own experience help me decide. If my group thinks my inference makes sense, I would then roll the die and see how many spots I get to move.</p>	

	<p>“The next card says, ‘I have scaly skin. My skin changes color wherever I go. I can hide easily. I am a ____.’ Think about what you know about animals and the text clues and see if you can infer what animal this is...”</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>Divide students into groups of four and distribute the game boards, game cards, dice, and game pieces. Then practice a round with students.</b></p> <p><b>You could say:</b>  “Now you and your partners are going to practice making inferences. Take the clues from the cards, think about your background knowledge, and make inferences. Let’s practice... Turn over the top card and discuss the inference with your group. <b>(allow time for students to play; then have groups share their inferences and discuss them as a class)</b> Try one more with your group. Turn over the top card and make an inference...”  <b>When students have had enough practice, move to the You Do segment and have them begin the game.</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 begin playing in their groups. You could say:</b>  “Roll the die to see who goes first. The person with the lowest number goes first. Remember to make your inferences based on background knowledge <i>and</i> clues from the card. Keep playing until all players have reached <i>Finish</i> on the game board. I’ll be coming around to listen to your inferences.”  <b>Monitor students as they play, providing feedback on 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>  “You have done an excellent job making inferences today. You used your background knowledge and clues from the text to fill in the blanks. Tell your partner the two things you use when you infer. <b>(allow brief talk time)</b> Did you say text clues and your background knowledge? You use inferencing every day to make sense of the world. That’s what good readers do—they make sense of what they’re reading by making inferences.”</p>

# Teacher Journal

## Earth Materials – Lesson 14



Janet's eyes were very heavy.  
She was up all night studying.  
She laid her head on the desk.  
Janet was feeling

\_\_\_\_\_.

I have scaly skin. My skin  
changes color wherever I go.  
I can hide easily. I am a

\_\_\_\_\_.



**FINISH**  
**LET'S KNOW!**  
 Building Language to Improve Comprehension



**START**



# Inference Cards

## Earth Materials – Lesson 14



<p>I have a trunk that I can't take to the airport. I have large ears. What animal am I?</p>	<p>What is the setting if I see sand, beach, and bathing suits?</p>
<p>Ken is very quiet. When the teacher calls on him his face gets red. He never raises his hand to speak. Ken can be described as _____.</p>	<p>Jan plays the piano. She can sing well too. She is in the school play. She can be described as _____.</p>
<p>I was so parched I drank a whole glass of water. <i>Parched</i> means _____.</p>	<p>John put on a heavy coat, gloves, a scarf, warm boots, and a wool hat to protect him from the frigid weather. <i>Frigid</i> means _____.</p>
<p>The saturated dog ran into the house dripping water all over the house. He had just come out of the pool. <i>Saturated</i> means _____.</p>	<p>Jim tried to persuade Sue into recycle plastic bottles, but he could not talk her into it. <i>Persuade</i> means _____.</p>
<p>Candles, flashlights, and lamps illuminate the room. <i>Illuminate</i> means _____.</p>	<p>If the story includes food, a table, chairs, and a waiter, what is the setting?</p>

# Inference Cards

## Earth Materials – Lesson 14



<p>If the story includes doctors, nurses, medicine, and sick people, what is the setting?</p>	<p>If the story includes a movie, popcorn, and tickets, what is the setting?</p>
<p>I work in a courtroom, I wear a long, black robe and I make decisions. I am a _____.</p>	<p>I wear a badge and a uniform, ride in a car, and carry a gun. I am a _____.</p>
<p>I work with sick animals. I wear a lab coat and a stethoscope. I am a _____.</p>	<p>Jim loves to do dangerous things. He rock climbs, rides fast motorcycles, and wrestles alligators. He can be described as _____.</p>
<p>Dan had to make a speech in front of the class. His hands were sweaty and he was pacing back and forth. He wasn't scared, but he was _____.</p>	<p>I can run faster than any animal on the planet. I have spots. I am a _____.</p>
<p>I am known for my massive size. I have short legs and one horn on my head. I am a _____.</p>	<p>I work with children every day. I make lesson plans. I am a _____.</p>

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



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

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



**conserve**



**population**



**erosion**



**resource**



**save**



**community**



**wearing away**



**wealth**



**take care**



**people**



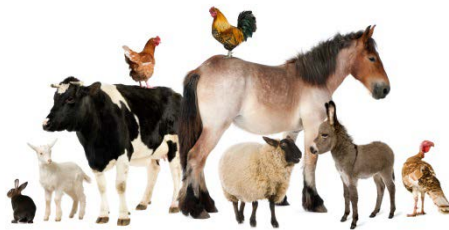
**destruction**



**reserve**



**waste**



**group**



**decrease**



**supplies**



**conserve**



**resource**



**population**



**erosion**



save



take care



topic



waste



community



group



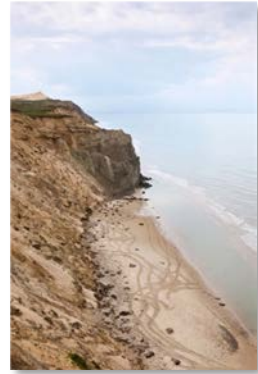
population



people



Wearing  
away



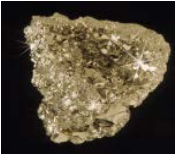
decrease



**erosion**



destruction



wealth



supplies



resource



reserve





**conserve**



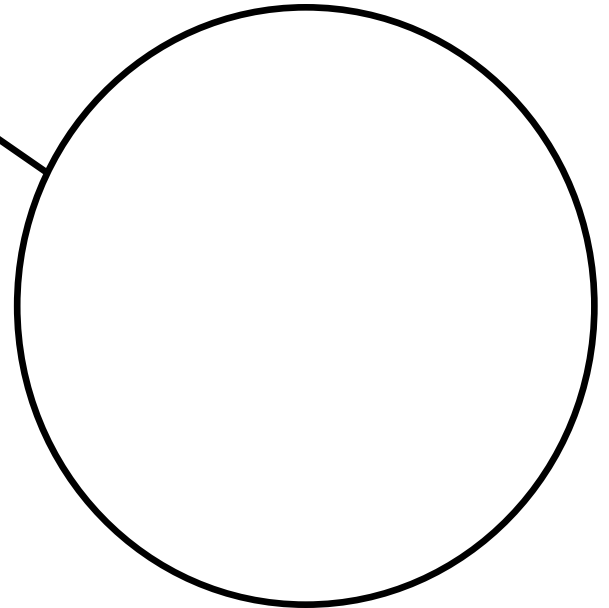
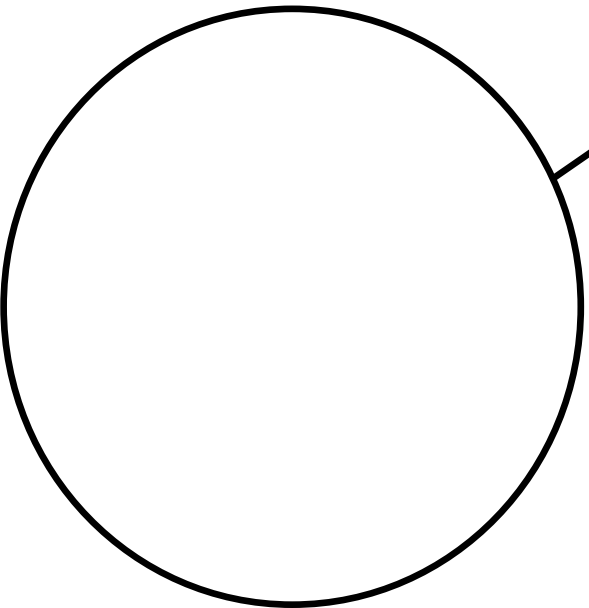
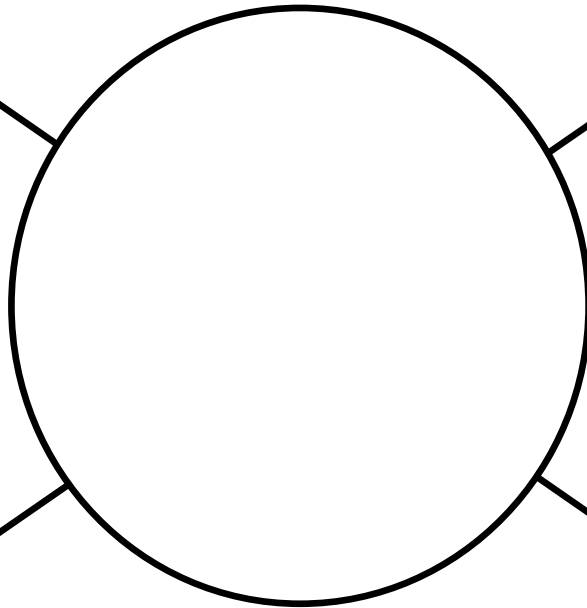
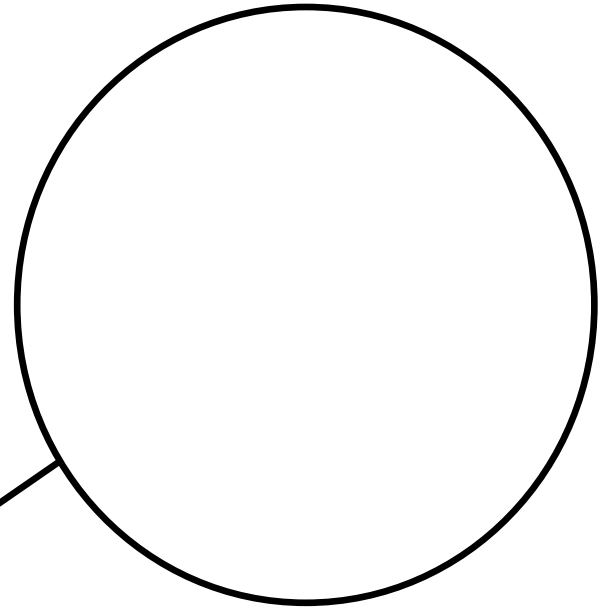
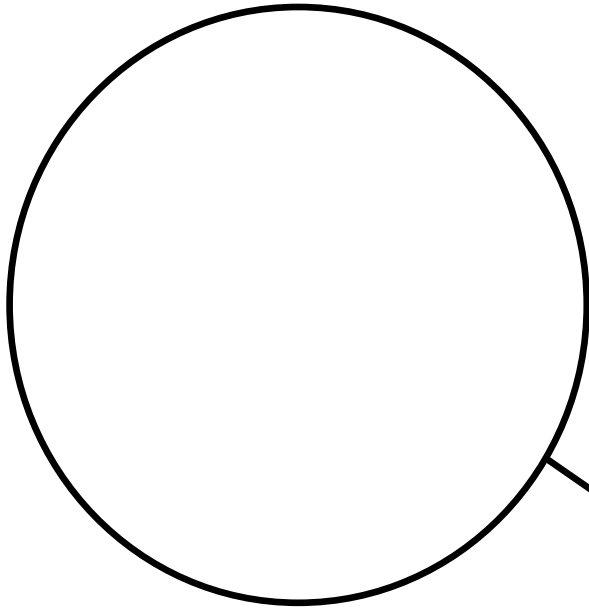
**resource**



