



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 2B: Unit 2: Lesson 1**

## **Building Background Knowledge: *The Boy Who Invented TV, “Life before Philo”***



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts. (SL.5.1)  
I can determine two or more main ideas from a text and explain how they are supported by key details. (RI.5.2)  
I can summarize the text. (RI.5.2)

**Supporting Learning Targets**

- I can engage in collaborative discussions with my peers.
- I can determine the two main ideas about “Life before Philo” from *The Boy Who Invented TV* by identifying key supporting details.
- I can summarize the main ideas about “Life before Philo” from *The Boy Who Invented TV*.

**Ongoing Assessment**

- Building Background Knowledge graphic organizer
- Main Ideas and Summary graphic organizer: Life before Philo
- Group Norms Checklist (teacher assessment)



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engaging the Reader: Mystery Text (10 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Introducing the Text: <i>The Boy Who Invented TV</i> (10 minutes)</li> <li>B. Determining the Gist and Revising Predictions: “Life before Philo,” Page 1 (15 minutes)</li> <li>C. Second Read: Determining Main Ideas and Summarizing (20 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Debrief and Review Learning Targets (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Reread page 1 and complete the Television and Relationships homework task card. Bring the completed task card with you as an admit ticket for the next lesson.</li> <li>B. Read independently for at least 15 minutes.</li> <li>C. If needed, complete the four-column chart in your journal glossary.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In this lesson, students are introduced to a new text, <i>The Boy Who Invented TV: The Story of Philo Farnsworth</i>, which grounds their work in Unit 2.</li> <li>• In the Opening, students make predictions about the topic of Unit 2, based on their analysis of the “Mystery Text,” a graph that shows the increased prevalence of television in people’s homes. This activity serves to build student engagement and interest around the case study focus of this unit, Philo Farnsworth’s invention of the television. The activity also supports students’ developing understanding of the connection between Philo Farnsworth’s invention of television and one of the big ideas of Module 2B: “New or improved technologies are developed to meet societal demands.”</li> <li>• As the lesson unfolds, students revise their predictions based on new insights from closely reading page 1, “Life before Philo.” Each time they revise their predictions, students consider not only details that support their understanding of the text, but also the guiding question: “How do new or improved technologies meet societal needs?” This helps them build connections to the big idea.</li> <li>• In Work Time C, students are introduced to the Main Ideas and Summary graphic organizer, which is designed to provide scaffolding as they work to summarize a text with multiple main ideas. Students complete the summary portion of the graphic organizer through a shared writing experience to provide all of them with a structured model of how to summarize more than one main idea. Preview the think-aloud in Work Time C and adjust it to suit your natural style.</li> <li>• Students are asked to continue adding words to the four-column charts they started to create in their journal glossaries during Unit 1. Since time for this activity (in Work Time B) is limited, focus students on identifying either a definition or a synonym for each term before completing the remaining columns of their charts. They can complete this activity for homework.</li> <li>• Throughout Lessons 1–3, standard SL.5.1 is assessed using an observation-based assessment, the Group Norms Checklist. Complete a separate checklist for each student to assess his or her progress on collaborative group discussion. Consider keeping checklists accessible throughout the lessons so you can complete a few at a time during each group discussion or work time.</li> </ul>



	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• In advance:<ul style="list-style-type: none"><li>– Decide whether to have students continue to work with the same group members from Unit 1 or to assign new groups. Display groups on a piece of chart paper for student reference.</li><li>– Consider displaying the guiding questions and vocabulary from Work Time B to save time during the lesson.</li><li>– Create the Supporting Details/Main Ideas/Summary anchor chart. Review the example in the supporting materials to determine which components to create in advance and which to leave blank for shared thinking and writing. To save time during the lesson, consider recording in advance definitions for each term as well as the sentence breakdown for a summary paragraph.</li><li>– Review the Main Ideas and Summary graphic organizer (answers, for teacher reference) to prepare to guide the shared writing piece in Work Time C.</li><li>– Review Milling to Music in Checking for Understanding Techniques (see Appendix).</li><li>– Review the Unit 2 Recommended Texts list. Have a variety of independent reading texts available for students to choose from (see Teaching Note at the end of this lesson).</li><li>– Post: learning targets.</li></ul></li></ul>



