



EXPEDITIONARY
LEARNING

Grade 5: Module 2B: Unit 3: Lesson 8

Summarizing Notes: Planning a Graphic Novelette, *Part III: The Invention of Television*



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

I can integrate information from several texts on the same topic in order to write about the topic knowledgeably. (RI.5.9)

I can write informative texts to examine a topic and convey ideas and information clearly. (W.5.2)

- a. I can include illustrations to aid comprehension.
- d. I can use precise language and domain-specific vocabulary to explain a topic.
- e. I can provide a concluding section related to the information presented.

I can summarize information in notes and finished work. (W.5.8)

Supporting Learning Targets

- I can explain how television changed people's lives by summarizing my notes on a storyboard.
- I can support readers' comprehension of the information on my storyboard by including illustrations.
- I can use precise language and scientific vocabulary to explain the invention of television.

Ongoing Assessment

- Homework Task Card: Unit 3, Lesson 7: Brainstorming Visual Elements (from homework)
- Storyboard, Section 4 Chart: How Television Changed People's Lives



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Homework Review and Engaging the Reader (5 minutes)Work Time<ol style="list-style-type: none">Storyboard, Section 4: Explaining How Television Changed People's Lives (15 minutes)Peer Critique and Adding Visual Elements (20 minutes)Revising to Incorporate Precise Vocabulary (15 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief and Review Learning Targets (5 minutes)Homework<ol style="list-style-type: none">Independent reading.	<ul style="list-style-type: none">In this lesson, students complete their storyboards about how Philo Farnsworth's invention of the television met the needs of society. They create their fourth and final storyboard, add visual elements to storyboards 2–4, and incorporate relevant vocabulary definitions.In Work Time B, students participate in a peer review to provide feedback to their classmates and generate ideas for the addition of visual elements. The purpose of this activity is for students to learn from one another and brainstorm collaboratively so they can work efficiently to add meaningful visual elements to the storyboards.As students have limited time to incorporate images and diagrams, it is important to emphasize that their focus should be on the content, not on the quality of the art. Remind them that storyboards are planning documents, and rough sketches are an effective way to plan for images and diagrams. Consider locating planning sketches from graphic novelists to use as examples for student reference.In advance:<ul style="list-style-type: none">Determine and display triad partners for peer review in Work Time B. Consider pairing triads to ensure that each peer review group includes students with different strengths and academic levels.Prepare Storyboard: Section 4 Charts for each triad (see the supporting materials).Review the Quiz-Quiz-Trade protocol (see Appendix) to be prepared to facilitate Work Time C.Cut apart vocabulary definition strips (see Supporting Materials).Post: Learning targets.



Lesson Vocabulary	Materials
television, summarizing, storyboard, distinct, comprehension, illustrations, precise language, scientific vocabulary	<ul style="list-style-type: none">• Storyboard, Section 4 Chart: The Television (one per triad)• Green highlighters (one per student)• Writing Summary Paragraphs: Section 4 task card (one per triad)• Loose-leaf paper (one per triad)• Storyboard, Section 4 Chart: The Television (answers, for teacher reference)• Peer Critique task card (one per triad)• Timer• Vocabulary definition strips (cut apart; one definition strip per student)• Chart paper labeled: Academic Terms (teacher-created)• Chart paper labeled: Scientific Terms (teacher-created)• <i>Investigating the Scientific Method with Max Axiom, Super Scientist</i> (book; one for teacher use)• Document camera• Sticky notes (three per student)• Independent Reading Choice Board (from Lesson 1)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Ask students to locate their Homework Task Card: Unit 3, Lesson 7: Brainstorming Visual Elements and meet with their triads.• Ask them to share ideas they recorded on their task card with their triads. Encourage them to explain how a specific visual element might improve the readers' comprehension of the key ideas on the storyboard.• After 2 or 3 minutes, cold call several students to share out an idea for an effective visual element generated by one of their group members.• Tell students that today is the final lesson for working on the Philo Farnsworth storyboards. In this lesson, triads will have the opportunity to add visual elements to Sections 2, 3, and 4 of their storyboards after they write summary paragraphs for Section 4 and participate in a peer review to help clarify their thinking and generate new ideas.	<ul style="list-style-type: none">• Display sentence frames to help all students access the conversation: "I chose to think about the visual elements ____ and _____. I think _____ will improve readers' comprehension because_____, and I think _____ will improve readers' comprehension because _____."