**population**



**erosion**



LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	WORDS TO KNOW PRACTICE LESSON 16
<p><b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Identify semantic relationships among words.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Bags or paper clips</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #6</li> <li>Vocabulary Picture Cards: <b>population, erosion, resource, conserve</b></li> <li>Game cards for Lesson #16</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Cut out and bag or paper clip a set of game cards for each pair of students.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p>SET</p>	<div style="border: 1px dashed black; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #6: POPULATION, EROSION, RESOURCE, CONSERVE</b></p> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "When you're at soccer practice, your coach may have you do one thing over and over. The coach wants you to do it so well that you don't even have to think about it. Today our purpose is to practice saying our Words to Know, the related words, and their definitions so that we can use them without even thinking about them. The more we practice, the more we will really know the words. When you know the words well, you will use them in your speaking and writing."</p>	
<p>I Do</p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Review the Words to Know and explain how to play the game.</b></p> <p><b>You could say:</b>          "Let's review our words and what they mean..."</p> <ul style="list-style-type: none"> <li>The first word is <b>population</b>. What's the word? <b>(population) Population</b> means 'a specific group of people or animals that live in a certain place.' What's the word? <b>(population)</b></li> <li>The next word is <b>erosion</b>. What's the word? <b>(erosion) Erosion</b> means 'the process by which something is worn away by natural forces such as water, wind, and ice.' What's the word? <b>(erosion)</b></li> <li>The next word is <b>resource</b>. What's the word? <b>(resource) Resource</b> means 'a supply of something that can be used when it is needed.' What's the word? <b>(resource)</b></li> <li>The last word is <b>conserve</b>. What's the word? <b>(conserve) Conserve</b> means 'to use something carefully to protect it.' What's the word? <b>(conserve)</b></li> </ul> <p>"We'll have fun practicing our four Words to Know today. Our game is called 'Name that Word.' One partner will read either a related word or a definition—whatever is on their card. The other partner must decide what the Word to Know is, name it, and then, if they are correct, they can keep the card."</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>Divide students into pairs and pass out the game cards.</b></p> <p><b>Practice playing the game with students. You could say:</b>          “Let’s play the game. Each team has two kinds of cards. Lay the cards with the single bold Words to Know on them on the desk face up. These will be the words you will choose from as your answers. Lay the other cards face down in a stack. When it’s my turn, I choose a card and read the part <i>above</i> the dotted line to my partner.</p> <ul style="list-style-type: none"> <li>• Here’s what my card says: [<i>wind</i>]. My partner has to decide what Word to Know is related to the word [<i>wind</i>]. What would you say? <b>(pause for response)</b> If you say [<b>resource</b>], you can keep your card because [<i>wind</i>] is a related word for [<b>resource</b>].</li> <li>• Here’s another card: [a specific group of people or animals that live in a certain place]. Which word does that definition go with? <b>(pause for response)</b> If you said, [<b>population</b>], you can keep your card. Don’t read what is below the dotted line because that is the answer!”</li> </ul> <p><b>When students are ready to play independently, move to the 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>          “Now you can play the game with your partner team. Remember, sometimes the cards will be the definition and sometimes they will be related words. The oldest person goes first.”</p> <p><b>Circulate around the room to monitor students as they play the game, giving assistance where necessary. When time is up, students may count the number of cards they have.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>          “Today you did a great job of thinking about our Words to Know, their definitions, and the related words. Remember, the more you know the words, the more likely you will be to use them in your speaking and writing. I will say a related word; tell your partner the Word to Know...”</p> <ul style="list-style-type: none"> <li>• <i>group</i> <b>(population)</b></li> <li>• <i>wear</i> <b>(erosion)</b></li> <li>• <i>supplies</i> <b>(resource)</b></li> <li>• <i>save</i> <b>(conserve)</b></li> </ul>

<p><b>To use something carefully to protect it</b></p> <p>-----</p> <p>(CONSERVE)</p>	<p><b>A specific group of people or animals that live in a certain place</b></p> <p>-----</p> <p>(POPULATION)</p>
<p><b>The process by which something is worn away by natural forces such as water, wind, and ice</b></p> <p>-----</p> <p>(EROSION)</p>	<p><b>A supply of something that can be used when it is needed</b></p> <p>-----</p> <p>(RESOURCE)</p>
<p><b><i>People</i></b></p> <p>-----</p> <p>(POPULATION)</p>	<p><b><i>To save</i></b></p> <p>-----</p> <p>(CONSERVE)</p>
<p><b><i>Supply</i></b></p> <p>-----</p> <p>(RESOURCE)</p>	<p><b><i>Wearing away</i></b></p> <p>-----</p> <p>(EROSION)</p>

<p><i>To take care</i></p> <p>-----</p> <p>(CONSERVE)</p>	<p><i>Groups</i></p> <p>-----</p> <p>(POPULATION)</p>
<p><i>Destruction</i></p> <p>-----</p> <p>(EROSION)</p>	<p><i>Wealth</i></p> <p>-----</p> <p>(RESOURCE)</p>
<p><b>CONSERVE</b></p>	<p><b>POPULATION</b></p>
<p><b>EROSION</b></p>	<p><b>RESOURCE</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>Identify when text doesn't make sense and apply fix-up strategies.</li> <li>Engage in a range of talk structures on Grade 3 <b>topics</b> and texts.</li> </ul>	<ul style="list-style-type: none"> <li>Integrate information from expository texts to provide a description.</li> <li>Summarize the main ideas and supporting <b>details</b> of expository text.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main ideas of expository text.</li> </ul>	<ul style="list-style-type: none"> <li>Use target vocabulary words correctly in spoken sentences.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Recycling Rules!</u> by Barbara Keeler </li> </ul>	<ul style="list-style-type: none"> <li><u>Clean Planet: Stopping Litter and Pollution</u> by Tristan Boyer Binns </li> <li><u>What can We Do About Oil Spills and Ocean Pollution?</u> by David J. Jakubiak </li> <li><u>Recycling Rules!</u> by Barbara Keeler </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<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>Document camera </li> </ul>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> </ul>	<ul style="list-style-type: none"> <li>Game pieces (1 per student) </li> <li>Dice (1 per group) </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Fix-Up Strategies Poster</li> <li>Comprehension Monitoring Icons (optional)</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #7</li> <li>Vocabulary Picture Cards: <b>population, erosion, resource, conserve</b></li> <li>Teacher Journal Lesson #18 </li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #19</li> <li>Student Journal Lesson #19</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #8</li> <li>Vocabulary Picture Cards: <b>population, erosion, resource, conserve</b></li> <li>Game board for Lesson #20 </li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	READ TO ME LESSON 17
<b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Identify when text doesn't make sense and apply fix-up strategies.</li> <li>Engage in a range of talk structures on Grade 3 <b>topics</b> and texts.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>Comprehension Monitoring</li> <li>Rich Discussion</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Recycling Rules!</u> by Barbara Keeler</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera</li> <li>Sticky notes</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Fix-Up Strategies Poster</li> <li>Comprehension Monitoring Icons (optional)</li> </ul>	
<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. For example: <ul style="list-style-type: none"> <li>(p. 6) Reread (and read ahead) to clarify the sentence "They have different properties."</li> <li>(p. 7) Use context and word structure to understand the word <i>recyclable</i>.</li> </ul> </li> <li>You could note potential questions for rich discussion as you preview the book.</li> </ul> </li> <li>Use of the Comprehension Monitoring Icons is optional; you could have students put their thumbs down or use other signals to signal confusion.</li> <li>Refer students to the Fix-Up Strategies Poster throughout the lesson.</li> <li>During rich discussion, ensure that all students have the opportunity to participate in an extended conversation. Prompt them to take multiple turns, to elaborate on responses, and to follow up on their peers' ideas.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "Sometimes when I am reading with a student, they read very fast, don't stop at punctuation, and skip over or substitute easy words for words they don't know. When they finish reading, they can't tell me what they just read. The reason they don't remember is because they weren't thinking about what they read. They just kept reading even though they didn't understand. It is important to think about what you are reading and stop and use fix-up strategies when you don't understand something. Today we will read the third book in our unit, <u>Recycling Rules!</u> You have had a lot of practice applying fix-up strategies when things don't make sense, and today you can practice even more. At the end, we'll discuss some of the ideas from the book."</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Begin reading the text, thinking aloud as you model comprehension monitoring. You could say:</b>  "I am going to remind you what good readers do when they don't understand what they read..."</p> <p><b>(read pp. 2–3 aloud)</b> "After I read this page, I stop and ask myself if this made sense. I am going to hold up my Doesn't Make Sense sign. <b>(show icon or otherwise signal)</b> I am not sure I understand how much trash is thrown out each year, because I am not familiar with kilograms. I will use the fix-up strategy <i>Reread</i> <b>(refer to poster)</b> and reread that section. <b>(reread section)</b></p>	