Lesson Vocabulary	Materials
engage, collaborative, technologies, societal needs, determine, main ideas, supporting, summarize; television, rare, effort, trickled, haphazardly, lonely	<ul style="list-style-type: none"><li>• Journals (begun in Unit 1, Lesson 1; one per student)</li><li>• Group Norms anchor chart (from Unit 1, Lesson 2)</li><li>• Building Background Knowledge note-catcher (one per student)</li><li>• Mystery Text (one per student)</li><li>• Group Norms Checklist (one per student for teacher use; see Teaching Notes)</li><li>• <i>The Boy Who Invented TV: The Story of Philo Farnsworth</i> (book; one per student)</li><li>• Document camera</li><li>• Vocabulary Strategies anchor chart (from Unit 1, Lesson 2)</li><li>• Quote/Paraphrase anchor chart (from Unit 1, Lesson 2)</li><li>• Main Ideas and Summary anchor chart (new; teacher-created)</li><li>• Modeling: How to Identify Main Ideas (for teacher reference)</li><li>• Main Ideas and Summary graphic organizer: Life Before Philo (one per student)</li><li>• Main Ideas and Summary graphic organizer: Life Before Philo (answers, for teacher reference)</li><li>• White board (one per student)</li><li>• Dry erase marker (one per student)</li><li>• Homework: Televisions and Relationships (one per student)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader: Mystery Text (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to bring their <b>journals</b> and sit in their small groups. Tell them that they are starting a new unit in which they will work in groups to conduct a “case study,” an in-depth analysis of one inventor and invention.</li> <li>• Read the first learning target aloud: <ul style="list-style-type: none"> <li>* “I can engage in collaborative discussions with my peers.”</li> </ul> </li> <li>• Draw students’ attention to the terms <i>engage</i> and <i>collaborative</i>. Ask them to consider and discuss the meaning of each term.</li> <li>• After 1 minute, invite several students to share possible definitions. Listen for these or similar suggestions: <ul style="list-style-type: none"> <li>– “<i>Engage</i> means to participate actively.”</li> <li>– “<i>Collaborative</i> means working together.”</li> </ul> </li> <li>• Refer to the <b>Group Norms anchor chart</b> from Unit 1. Ask students to consider and discuss which group norms helped them engage in successful collaborative discussions during the previous unit.</li> <li>• After 1 minute, cold call several students to share out whole group.</li> <li>• Tell them that they will continue to use their group norms, and the Group Norms anchor chart, to help them recall ways to engage in rich conversations. Remind them that they set goals and worked to improve collaborative discussions regularly. Today, you will be walking around as they work in groups to make some observations about individuals’ progress toward this learning target.</li> <li>• Either read the guiding questions aloud or invite a student to do so: <ul style="list-style-type: none"> <li>* “How do authors structure text and use visual elements to engage and support readers’ understanding of complex ideas?”</li> <li>* “How do new or improved technologies meet societal needs?”</li> </ul> </li> <li>• Focus students on the second guiding question, specifically the terms <i>technologies</i> and <i>societal needs</i>. Ask them to consider and discuss these words.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer a sentence starter to give all learners access to the peer discussion (“Group norm _____ helped me engage in successful collaborative discussions because ...”).</li> <li>• Consider displaying student-generated definitions of the terms <i>technology</i> and <i>societal needs</i>.</li> <li>• Offer a sentence starter for the group discussion geared toward making a prediction about the topic of this unit (“I think this unit will be about ... because ...”).</li> </ul>



Opening (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• After 1 or 2 minutes, invite a few students to share possible definitions for each term. Listen for and guide them toward these answers or similar suggestions:<ul style="list-style-type: none"><li>– “Technologies are new tools or inventions.”</li><li>– “Societal needs are things that people or communities need.”</li></ul></li><li>• Cold call several students to use their understanding of the key terms to restate the guiding question in their own words. Encourage students to keep this guiding question in mind as they analyze the mystery text.</li><li>• Distribute the <b>Building Background Knowledge note-catcher</b> and the <b>Mystery Text</b>. Tell students that this mystery text will give them clues and information about the topic of the new unit. Ask them to take a few minutes to begin work independently, recording observations on the first half of the note-catcher.</li><li>• After 2 or 3 minutes, direct students to take 2 or 3 minutes to discuss and complete the second half of the note-catcher together.</li><li>• During group discussion, circulate and begin using the <b>Group Norms Checklist</b> to assess each student’s progress on SL.5.1.</li><li>• Refocus students whole group. Cold call students from each group to share their predictions. Encourage them to explain which details from the mystery text influenced their predictions. Listen for ideas similar to these:<ul style="list-style-type: none"><li>– “I think our new unit will be about the invention of the TV because this document is about how TVs keep becoming more and more common.”</li><li>– “I think in our new unit we will learn about how TVs meet societal needs, because our guiding question is about how inventions meet societal needs and the mystery text says that TVs are getting more popular. I think that means more people want them or need them.”</li></ul></li><li>• Give students specific positive feedback on ways they are using details from the mystery text to support their thinking and make predictions about the topic of the unit.</li></ul>	