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

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	INTEGRATION LESSON 18
<p><b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Integrate information from expository texts to provide a description.</li> <li>• Summarize the main ideas and supporting <b>details</b> of expository text.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Finding the Main Idea</li> </ul> <p><b>LESSON TEXTS:</b></p> <ul style="list-style-type: none"> <li>• <u>Clean Planet: Stopping Litter and Pollution</u> by Tristan Boyer Binns</li> <li>• <u>What can We Do About Oil Spills and Ocean Pollution?</u> by David J. Jakubiak</li> <li>• <u>Recycling Rules!</u> By Barbara Keeler</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Document camera</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• WRAP set #7</li> <li>• Vocabulary Picture Cards: <b>population, erosion, resource, conserve</b></li> <li>• Teacher Journal Lesson #18</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> Preview all three unit texts. Choose chapters or selections to read that relate to stopping and preventing pollution. You may use the samples provided in the lesson or choose your own.</li> <li>• As you generate main ideas about reducing pollution, add them to the teacher journal. Students will draw from these ideas when considering poster ideas and slogans for the Close project.</li> <li>• <i>Save the completed copy of the teacher journal for use in Lesson 24.</i></li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed gray; padding: 5px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #7: POPULATION, EROSION, RESOURCE, CONSERVE</b></p> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "We are almost at the end of our unit on man-made threats to the earth. We have learned a lot about pollution and what we can do to stop or prevent it. We have read three books: <u>Clean Planet</u>, <u>What Can We Do About Oil Spills and Ocean Pollution?</u>, and <u>Recycling Rules!</u> We learned a lot of information from these books, but we are going to narrow our focus by finding the main ideas and <b>details</b>. Today we are going to take information from three books and integrate them. We are going to become experts on understanding and using information from texts!"</p>	
<p><b>I DO</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Display the teacher journal and explain today's task. You could say:</b>          "Our <b>topic</b> is stopping and preventing pollution. There was information about this <b>topic</b> in all three books, so we are going to put all that information together. First we have to find sections in each book that talk about preventing pollution, and then we have to identify the main idea. When I look at the table of contents of <u>Clean Planet</u>, I see three chapters that talk about stopping or cleaning up pollution. I will look at the one on page 17. While I am reading I will think about the main idea and <b>details</b> and record them on my teacher journal.</p>	

	<p><b>(display and read p. 17)</b> “This page tells us about how to stop pollution by using other types of power. I think that the main idea of this page is preventing pollution. I will write <i>preventing pollution</i> in the <i>Main Idea</i> column of the chart. <b>(add to journal)</b> A <b>detail</b> might be using renewable sources for energy, like wind and solar power. I will write that <b>detail</b> in the second column. <b>(add to chart)</b> I can just use short phrases as I’m adding these ideas and <b>details</b>...”</p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Work with students to locate more ideas about reducing pollution in the lesson texts.</b>  <b>You could say:</b>  “Next, let’s do some together. I will show you the page and read aloud. You help me find the main ideas and <b>details</b>...”</p> <p><b>(p. 18, first paragraph)</b> “Think about the main idea of this paragraph. Talk to your partner. <b>(allow talk time; then elicit responses)</b> I think using less polluting products could be our main idea. I’ll write <i>use less polluting products</i> on the chart. <b>(add to chart)</b> What might be a <b>detail</b> for this main idea? Talk to your partner.” <b>(allow talk time; then elicit responses)</b> Good thinking. Let’s write <i>biodegradable cleaning products</i> as a <b>detail</b>. <b>(add to chart)</b></p> <p>“Now let’s look at <u>What Can We Do About Oil Spills and Ocean Pollution?</u> In the table of contents, there is a chapter titled ‘Doing Your Part’ on page 22. <b>(display and read p. 22)</b> Think about the main idea of this paragraph. Talk to your partner. <b>(allow talk time; then elicit responses)</b> Yes, we could say the main idea is that reusing makes less trash. What should I put on the chart? <b>(add to chart)</b> Now think about some <b>details</b> that help support this idea. Tell your partner. <b>(allow talk time; then elicit responses)</b> There are a lot of things you could write. Let’s pick a few. We could write <i>reuse water bottles, use cloth napkins, pick up your trash, or ride a bicycle</i> on the chart.” <b>(add a few details to the chart)</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Continue the activity, shifting the responsibility for identifying main ideas and details to students. Have them discuss their thoughts in pairs and then report to the class. Add their ideas to the chart on the teacher journal, providing corrective feedback, as needed.</b></p> <p><b>You could say:</b>  “Now it’s your turn. We are going to look at our last book, <u>Recycling Rules!</u></p> <ul style="list-style-type: none"> <li>• <b>(display and read p. 8)</b> Think about the main idea on this page and share it with your partner. <b>(allow talk time; then elicit responses)</b> Good job. We could write <i>recycling</i> as the main idea. <b>(add to chart)</b> How about some <b>details</b>? What <b>details</b> should I add? <b>(elicit responses and add to chart)</b></li> <li>• <b>(display and read p. 9)</b> “Think about the main idea on this page. Share with your partner. <b>(allow talk time; then elicit responses)</b> We could write <i>the 4 Rs</i> or <i>reducing, reusing, recycling and reclaiming</i> as our main idea. <b>(add to chart)</b> Now think about some <b>details</b>. What <b>details</b> should I add? <b>(elicit responses and add to chart)</b></li> <li>• Now, let’s look at our chart and make sure that all the main ideas and <b>details</b> we wrote relate to how we can stop or prevent pollution. <b>(review teacher journal with students)</b> Is there anything else you would like to add?”</li> </ul>

**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 took information from three books and recorded it on a chart. All the information related to how we can stop or prevent pollution. Think about a sentence that describes something about preventing pollution and tell your partner. **(allow talk time)** We are going to use this information when we make posters for the Close project. As you get older, you will have to write reports and you’ll do exactly what we did today. You’ll find the main idea and **details** from several sources and then put them into a report about a **topic** like pollution. You learned how to do that today so you can be ready for fourth grade!”

# How can we stop or prevent pollution?

**Main Ideas**

**Details**

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	INTEGRATION PRACTICE LESSON 19
<b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Identify the main ideas of 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> <li>Student 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>Display the teacher journal during the I Do and We Do segments to demonstrate the You Do activity.</li> <li>Consider the reading level and strengths of students when assigning them to pairs; ensure that there is one student in the group who will be able to read the text from the student journal.</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 read titles of books or movies, like <u>Toy Story</u> or <u>The Princess and the Frog</u>, they are like <i>main ideas</i>. They tell you what the movie or book is about. We have practiced identifying the main idea of the expository texts that we are reading in our unit about man-made threats to the earth. Today your purpose is to read some text with your teammates and judge which of the two sentences is the best main idea. Good readers and listeners are always looking for the main idea. Today, you will be the judge!"</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 how to identify the main ideas from text.</b></p> <p><b>You could say:</b>          "Main ideas identify what the text is about—the most important thing. Main ideas do not contain too many <b>details</b>. When I am a judge of main ideas, I need to look for a statement that tells what the entire text is mostly about, not just one thing. I will model how to do this. <b>(read first paragraph of teacher journal)</b> When I read the first paragraph, I see that it talks about recycling in every sentence, so I would say the main idea is recycling. I see that every sentence tells about different kinds of recycling. Looking at the two sentences below that could state the main idea; based on what I read, I think the second one is the main idea. The first one just talks about composting, which is only one <b>detail</b> of the paragraph. I could underline or circle the second sentence to show that it is my choice.</p> <p>"Let's look at the second paragraph. <b>(read second paragraph)</b> Every sentence in that paragraph tells about noise pollution, so I would say noise pollution is the main idea. Next I have to figure out which sentence is the best statement of the main idea. Every sentence in the paragraph tells about the cause or effects of noise pollution, so I will choose the first sentence. The second sentence tells a specific <b>detail</b> from the paragraph, not the main idea."</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>Display Teacher Journal Lesson #19, p. 2. Work with students to identify the main ideas of the paragraphs. You could say:</b>  “Now you can help me find the best main idea statement. I’ll read the paragraphs first. Your job is to determine which statement is better and why...”</p> <ul style="list-style-type: none"> <li>• <b>(read first paragraph)</b> Talk to your neighbor about which is the better main idea statement and why? <b>(allow talk time)</b> Who wants to share their choices? <b>(discuss and come to consensus as a class)</b></li> <li>• <b>(read second paragraph)</b> Talk to your neighbor about this paragraph. Decide which is the better main idea and why? <b>(allow talk time)</b> Who wants to tell me the main idea?” <b>(discuss and come to consensus as a class)</b></li> </ul>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Distribute the student journal. Have students continue to work in pairs. You could say:</b>  “Now you and your partner are going to ‘be the judge.’ You will read the text from your student journal and then decide which statement is the best main idea and circle it. Be sure that you can defend your choice and tell why you chose that answer.”</p> <p><b>Monitor students as they complete their journals, providing support as needed.</b></p> <p><b>When students have finished their journals, discuss the answers together 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>  “Today you did a good job of judging the best main ideas from text. It is important to be able to identify the main idea when you are reading. Every time you read, you should be thinking about the main idea. What do you think about when you are trying to identify the main idea? <b>(pause for response)</b> Yes, you want to think about what is the most important thing about the text.”</p>

## **YOU BE THE JUDGE!**

Recycling turns waste that would normally be thrown away into valuable resources. Collecting used bottles, newspapers, cans and plastic and recycling them is a good way to help save the planet. Recycling old electronics is also helpful. Making a compost pile with garbage from your kitchen is another way to help. Companies have started using old tires for other things like playgrounds and landscaping.

- 1) Compost piles are good for the environment.**
- 2) There are many different ways to recycle.**

Noise pollution is very damaging to people and animals. It can be caused by airplanes, or loud music. Most noise pollution is caused by construction or transportation like trains and planes. Noise pollution can cause people to become sick. People can have heart trouble and also trouble with their hearing.

- 1) Noise pollution has many causes and is damaging to animals and humans.**
- 2) Most noise is caused by transportation and construction.**



## **YOU BE THE JUDGE!**

Litter is any waste material that is not in the right place. When trash and packages from food are left on the street it attracts bugs and other animals. If there is broken glass people and animals may hurt themselves. Plastic bags fly all over the land and can hurt animals who might eat them. Trash in the ocean may hurt the animals or birds.

- 1) Litter is harmful to animals and humans in many ways.**
- 2) Plastic bags are bad for the environment.**

Energy makes a lot of pollution. If we can find ways to make energy without pollution that will be helpful to the environment. Wind power and solar power are ways to do this. Energy from these two sources is easy to use and is renewable which means it can be made over and over again.

- 1) Wind power is a renewable resource.**
- 2) Wind and solar power are resources that are renewable and don't cause pollution.**

# Student Journal

## Earth Materials – Lesson 19



Air pollution has many causes. Factory smoke, cars, buses, and trucks can cause pollution. Fireplaces and wood burning stoves can cause air pollution too. Forest fires are another cause of air pollution. Power plants that burn fuel cause air pollution. Air pollution can make the air look hazy.

- A. Burning trash causes air pollution.**
- B. There are many causes of air pollution.**

Growing your own food can help reduce pollution. You can grow your own vegetables and fruits. If you do, don't use fertilizers or bug spray. When you grow your own food a truck doesn't have to bring it to the store and then it doesn't pollute the air. When you grow your own food there is less packaging. Growing your own food tastes good!

- A. Growing your own food reduces pollution in many ways.**
- B. Growing your own food tastes good.**

When cars get old and don't work they can be recycled instead of putting them in the dump. All the liquids in the car have to be removed. Some of them can be recycled. The car is crushed and the metal parts are melted. Tires can be used in many ways. They are even used for making sandals.

- A. Many parts of old cars can be recycled.**
- B. Old tires can be used for many things.**

Many schools help teach students how to recycle. They have clean up days where students pick up trash on the playground. They have gardens where they show students how to grow their own food. Some say that students should not bring plastic bags to school. Some school buses run on electricity instead of gas.

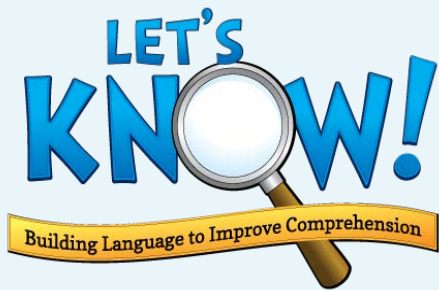
- A. School buses can be run on electricity.**
- B. Schools help students learn about recycling.**

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	WORDS TO KNOW PRACTICE LESSON 20
<p><b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>Use target vocabulary words correctly in spoken sentences.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Small Groups</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Game pieces (1 per student)</li> <li>Dice (1 per group)</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #8</li> <li>Vocabulary Picture Cards: <b>population, erosion, resource, conserve</b></li> <li>Game board for Lesson #20</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>Each group of four students will need a game board, dice, and game pieces.</li> <li>The I Do and We Do routines are combined in this lesson.</li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed black; padding: 10px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #8: POPULATION, EROSION, RESOURCE, CONSERVE</b></p> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "There are hundreds of thousands of words in our language; even when we're old, we keep learning new words. You are practicing something that you'll be doing for the rest of your life! Today our purpose is to practice using all eight of our Words to Know in sentences. One of the best ways to learn new words and remember them is to use them in a sentence because you're actually using your own words to practice. When you can use a lot of words, it helps you understand what others are saying and writing about."</p>	
<p><b>I Do/ WE DO</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Review all the Words to Know from the unit. You could say:</b>          "Before we begin the game, let's review our eight Words to Know..."</p> <ul style="list-style-type: none"> <li>The first word is <b>topic</b>. Say <b>topic</b> with me: <b>topic</b>. <b>Topic</b> means 'something or someone that people talk or write about.' The <b>topic</b> of my paragraph is pollution. Say <b>topic</b>...</li> <li>The second word is <b>detail</b>. Say <b>detail</b> with me: <b>detail</b>. <b>Detail</b> means 'a small part of something bigger.' The directions tell me step-by-step what to do; they have a lot of <b>detail</b>. Say <b>detail</b>...</li> <li>The third word is <b>conserve</b>. Say <b>conserve</b> with me: <b>conserve</b>. <b>Conserve</b> means 'to use something carefully to protect it.' We must <b>conserve</b> energy by turning off lights when we are not in the room. Say <b>conserve</b>...</li> <li>The fourth word is <b>environment</b>. Say <b>environment</b> with me: <b>environment</b>. <b>Environment</b> means 'the natural world; it influences the type, growth, and health of people.' Elk, deer, wolves, and bears live in a forest <b>environment</b>. Say <b>environment</b>...</li> </ul>	