Work Time	Meeting Students’ Needs
<p><b>A. Introducing the Text: <i>The Boy Who Invented TV</i> (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that this unit will focus mostly on a single text. Distribute <b><i>The Boy Who Invented TV: The Story of Philo Farnsworth</i></b>.</li> <li>Ask students to look closely at the cover and take a few minutes to discuss their observations with a member of their group.</li> <li>Cold call students to share observations about the cover with the whole class. Listen for these or similar observations:             <ul style="list-style-type: none"> <li>“I notice the book is called <i>The Boy Who Invented TV: The Story of Philo Farnsworth</i>.”</li> <li>“I notice there are pictures that look like scientific drawings in the background.”</li> <li>“I notice the boy in the picture is wearing old-fashioned clothes.”</li> <li>“I notice the book was written by Kathleen Krull and illustrated by Greg Couch.”</li> <li>“I notice the TV in the picture is all in one color.”</li> </ul> </li> <li>Remind students that while analyzing <i>Investigating the Scientific Method with Max Axiom</i>, they discovered that images often play an important role in communicating the ideas in a text. Explain that this text also has many expressive images. Ask students to work with a partner to take a 2- to 3-minute “Book Walk”—to quickly flip through the book—and discuss what they notice and wonder about the images they see.</li> <li>Refocus students and cold call several to share out observations. Listen for suggestions such as:             <ul style="list-style-type: none"> <li>“I notice lots of pictures of farms, and I wonder if Philo was a farmer.”</li> <li>“I notice a picture where Philo has a light bulb and the words ‘Electrical Devices’ above his head. I wonder if he was interested in electricity.”</li> <li>“I notice a picture where it seems like Philo is asking lots of questions. I wonder why that’s important.”</li> </ul> </li> <li>Ask students to consider and discuss:             <ul style="list-style-type: none"> <li>* “Do the images from the Book Walk support the predictions you made about the topic of this unit?”</li> <li>* “Do the images from the Book Walk make you want to alter or change the predictions you made about the topic of this unit? If so, how?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Offer a sentence starter to provide all learners with access to the peer discussion about the book <i>The Boy Who Invented TV: The Story of Philo Farnsworth</i> (“I notice the book has ...”).</li> <li>To support visual learners, consider displaying some examples of details students notice under a document camera.</li> </ul>





Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Encourage students to consider the guiding question, “How do new or improved technologies meet societal needs?” and reconsider their initial predictions. Have them record their new predictions on a clean page in their journals (they will share these predictions later in the lesson).</li><li>• Point out that the pages in this text are not numbered. Invite students to briefly consider:<ul style="list-style-type: none"><li>* “Why is it helpful to have numbered pages when you are reading and analyzing a text?”</li></ul></li><li>• Invite a few students to share. Listen for them to realize it is easier to locate sections, point peers to evidence, etc.</li><li>• Use the <b>document camera</b> to show students how to number the pages in the text. Start with “Life before Philo” as page 1 and label each page, including pictures. Direct students to insert page numbers into their own books as you demonstrate.</li></ul>	