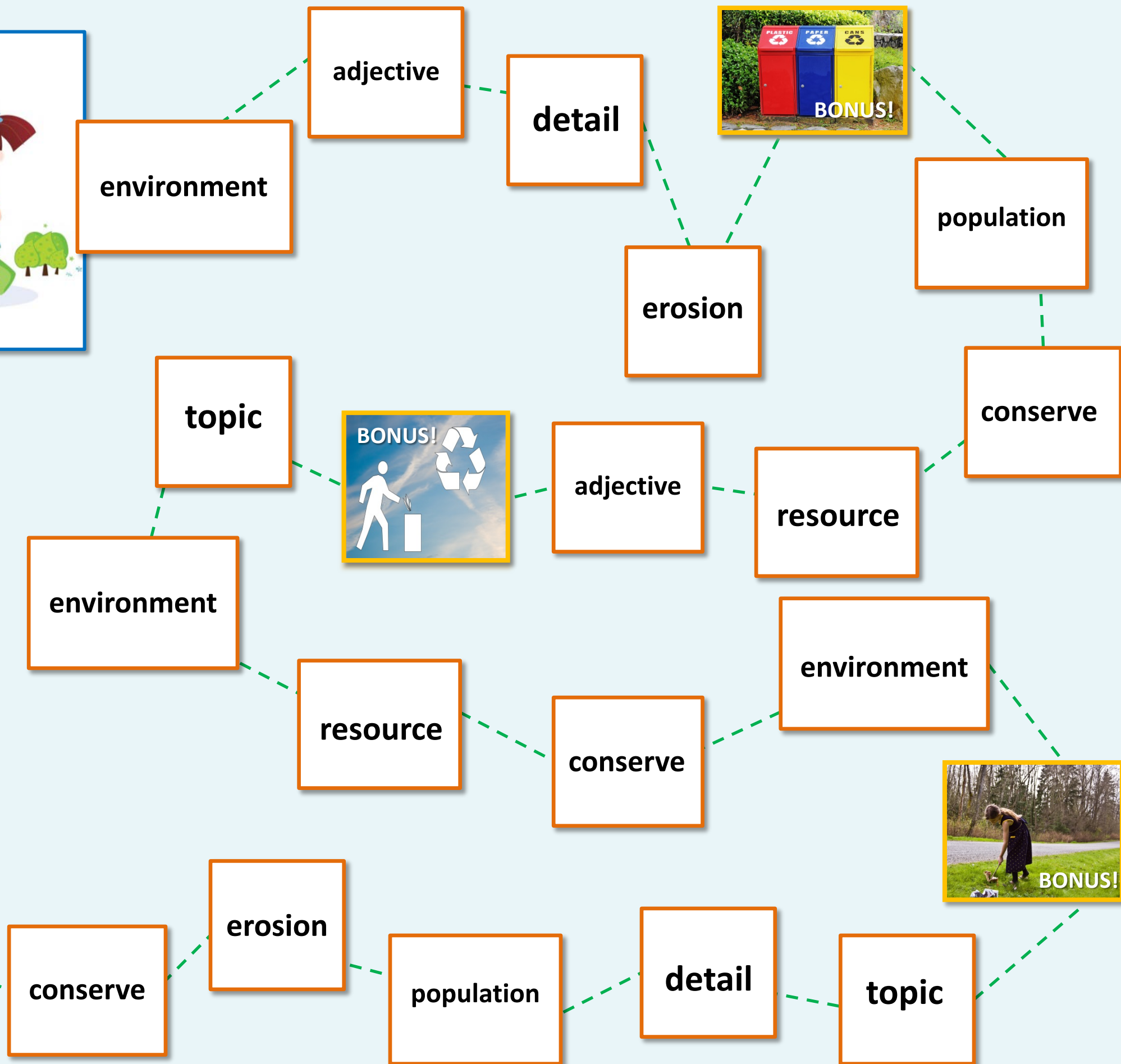
	<ul style="list-style-type: none"> <li>• The fifth word is <b>population</b>. Say <b>population</b> with me: <b>population</b>. <b>Population</b> means ‘a specific group of people or animals that live in a certain place.’ The <b>population</b> of the United States is growing every year. Say <b>population</b>...</li> <li>• The sixth word is <b>erosion</b>. Say <b>erosion</b> with me: <b>erosion</b>. <b>Erosion</b> means ‘the process by which something is worn away by natural forces such as water wind, and ice.’ Say <b>erosion</b>...</li> <li>• The seventh word is <b>resource</b>. Say <b>resource</b> with me: <b>resource</b>. <b>Resource</b> means ‘a supply of something that can be used when it is needed.’ The hot, dry, desert has lots of sunshine, which can be a <b>resource</b> for solar power. Say <b>resource</b>...</li> <li>• The last word is <b>adjective</b>. Say <b>adjective</b> with me: <b>adjective</b>. <b>Adjective</b> means ‘a word that describes a noun or pronoun.’ <b>Adjectives</b> like <i>happy, mean, grouchy, or sad</i> describe how someone might feel. Say <b>adjective</b>...</li> </ul> <p>“Now that we’ve reviewed the words and you’ve heard all of the words used in a sentence, we can learn how to play a game called ‘What is Your Sentence?’”</p> <p><b>Divide students into small groups and distribute the game boards, dice, and game pieces. Then explain how to play the game. You could say:</b>  “On your desk there is a game board, a die, and a game piece for each player. Everyone puts his or her piece on <i>Start</i>. Then roll the die to see who goes first; the person with the highest number goes first. This is how you will play...</p> <ul style="list-style-type: none"> <li>• The person going first rolls the die and moves that many spaces. For example, if I rolled a five, I would move my piece five spaces and land on the word <b>topic</b>.</li> <li>• I would then say a sentence with the word <b>topic</b> in it, like ‘The <b>topic</b> of the scientist’s talk was Mars.’</li> <li>• The other players would have to judge whether or not I used the word correctly. <ul style="list-style-type: none"> <li>○ If it is correct, then the next player rolls.</li> <li>○ If not, then the other players would help me create a better sentence.</li> </ul> </li> </ul> <p>“If I rolled a one on my next turn, I would land on <b>BONUS!</b> on the game board. When you land on a bonus spot, you get to choose your own word from our eight Words to Know and make a sentence. What sentence would you make for <b>topic?</b> (<b>elicit responses</b>) For <b>conserve?</b> (<b>elicit responses</b>) What about for <b>detail?</b>”</p> <p><b>Practice making sentences 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>Have students begin to play the game with their groups. You could say:</b>  “Is everyone ready to begin playing? Get ready to make some great sentences. You’ll continue playing until all players reach <i>Finish</i> on the game board.”</p> <p><b>As students are playing, circulate around the room to monitor their use of the Words to Know.</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 creating our own sentences with our Words to Know. I will say a definition and you tell me what word I am defining...”</p> <ul style="list-style-type: none"> <li>• The natural world; it influences the type, growth, and health of people (<b>environment</b>)</li> <li>• To use something carefully to protect it (<b>conserve</b>)</li> <li>• A supply of something that can be used when it is needed (<b>resource</b>)</li> <li>• A word that describes a noun or pronoun (<b>adjective</b>)</li> </ul> <p>What an awesome group of word learners you are becoming! You know how to use each of our Words to Know in sentences, and you know related words and definitions. Now you own eight new words—you understand and can use them whenever you choose. Remember, never stop learning new words!”</p>



**FINISH**



**START**






## 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>Summarize the main ideas and supporting <b>details</b> of expository text.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li><u>Clean Planet: Stopping Litter and Pollution</u> by Tristan Boyer Binns</li> </ul>	<ul style="list-style-type: none"> <li><u>Clean Planet: Stopping Litter and Pollution</u> by Tristan Boyer Binns</li> </ul>	<ul style="list-style-type: none"> <li><u>Clean Planet: Stopping Litter and Pollution</u> by Tristan Boyer Binns</li> </ul>

#### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard </li> <li>Lined paper (1 per group)</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #21</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (6)</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (6)</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Story Images</li> <li>SMWYK Assessment Booklets (6)</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	INTEGRATION PRACTICE LESSON 21
<b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Summarize the main ideas and supporting <b>details</b> of expository text.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Finding the Main Idea</li> </ul> <b>LESSON 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> <li>Small Groups</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard</li> <li>Lined paper (1 per group)</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #21</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>Using a document camera or interactive whiteboard, display the first page of the teacher journal for the I Do and We Do segments; show the second page for the You Do activity.</li> <li>If you can't project the teacher journal, you could reproduce the paragraphs on an overhead or copy the text onto chart paper.</li> <li>It is suggested that you have students work in small groups of four. They can either work together as a group or pair up to work and then review their summaries together. You may choose to group students differently.</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 the show <u>Reading Rainbow</u>? The host, LeVar Burton, does an excellent job of summarizing books. He tells us the main idea, the gist of what the book is about, and the important <b>details</b>. We have been practicing find the main idea and important <b>details</b> and then summarizing texts we have read. This is an important skill for good readers to have, and that is what you are going to do 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>Display Teacher Journal Lesson #21. You could say:</b>          "I will show you how I take a piece of text and summarize it. I will pull out main ideas, focus on key <b>details</b>, use key words and phrases, and write only enough to convey the gist of the paragraph..."</p> <p><b>(read first paragraph)</b> "When I start to summarize, I want to think about the main idea of the paragraph. This paragraph is mostly about wood and paper, so I'll underline wood and paper as the main idea. <b>(underline in paragraph)</b> It talks about how we throw a lot away and that it could be used to heat homes. There are two <b>details</b> about how many homes we can heat and how much energy is saved. I think I will leave those <b>details</b> out of my summary but include the idea that more wood and paper could be recycled. <b>(you could circle the details you will include)</b> If I were to summarize this text I might say, 'We throw away a lot of wood and paper each year that could be recycled.' Now I need to write that down on my sheet."  <b>Model writing a complete summary sentence on the teacher journal.</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>Have each pair of students take out a sheet of lined paper. Work with them to summarize the second paragraph on teacher journal, p. 1.</b></p> <p><b>You could say:</b>  “Let’s do one together. <b>(read second paragraph)</b> Think to yourself what the <b>topic</b> or main idea of the paragraph is. Tell your partner. <b>(allow talk time; then discuss as a class and underline the main idea)</b> In your summary, do you think that you would put in the information about the 211,460 miles of shoreline that was cleaned? Why or why not. Tell your partner. <b>(allow talk time)</b> No, I don’t think you would put in that <b>detail</b>. Which details should we include? <b>(pause for response; circle details)</b> Now think about how you would summarize this paragraph in a complete sentence, including any important <b>details</b> (but not every <b>detail</b>). With your partner create a summary of this text and write it on your paper.”</p> <p><b>Provide support as students develop their summaries.</b></p> <p><b>Have volunteers share their summary sentences with the class. Provide guidance and corrective feedback, as needed.</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>Divide students into small groups and display p. 2 of the teacher journal. You could say:</b>  “Now your group is going to determine the main idea for some more paragraphs. Displayed are two paragraphs to read. Read the text and then write down a good summary statement. You can either work together as a group of four or work in pairs and then come together as a group to review and discuss your work.”</p> <p><b>Circulate among groups to provide support and feedback.</b></p> <p><b>As time allows, share and discuss the summaries as a 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>  “You have done a very good job of summarizing text! Being able to summarize text that you read is an important skill for good readers and writers. What are some important things to remember when you summarize?”</p> <p><b>Elicit responses and discuss them as a class.</b></p>



Every year people throw out a lot of wood and paper. This paper and wood can be recycled instead! The amount of wood and paper we throw out each year could heat 50,000,000 homes for 20 years. Recycling causes 35% less water pollution and 74% less air pollution than making new paper. Instead of sending wood and paper to the dump, let's recycle it!

**Summary:**

Many people help to clean up oceans and beaches. Many communities have special days where people join together to do this. They pick up trash and litter at the beach. They look for old fishing line and plastic bags that can be damaging to sea life. People helped to clean up 211,460 miles of shoreline.

**Summary:**

## Names of people in your group:

### Text #1

Some students in a school in Maryland are worried because their lunch trays are made of Styrofoam and their utensils are made of plastic. These things are not good for the environment. They decided to go to the principal and ask for this to be changed. They said that these things were wasteful.

### **Summary:**

### Text #2

Many animals are endangered. Polar bears, tigers and orangutans are some of the animals that are threatened. Giant panda bears are one of the rarest animals in the world. Their habitat has been destroyed. Many people are working to help protect endangered animals.

### **Summary:**

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SMWYK: These materials not available for download.



## WEEKLY LESSON PLANNER

### EARTH MATERIALS

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

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li>11 x 14 paper</li> <li>Crayons or markers</li> <li>Scrap paper</li> <li>Completed sample poster </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>You could reuse any materials provided for the unit. </li> </ul>	<ul style="list-style-type: none"> <li>You could reuse any materials provided for the unit. </li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #24</li> <li>Teacher Journal from Lesson #18</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	STRETCH AND REVIEW LESSON 22
<b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>• Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>• Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• You could reuse any materials provided for the unit.</li> </ul>	
<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>○ Use the results from the Show Me What You Know assessments to plan this lesson. Reference your classroom summary sheet from the assessments to help determine the areas to review or expand upon during this lesson.</li> <li>○ For the lesson text, you may select from texts provided for the unit or select new texts.</li> <li>○ Write your own lesson plan by filling in each section below.</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<b>Engage student's interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b>	
<b>I Do</b>	<b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b>	

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

LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	STRETCH AND REVIEW LESSON 23
<p><b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!</p>		
<p><b>TEACHING OBJECTIVE:</b></p> <ul style="list-style-type: none"> <li>• Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>• Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• You could reuse any materials provided for the unit.</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ Use the results from the Show Me What You Know assessments to plan this lesson. Reference your classroom summary sheet from the assessments to help determine the areas to review or expand upon during this lesson.</li> <li>○ For the lesson text, you may select from texts provided for the unit or select new texts.</li> <li>○ Write your own lesson plan by filling in each section below.</li> </ul> </li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>Engage student's interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p>	
<p><b>I Do</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p>	

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



LET'S KNOW! GRADE 3	EARTH MATERIALS DESCRIPTION	CLOSE LESSON 24
<p><b>SHOW ME WHAT YOU KNOW!</b> You will create a poster and a slogan that shows one way that people can save our air, water, and ground from pollution!</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Extract information from one type of text and translate it into a new kind of text.</li> <li>• Engage in a range of talk structures on Grade 3 <b>topics</b> and texts.</li> <li>• Use target vocabulary words correctly in spoken or written texts.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Summarizing</li> </ul> <p><b>LESSON TEXTS:</b></p> <ul style="list-style-type: none"> <li>• <u>Clean Planet: Stopping Litter and Pollution</u> by Tristan Boyer Binns</li> <li>• <u>What can We Do About Oil Spills and Ocean Pollution?</u> by David J. Jakubiak</li> <li>• <u>Recycling Rules!</u> by Barbara Keeler</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• 11 x 14 paper</li> <li>• Crayons or markers</li> <li>• Scrap paper</li> <li>• Completed sample poster</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• Teacher Journal Lesson #24</li> <li>• Teacher Journal from Lesson #18</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <p>Students will draw on key ideas from the unit to create posters and slogans that send a message about pollution.</p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ The Close lesson is designed to take 60 minutes but may run longer depending on students' engagement. Preplanning will help you structure the lesson so that students get the maximum time to complete their posters. You could break this lesson into two sessions, if needed.</li> <li>○ Prepare a sample poster with a slogan to share as model. See the I Do routine for ideas.</li> </ul> </li> <li>• Display the completed Teacher Journal Lesson #18 to provide ideas for slogans and Teacher Journal Lesson #24 to provide visual examples of posters.</li> <li>• If students have difficulty finding rhyming words to express their main ideas, let them know their slogans do not need to rhyme.</li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "Today is the last day in our Earth Materials unit. We have learned so much about pollution and how to prevent or stop it. We identified main ideas, <b>details</b>, and noun and adverbial phrases. The purpose of our lesson today is to create a slogan that shows one way to prevent or stop pollution. After you create the slogan, you will design a poster to illustrate it! Then we can display the posters around the school, encouraging our classmates to stop pollution! We can use what we've learned from our texts and what we already know to help others understand our message about pollution."</p>	
<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>Explain the task and provide a model of the project. You could say:</b>          "You learned a lot about pollution throughout this unit. You learned how to describe pollution using noun and adverbial phrases. You also learned about main ideas and <b>details</b>. I am going to model for you how to use describing words and main ideas and <b>details</b> to create a slogan and poster that encourages people to stop pollution. I could use information from a previous lesson to give me some ideas... <b>(display Teacher Journal Lesson #18)</b></p>	

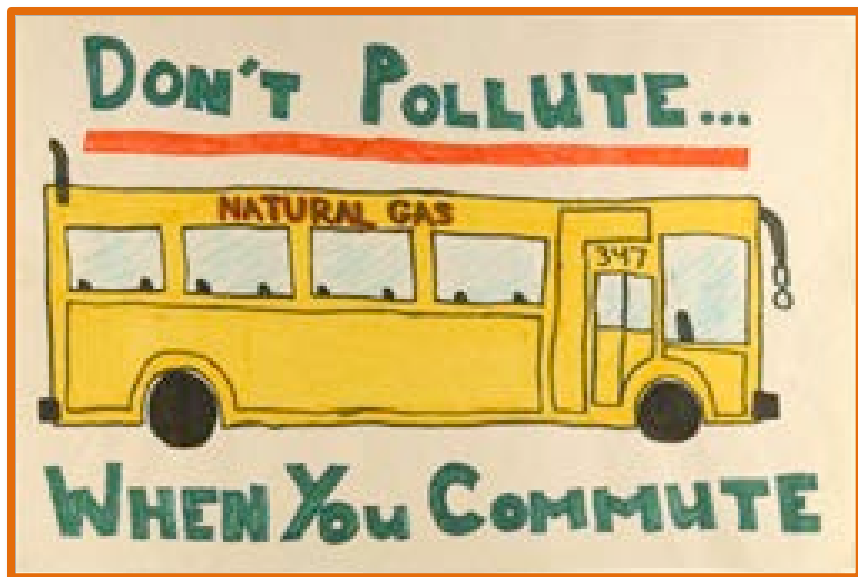
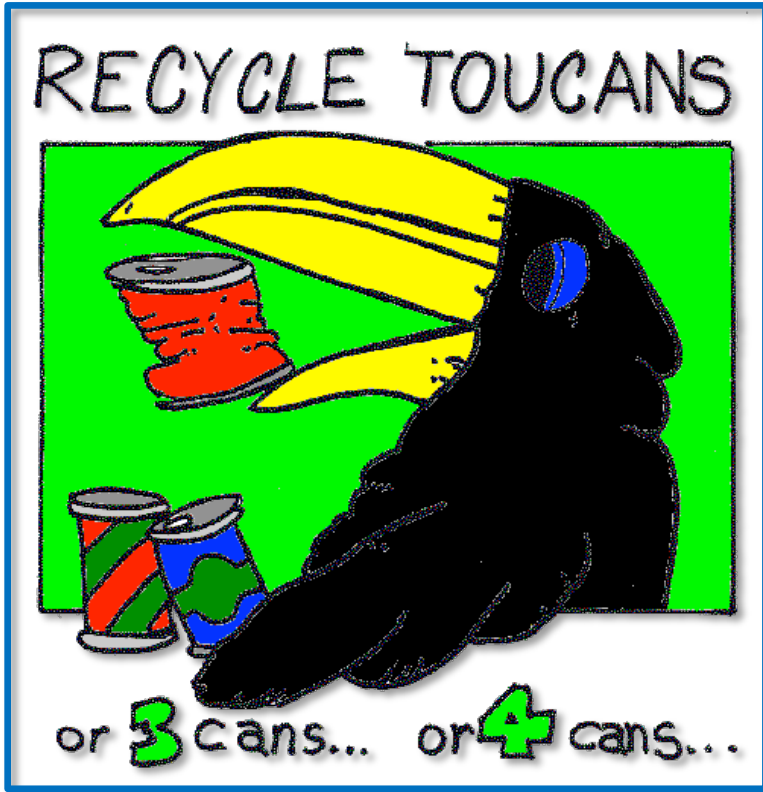
	<p><b>(model generating a slogan and show sample poster)</b> “When I think about slogans, I know that sometimes they have rhyming words. In the 1980’s there was Woodsy Owl who used to say, ‘Give a hoot, don’t pollute.’ If I use the word <i>pollution</i>, I know that <i>solution</i> rhymes with that.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

CLOSE

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

**You could say:**

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





## Unit Resources

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



# Background Knowledge

## Grade 3 – Earth Materials

### POLLUTION

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

### AIR POLLUTION

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



### Smog

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



### Acid rain

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

### WATER POLLUTION

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





# Teacher's Bookshelf

## Earth Materials – Grade 3

### Required Books:

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

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

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

### Optional Books:

During independent reading, students should have the opportunity to select books from your classroom library that are related to the unit theme. Consider topics such as pollution (water, oil, air, light, noise), acid rain, oil spills, recycling, and prevention and conservation. Following is a list of suggested books you can check out from your school or public library to accompany the Earth Materials unit.