Work Time (continued)	Meeting Students’ Needs
<p><b>B. Determining the Gist and Revising Predictions: “Life before Philo” (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students to open <i>The Boy Who Invented TV</i> to page 1, “Life before Philo.” Explain that today’s reading focuses on the section of this book titled “Life before Philo,” and the first read is for gist. Invite a few students to remind the class what it means to read for <i>gist</i>. Listen for students to suggest that a gist is a really broad statement about a reader’s initial sense of what the text or the section of text is generally about and that there can be more than one correct answer.</li> <li>• Ask students to take a few minutes to read for gist on their own.</li> <li>• Invite them to discuss the gist in their groups. Circulate and use the Group Norms Checklist to informally assess components of SL.5.1.</li> <li>• After 2 or 3 minutes, cold call students from different groups to share the gist of the section. Listen for suggestions such as:             <ul style="list-style-type: none"> <li>– “Life on a farm in the American West in 1906 was lonely and boring.”</li> <li>– “People on farms in 1906 lived far apart and didn’t have that much to do.”</li> <li>– “Life before Philo was not that much fun.”</li> </ul> </li> <li>• Ask students to record the gist on a new page in their journals.</li> <li>• Display these vocabulary terms: <i>rare</i>, <i>effort</i>, <i>trickled</i>, <i>haphazardly</i>, <i>lonely</i>.</li> <li>• Display the <b>Vocabulary Strategies anchor chart</b>. Encourage students to refer to the anchor chart as they work collaboratively, using a variety of strategies to do the following:             <ol style="list-style-type: none"> <li>1. Locate each term on page 1 of <i>The Boy Who Invented TV</i>.</li> <li>2. Discuss what they believe each term means based on context clues or other strategies listed on the anchor chart.</li> <li>3. Add each word to their journal glossaries (create a new four-column chart on a clean page of their journal glossaries if necessary).</li> <li>4. Record at least a definition or synonym for each term.</li> <li>5. As time allows, complete the remaining columns of the chart. (Continue this work for homework.)</li> </ol> </li> <li>• Circulate to offer guidance and support as needed. Encourage students to use a variety of strategies to determine the meaning of each word. As you circulate, use the Group Norms Checklist to assess SL.5.1.</li> </ul>	<ul style="list-style-type: none"> <li>• To support struggling readers, consider assigning a shorter passage of the text to read for determining gist. Be sure to select an appropriate section that will allow them to contribute meaningfully to the group discussion of the gist.</li> <li>• Consider pulling a small group of struggling readers to read an abbreviated section of the text and guide them through the process of determining the gist. This will set them up to meaningfully contribute to the discussion with their regular small group.</li> <li>• To support struggling writers, consider displaying a sample journal page accurately capturing a reasonable gist statement as well as how this gist statement is revised after deeper understanding of vocabulary is developed.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• After 4 or 5 minutes, invite students from each group to share out definitions for each term. Listen for:             <ul style="list-style-type: none"> <li>– “<i>Rare</i> means ‘uncommon.’”</li> <li>– “<i>Effort</i> is the energy or work you put into something.”</li> <li>– “<i>Trickled</i> means ‘arrived slowly, a little bit at a time.’”</li> <li>– “<i>Haphazardly</i> means ‘randomly or by chance.’”</li> <li>– “<i>Lonely</i> is a negative feeling you have when you are by yourself.”</li> </ul> </li> <li>• If students are unable to determine definitions independently, provide definitions or synonyms for them.</li> <li>• Give students 1 minute to use their new understandings about these key terms to revise their gist statements. Then, cold call one or two students to share out and briefly explain the revisions they made.</li> <li>• Next, direct students to revisit the prediction they recorded in their journals earlier. Encourage them to use details from the guiding question, the Mystery Text, and <i>The Boy Who Invented TV</i> as they consider and discuss:             <ul style="list-style-type: none"> <li>* “Has the new information you collected from ‘Life before Philo’ changed or added to your prediction? If so, how?”</li> </ul> </li> <li>• After 2 or 3 minutes, cold call a few students to share out whole group. Listen for suggestions such as:             <ul style="list-style-type: none"> <li>– “I notice on page 1 it says, ‘It was all a bit lonely.’ It also says people didn’t have a lot of things to do for fun. I think the unit will be about how Philo Farnsworth’s TV helped people find something fun to do.”</li> <li>– “I used to think the book was going to be about how many people watch TV, because that’s what I read in the mystery text. Now I think it will be about how Philo Farnsworth’s invention of the TV changed people’s lives.”</li> <li>– “I think this unit will be about how Philo Farnsworth’s invention of the TV met the needs of society because our guiding question is about how new technologies meet societal needs. Also, the mystery document was about how so many people use TVs.”</li> </ul> </li> <li>• Encourage students to revise their predictions in their journals.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider pulling a small group of ELLs to guide them through the steps for the first one or two terms. Gradually release them to independence as they demonstrate readiness.</li> <li>• To help students who need extended processing/writing time, consider providing some definitions for them or provide definitions with words or phrases missing that they work to fill in during this time.</li> <li>• Offer a sentence starter to provide all learners access to the discussion about adding to or changing their prediction (“The new information I collected from ‘Life before Philo’ makes me want to change my prediction from ... to ...”).</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<p><b>C. Second Read: Determining Main Ideas and Summarizing (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display the second and third learning targets then read the second learning target aloud:             <ul style="list-style-type: none"> <li>* “I can determine the two main ideas about ‘Life before Philo’ from <i>The Boy Who Invented TV</i> by identifying key supporting details.”</li> </ul> </li> <li>• Draw students’ attention to the terms: <i>determine</i>, <i>main ideas</i>, <i>identifying</i>, and <i>supporting details</i>. Give them 1 to 2 minutes to discuss the meaning of each term with their group.</li> <li>• Invite students to share definitions for each term. Listen for:             <ul style="list-style-type: none"> <li>– “<i>Determine</i> means ‘to find out.’”</li> <li>– “A <i>main idea</i> is the most important or central thought of a paragraph or larger section of text.”</li> <li>– “<i>Identifying</i> means ‘finding.’”</li> <li>– “<i>Supporting details</i> are pieces of information that prove a point or make it stronger.”</li> </ul> </li> <li>• Invite a few students to use their understanding of the key terms to paraphrase the learning target.</li> <li>• Read the third learning target or invite a student to read it aloud:             <ul style="list-style-type: none"> <li>* “I can summarize the main ideas about ‘Life before Philo’ from <i>The Boy Who Invented TV</i>.”</li> </ul> </li> <li>• Circle or underline the term <i>summarize</i>. Ask students to discuss the meaning of this term in their groups. Listen for and clarify:             <ul style="list-style-type: none"> <li>– “Summarize means to briefly explain the main ideas presented in a text.”</li> </ul> </li> <li>• Give brief direct instruction about main ideas, saying something like, “Some texts have a single main idea, but most texts are actually more complex than that. <i>The Boy Who Invented TV</i> has many main ideas. During today’s second read, you will analyze the text to determine the main ideas then summarize this first page.”</li> <li>• Display the <b>Main Ideas and Summary anchor chart</b>. Focus students on the first column and read <i>aloud the definition</i> of main ideas then tell students that proficient readers can oftentimes determine main ideas by first identifying related details in the text.</li> <li>• Read the “Steps for Determining the Main Idea” from the Main Ideas and Summary anchor chart and clarify any directions as needed. Tell students you will briefly model strategies for determining main ideas by using a think aloud (see <b>Modeling: How to Identify Main Ideas (for teacher reference)</b> for suggestions.)</li> </ul>	<ul style="list-style-type: none"> <li>• For students struggling to identify supporting details, consider creating an Examples/Non-Examples chart for reference.</li> <li>• To make it clear to visual learners, display the text under the document camera as you read during the think-aloud for determining the main idea(s). Toggle back and forth between the text and your graphic organizer to make it clear how your thinking gets transferred onto the note-catcher.</li> <li>• To support students still having difficulty identifying main idea(s), consider pulling a small group to guide them through the steps.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Distribute the <b>Main Ideas and Summary graphic organizer: Life Before Philo</b> and ask students to complete theirs alongside you.</li><li>• After completing the main ideas think aloud and modeling, ask students to consider and discuss:<ul style="list-style-type: none"><li>* “What strategies did I use as I was identifying supporting details and determining the main idea?”</li><li>* “What strategies might be helpful to you as you work to determine main ideas?”</li></ul></li><li>• After 1 or 2 minutes, cold call several students to share strategies they discussed. Record their suggestions for helpful strategies in the Main Ideas column of the Main Ideas and Summary anchor chart. Possible student responses could include:<ul style="list-style-type: none"><li>– “Identify details that are related to each other.”</li><li>– “Don’t record unrelated details.”</li><li>– “Look for ideas that make up a big portion of the paragraph.”</li><li>– “Use details from multiple paragraphs.”</li><li>– “The main idea is the common thread through all of the supporting details.”</li></ul></li><li>• Display these directions and direct students to work collaboratively in groups to:<ol style="list-style-type: none"><li>1. Reread the remaining paragraphs on page 1 of <i>The Boy Who Invented TV</i>.</li><li>2. Use quotes or paraphrased details to record three key supporting details from the text in the box titled Details about Section 2 on your graphic organizer.</li><li>3. Determine and record Main Idea 2 based on the details you selected and recorded in your graphic organizer.</li></ol></li><li>• Remind students to refer to the Quote/Paraphrase anchor chart to refresh their memories about when to quote versus paraphrase the text.</li><li>• Circulate and use the Group Norms Checklist to informally assess SL.5.1.</li><li>• After 4 or 5 minutes, cold call several students to share the work they recorded on their graphic organizer. Refer to the <b>Main Ideas and Summary graphic organizer: Life Before Philo (answers, for teacher reference)</b> for possible student responses.</li><li>• Refer to the Main Ideas and Summary anchor chart and read the definition of summary aloud. Explain that to write a summary of the text, students will need to write a paragraph that incorporates information from both main ideas. Read aloud or invite students to read aloud the components of a summary paragraph, listed on the anchor chart.</li></ul>	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Distribute a <b>white board</b> and <b>dry erase marker</b> to each group.</li><li>• Tell students that they will write these first summary paragraphs as a class. Then remind students that the first sentence should incorporate both main ideas.</li><li>• Direct students to work with group members to develop and record a sentence on their white boards then hold them up when they have a strong first sentence for the class paragraph (refer to the Main Ideas and Summary graphic organizer answers, for teacher reference graphic organizer for an example.)</li><li>• Select a strong example of a topic sentence and use the document camera to demonstrate as you record the first sentence.</li><li>• Continue, by asking students to work collaboratively within groups to develop two to three sentences that describe the first main idea and details. Have them record their ideas on their white boards.</li><li>• After 1 or 2 minutes, cold call a few students to share their groups’ sentences. Record a strong example on the graphic organizer using the document camera.</li><li>• Ask students to then develop two to three sentences that describe the second main idea and details, and record ideas on their white boards.</li><li>• After 1 to 2 minutes, cold call a few students to share their groups’ sentences. Record a strong example on the graphic organizer using the document camera.</li><li>• Direct students to develop and write a conclusion sentence for the class paragraph on their white boards and hold them up when they are finished.</li><li>• Once again, record a strong example on the graphic organizer.</li><li>• Read the whole paragraph aloud or invite students to read it aloud. Celebrate the product of the class’s collaborative writing.</li></ul>	



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief and Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Review Milling to Music with students. Then ask them to locate a partner whom they have not spoken with much throughout the lesson. Direct students to share their revised predictions about the topic for this unit with their new partner.</li><li>• After 1 or 2 minutes, invite several students to share their partners’ predictions.</li><li>• Then, ask students to mill once again to meet with a new partner.</li><li>• Reread the second and third learning targets aloud. Then, ask students to consider and share with their partner their mastery of each target.</li><li>• After 1 to 2 minutes, invite several students to share about what their partner shared. Answers will vary.</li><li>• Distribute <b>Homework: Television and Relationships</b> and preview as needed.</li></ul>	<ul style="list-style-type: none"><li>• Offer a sentence starter for the Milling to Music prompt (“My revised prediction about what we will be studying in Unit 2 is ...”).</li></ul>
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Reread page 1 and complete the Television and Relationships homework task card. Bring the completed task card with you as an admit ticket for the next lesson.</li><li>• Read independently for at least 15 minutes.</li><li>• If needed, complete the four-column chart in your journal glossary.</li></ul> <p><i>Note: Find another time during the day to allow students to peruse the independent reading choices for this unit. Remind students to refer to the Criteria for Selecting an Independent Text (from Unit 1, Lesson 1) as well as the center square on their Independent Reading Choice Boards (completed for Unit 1, Lesson 9 homework) to help them make their decisions.</i></p>	<ul style="list-style-type: none"><li>• Consider providing a recording of the text.</li><li>• Allow someone else to read the text aloud to the student.</li><li>• Consider providing second-language learners with an image related to each key term and asking them to complete only the synonym or short definition columns, based on their understanding of the image.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 5: Module 2B: Unit 2: Lesson 1