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

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

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

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

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

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

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

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

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

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

Why Should I Save Energy?

by Jen Green.

ISBN-10: 0764131567

ISBN-13: 978-0764131561

Fading Forests:

The Destruction of Our Rainforests

by August Greeley

ISBN-10: 0823964868

ISBN-13: 978-0823964864

Endangered Penguins

by Bobbie Kalman

ISBN-10: 077871909X

ISBN-13: 978-0778719090

Oil Spill! Disaster in the Gulf of Mexico

by Elaine Landau

ISBN-10: 076137485X

ISBN-13: 978-0761374855

Many Biomes, One Earth

by Sneed B. Collard III

ISBN-10: 1570916322

ISBN-13: 978-1570916328

Cracking Up: A Story About Erosion

by Jacqui Bailey

ISBN-10: 1404819967

ISBN-13: 978-1404819962

Soil Erosion and How to Prevent It

by Natalie Hyde

ISBN-10: 0778754162

ISBN-13: 978-0778754169

What's So Bad About Gasoline?

Fossil Fuels and What They Do

by Anne Rockwell

ISBN-10: 0061575275

ISBN-13: 978-0061575273

Water (Reduce, Reuse, Recycle)

by Alexandra Fix

ISBN-10: 1403497222

ISBN-13: 978-1403497222

One Child. One Planet:

Inspiration for the Young Conservationist

by Bridget McGovern Llewellyn

ISBN-10: 0984188002

ISBN-13: 978-0984188000

Energy (Reduce, Reuse, Recycle)

by Alexandra Fix

ISBN-10: 1403497230

ISBN-13: 978-1403497239

Our Earth: Clean Energy

by Peggy Hock

ISBN-10: 0531204332

ISBN-13: 978-0531204337

Who Needs a Jungle?

by Karen Patkau

ISBN-10: 0887769926

ISBN-13: 978-0887769924

Erosion: How Land Forms, How it Changes

by Darlene Still

ISBN-10: 0756511003

ISBN-13: 978-0756511005

One Well: The Story of Water on Earth

by Rochelle Strauss

ISBN-10: 1553379543

ISBN-13: 978-1553379546

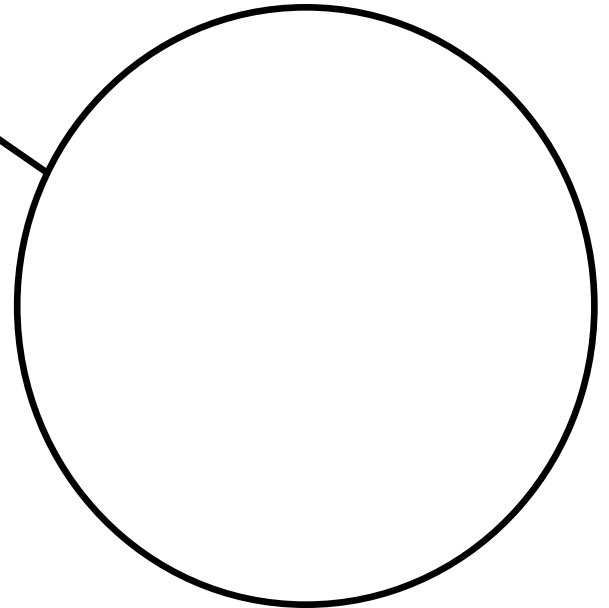
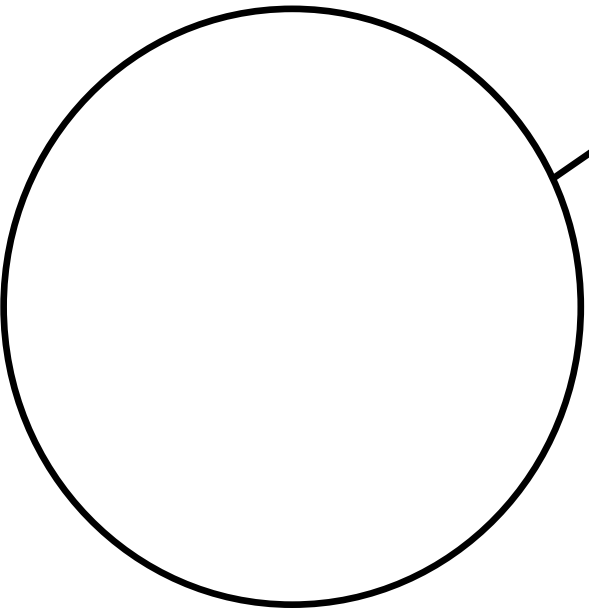
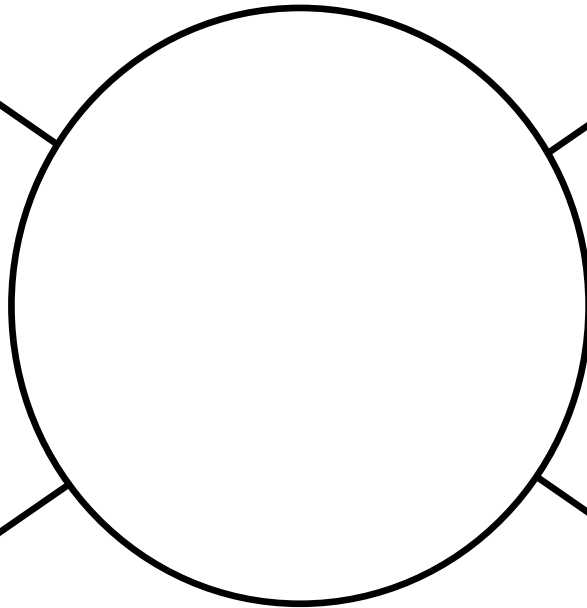
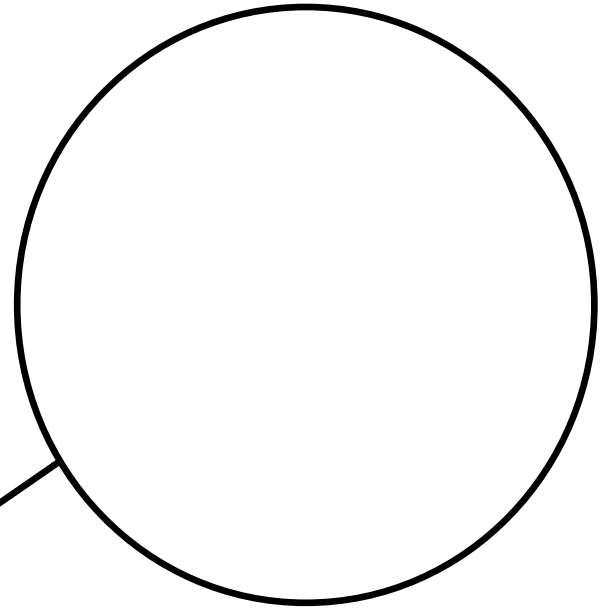
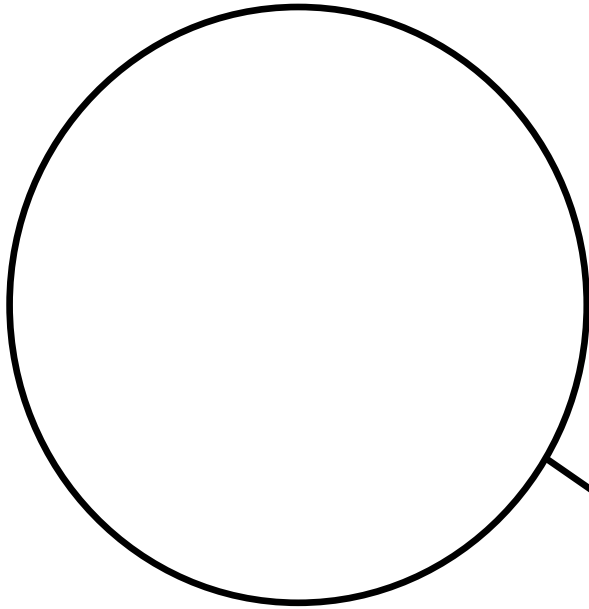
Saving Animals from Oil Spills