## Supporting Materials



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Building Background Knowledge Note-catcher

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Learning target:

- I can engage in collaborative discussions with my peers.

1. After looking at the data, complete each box:

I Notice

- \_\_\_\_\_
- \_\_\_\_\_

I Wonder

- \_\_\_\_\_
- \_\_\_\_\_

I Predict

I think this unit is about:



Building Background Knowledge Note-catcher

2. After sharing your ideas with your group, record your thinking:

I Heard

- 
- 

I Wonder

- 
- 

Now, I  
Predict



**Television Set Ownership**  
Estimated total number of TV households: 100,800,000

	1950	1955	1960	1965	1970	1975	1980	1985	1990	1995	2000
<b>% of total households:</b>											
TV households	10	67	87	94	96	97	98	98	98	98	98
<b>% of TV households:</b>											
Multi-set	—	4	12	22	35	43	50	57	65	71	76
Color	—	—	—	7	41	74	83	91	98	99	99
VCR	—	—	—	—	—	—	—	14	66	79	85
Remote control	—	—	—	—	—	—	—	29	77	91	95
Wired pay cable	—	—	—	—	—	—	—	26	29	28	32
Wired cable	—	—	—	—	7	12	20	43	56	63	68

<http://www.tvhistory.tv/facts-stats.htm>



**Group Norms Checklist**  
(For Teacher Reference)

Student Name: \_\_\_\_\_

Standard assessed: I can engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts. (SL.5.1)

Collaborative Skill	Never	Sometimes	Often	Teacher Comments
Prepares for discussion with peers by reading the texts carefully				
Draws explicitly on details from the text to explore ideas under discussion				
Follows agreed-upon rules for group discussion				
Poses and responds to questions by making comments that contribute to the discussion and elaborates on the remarks of others				
Draws conclusions based on the information and knowledge gained from the discussions				
Asks and responds to questions to understand and communicate with students of diverse perspectives and backgrounds				



**Group Norms Checklist**  
(For Teacher Reference)

Collaborative Skill	Never	Sometimes	Often	Teacher Comments
Uses experience and knowledge of language, logic, and culture to:				
Think analytically				
Address problems creatively				
Advocate persuasively				



**Main Ideas and Summary Anchor Chart**  
(Example, for Teacher Reference)

Main Ideas	Summary
<p><b>Definition:</b> the most important or central thought of a paragraph or larger section of text</p> <p><b>Steps for Determining the Main Idea</b></p> <ol style="list-style-type: none"><li>1. Read the text closely.</li><li>2. As you are reading, identify supporting details:<ul style="list-style-type: none"><li>– Details that are related to other details throughout the text</li><li>– Details that are important to or help prove the author's main point</li><li>– Sometimes share similar vocabulary</li></ul></li><li>3. Write a single sentence that connects all of the supporting details.</li></ol>	<p><b>Definition:</b> a brief explanation of the main ideas presented in a text</p> <p><b>Summary Paragraph</b></p> <ul style="list-style-type: none"><li>– First sentence: overarching statement related to all main ideas</li><li>– Second sentence: description of the first main idea and supporting details</li><li>– Third sentence: description of the second main idea and supporting details</li><li>– Fourth sentence: conclusion; restate the first sentence</li></ul> <p><b>Example</b></p> <p><i>Life on a farm in 1906 was very different from our lives today. It was much harder for people to communicate because they lived far apart and it wasn't easy to travel or get news. People also didn't have a lot of the things we use today for fun, like movies, radio, and TV. There are many differences between life on a farm in 1906 and life today.</i></p>

Modeling: How to Identify Main Ideas  
(For Teacher Reference)

1. Read aloud the title, “Life before Philo,” and the first sentence: “Imagine what it would be like growing up in a farm in the American West of 1906.”

Pause to think aloud:

- \* “I know that *the first sentence in an informational text* is often a topic sentence that tells me what the text is going to be about. This sentence makes me think that this section of text is going to tell me something about what life was like on an American farm in 1906.”
2. Continue reading, pausing after “hardly any indoor bathrooms.” Say something like:
    - \* “Wow! Not very many indoor bathrooms. I wonder what it would be like to have an outdoor bathroom.”
  3. Finish reading the first paragraph. Pause to share something like:
    - \* “I notice that the first half of this paragraph discusses many different aspects of life on a farm in 1906, but *the second half focuses on one idea*. It seems to me that a big chunk of that paragraph discusses how hard it was to see friends and family because people lived so far apart and didn’t have fast modes of transportation. Since this idea was a big part of the first paragraph, I wonder if it is related to the main idea.”
  4. Read the first sentence in the second paragraph: “Getting news was another challenge.”

Pause to think aloud:

- \* “If people lived so far apart, I bet it really was hard to get news. The challenge of getting news seems to be related to the challenge of visiting relations. I’m going to start recording some of these related details. Let’s look back at paragraph one to decide what we are going to write on our graphic organizers. I notice it says, ‘Long distances separated you from friends and relations.’ Then it describes how it was hard to travel between places. To make that a little bit shorter and clearer on my graphic organizer, I’m going to paraphrase.”
5. Use the document camera to demonstrate as you record the sentence: “In 1906, people who lived on farms often had to walk or ride a horse long distances to see their family or friends” in the first box, labeled Details about Section 1, on the Main Ideas and Summary graphic organizer.

Modeling: How to Identify Main Ideas  
(For Teacher Reference)

Then, share something like:

- \* “The detail about not having indoor bathrooms is really *interesting*, *but it’s not related* to people living far apart and having to work hard to talk to each other or share news. Since it’s not really related, I don’t think it’s going to support my main idea. I’m not going to write it down. Before I add the detail I found in Paragraph 2, I’m going to finish reading that paragraph.”
6. Read the rest of Paragraph 2 aloud then tell students you are going to *paraphrase* some of the information from that paragraph to write the next supporting detail. In the second box under Details about Section 1, write: “It was hard to get news quickly because you had to wait for it to come in the mail.”
  7. Read aloud the sentence: “It was all a bit lonely.” Then explain:
    - \* “That sentence connects to the supporting details I wrote down as well. Since it’s pretty short and seems to really connect the other details I wrote down, I’m going to write it as a *direct quote*.”
  8. In the last box under Details about Section 1, write: “It was all a bit lonely.” Then, synthesize your thinking by sharing something like:
    - \* “It seems to me that all of the details I pulled out are about how hard it was for people to communicate. To talk to friends and family, they had to walk or ride a horse long distances. To get news, they had to wait for slow mail, and having to wait so long to talk to others or hear from people was very lonely. I think the main idea is: ‘In 1906, people on farms felt a bit lonely because it was difficult to communicate with people who lived far away.’”
  9. Record the main idea in the box labeled Main Idea 1 on the Main Ideas and Summary graphic organizer.
  10. Refer back to the lesson for the remainder of Work Time B.