by Stephen Person

ISBN-10: 161772288X

ISBN-13: 978-1617722882







# Unit Vocabulary

## Earth Materials – Grade 3

### Environment

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



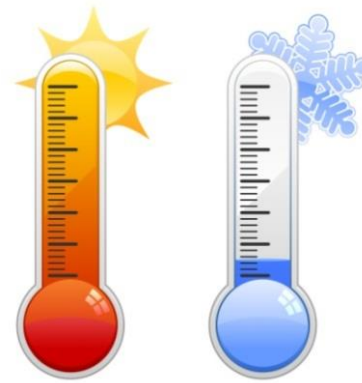
### Detail

A small part of something bigger



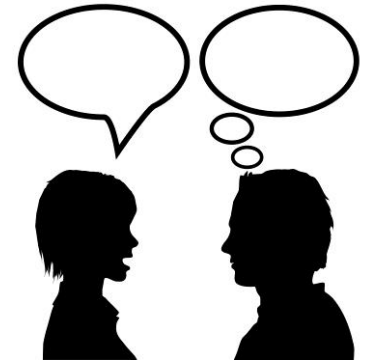
### Adjective

A word that describes a noun or a pronoun



### Topic

Something or someone that people talk or write about



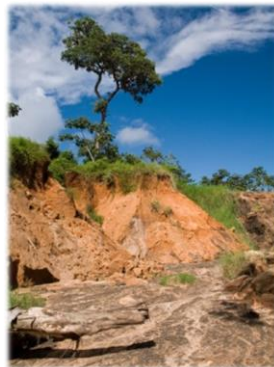
### Population

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



### Erosion

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



### Resource

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



### Conserve

To use something carefully to protect it



# Environment





# Environment

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

# Detail

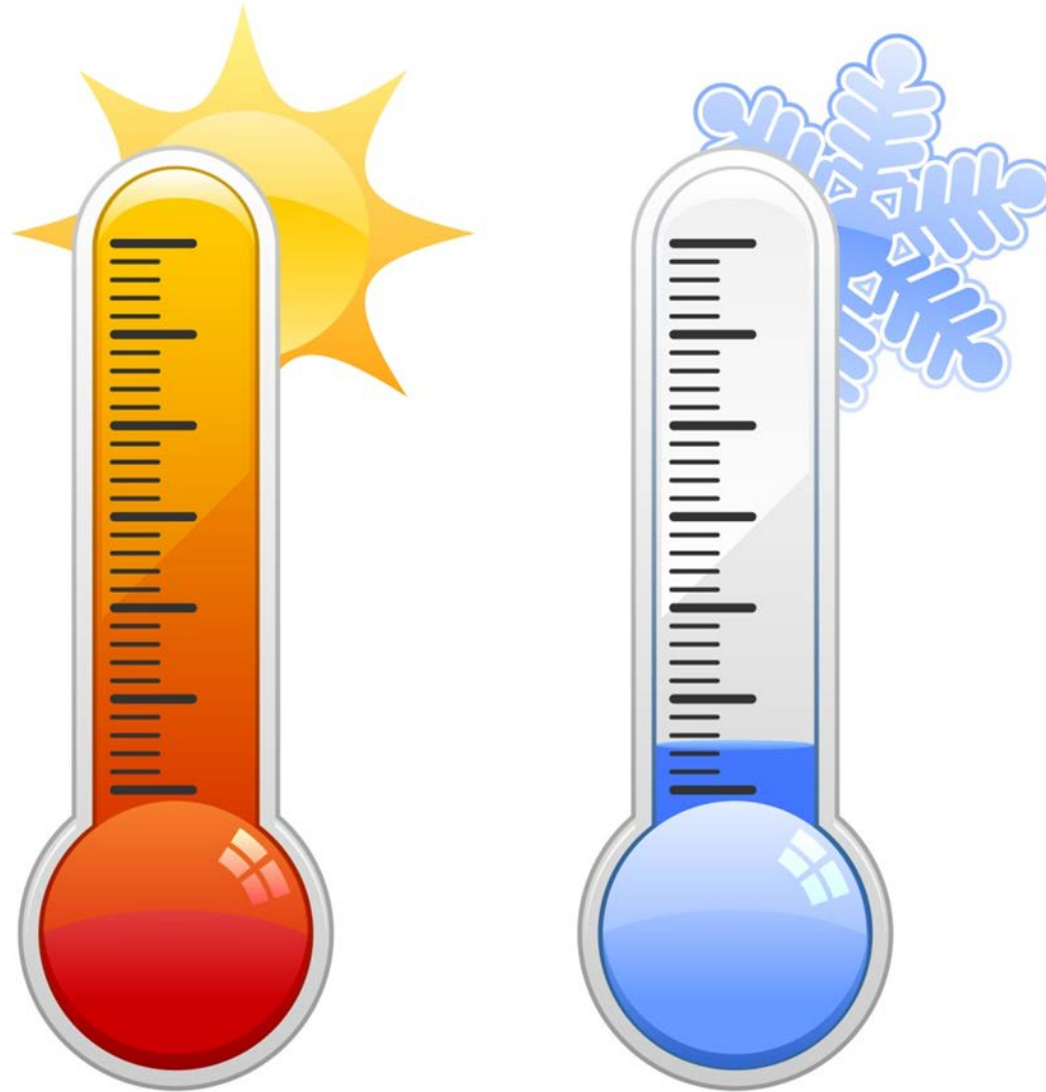




# Detail

A small part of  
something bigger

# Adjective



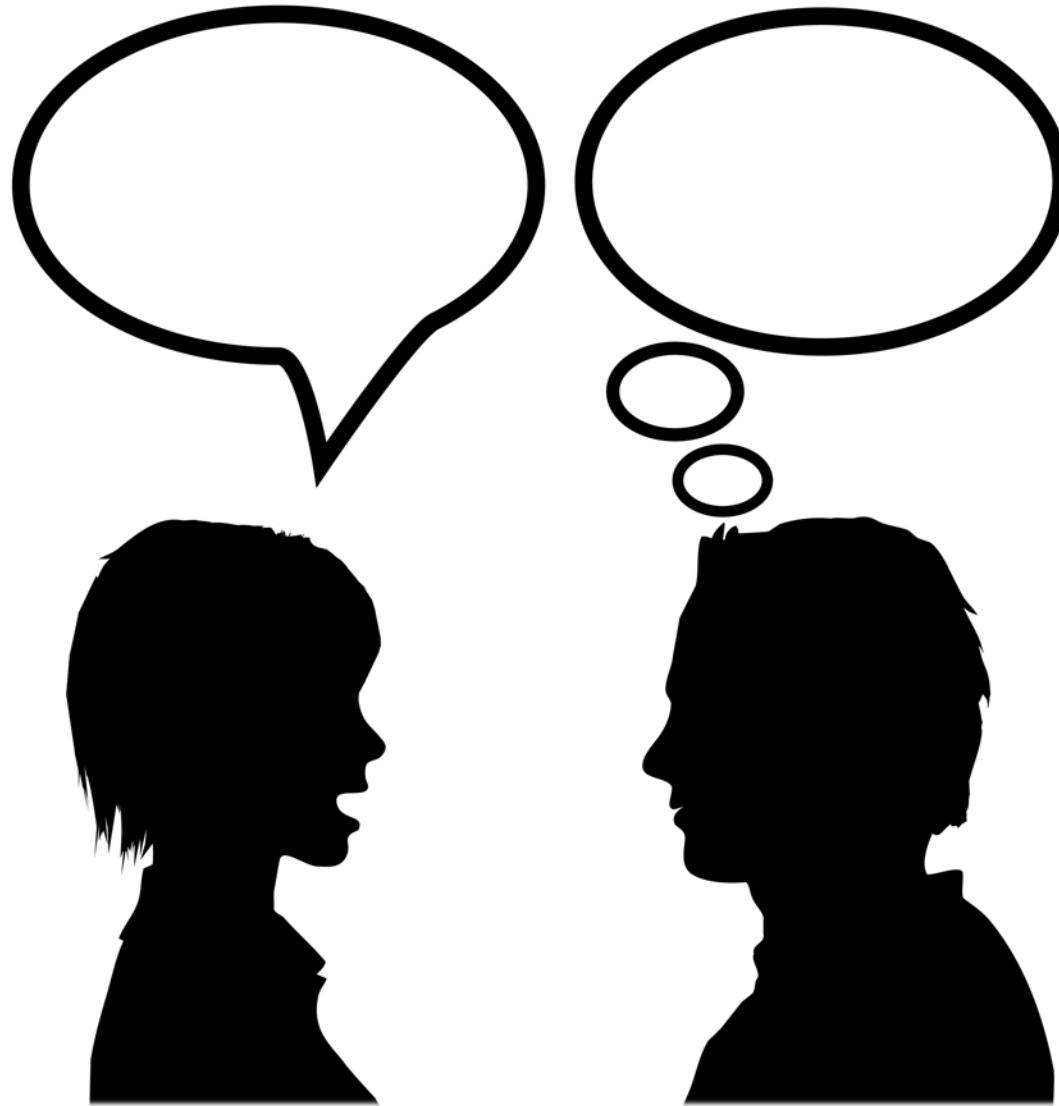


# Adjective

A word that describes  
a noun or a pronoun



# Topic





# Topic

Something or someone that  
people talk or write about

# Population





# Population

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

# Erosion





# Erosion

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

# Resource





# Resource

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



# Conserve



Please turn  
off the  
lights when  
not in use





## Vocabulary Picture Card

Earth Materials – Word 8 – Conserve

# Conserve

To use something  
carefully to protect it

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

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

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

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



## WRAP Set 1 – Lesson 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.

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

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

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

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



## WRAP Set 2 – Lesson 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.

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

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

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

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



## WRAP Set 3 – Lesson 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.



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

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

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

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



## WRAP Set 4 – Lesson 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 population of a city is the group of people and animals that live there. The population of New York City is more than eight million people! That's a huge population!

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

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

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



## WRAP Set 5 – Lesson 14

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



## WRAP Set 6 – Lesson 16

Present the WRAP sentences before beginning the lesson.

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

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

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

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

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



## WRAP Set 7 – Lesson 18

Present the WRAP sentences before beginning the lesson.

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



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

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

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

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



## WRAP Set 8 – Lesson 20

Present the WRAP sentences before beginning the lesson.

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