**Main Ideas and Summary Graphic Organizer: Life Before Philo**

**Learning Targets:**

I can determine two or more main ideas from a text and explain how they are supported by key details.

I can summarize the text.

Details about Section 1	Details about Section 2

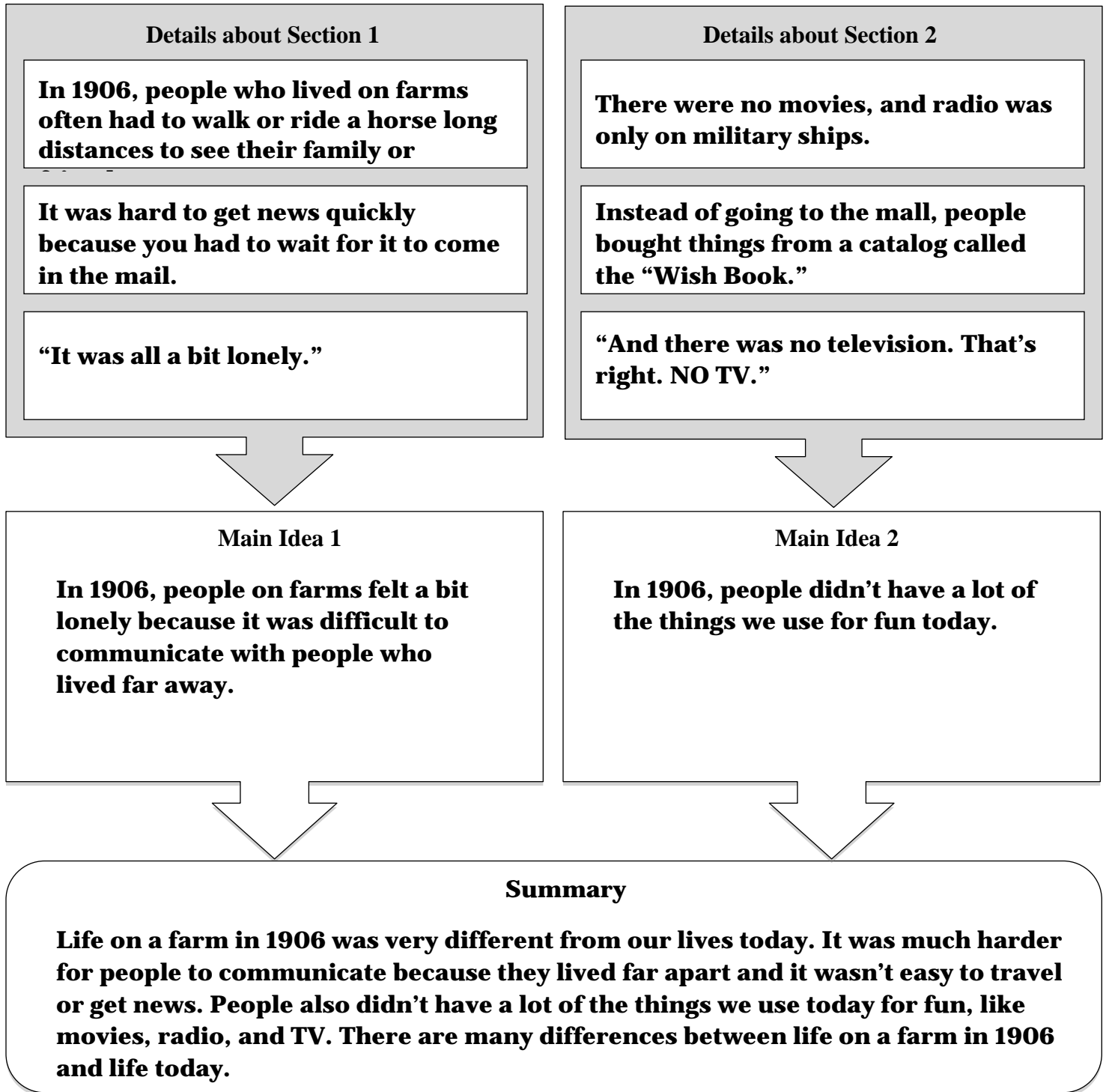
Main Idea 1	Main Idea 2

**Summary**



**Main Ideas and Summary Graphic Organizer: Life Before Philo**  
(Answers, for Teacher Reference)





Homework: Television and Relationships

1. How do you usually watch TV? (Circle one)

Alone	With friends
With family	I rarely or never watch TV

2. Does TV bring people together or separate them? Explain your answer.

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3. What would your life be like without TV?

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