Work Time	Meeting Students' Needs
<p>A. Storyboard, Section 4: Explaining How Television Changed People's Lives (15 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the posted learning targets and have them read the first one aloud together: <ul style="list-style-type: none"> * "I can explain how television changed people's lives by summarizing my notes on a storyboard." • Point out the terms <i>television</i>, <i>summarizing</i>, and <i>storyboard</i>. Cold call a few students to use their understanding of these familiar terms to restate the target in their own words. • Distribute one Storyboard, Section 4 Chart: The Television and three green highlighters to each triad. • Direct students to highlight in green the title of Section 4, "How the Television Changed People's Lives." • Ask them to consider the learning target and title as they discuss: <ul style="list-style-type: none"> * "What information does your Storyboard, Section 4 need to communicate?" * "Why is this information important to telling the story of the invention of the television?" • After 1 or 2 minutes, cold call several students to share their thinking whole class. Listen for responses such as: <ul style="list-style-type: none"> – "Our storyboard needs to explain how the television changed people's lives." – "It's important to explain how the television changed people's lives so we can teach people about why the television was an important invention." • Distribute a Writing Summary Paragraphs: Section 4 task card and piece of loose-leaf paper to each triad. • Review and clarify the directions as needed, pointing out similarities and differences between this task card and those from Lessons 6 and 7. • Release students to work in their triads. Circulate to support them as needed. Consider probing student thinking with prompts such as: <ul style="list-style-type: none"> * "Describe two different ways that television changed people's lives." * "How has television changed people's individual experiences, and how has it changed society as a whole?" * "If the reader will read your storyboard from left to right, which information do you want to come at the beginning of your page and what do you want to come at the end?" 	<ul style="list-style-type: none"> • Consider displaying a strong example of a student-restated learning target to support all learners, especially ELLs. • To support visual learners, display a teacher version of the chart and demonstrate highlighting the title "How the Television Changed People's Lives" under the document camera. • Display a sentence frame to support all students in accessing the prompt: "Our storyboard needs to explain_____" and "It's important because_____." • Be vigilant about student participation in triads. If you notice an imbalance of airtime and shared thinking, consider the use of talking tokens (giving each student a certain number of "tokens" that they turn in each time they share out; when all tokens are gone, they may no longer share ideas until the next round of the discussion). • To support visual learners, consider asking triads to display their work under the document camera as they share. Encourage them to point to relevant details in their work as they explain the decisions they made.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> After 7 or 8 minutes, refocus students whole class and cold call a few students to share their triad's work. Encourage them to explain how their group decided to organize the details to explain two distinct ideas. Refer to the Storyboard, Section 4 Chart: The Television (answers, for teacher reference) for possible responses. After a few students have shared, direct triads to revise their paragraphs and record them on their Storyboard: Section 4 Charts. 	
<p>B. Peer Critique and Adding Visual Elements (20 minutes)</p> <ul style="list-style-type: none"> Read the second learning target aloud: <ul style="list-style-type: none"> "I can support readers' comprehension of the information on my storyboard by including illustrations." Point out the familiar terms <i>comprehension</i>, <i>storyboard</i>, and <i>illustrations</i>. Cold call a few students to use their knowledge of the key terms to restate the target in their own words. Explain that students will meet with another triad to participate in a peer critique that is a variation of the Praise-Question-Suggest protocol. Tell students the peer critique provides them with the opportunity to receive feedback from their peers and to gain inspiration from reviewing the work of others before they revise the paragraphs on their storyboards and add illustrations and other visual elements. Distribute the Peer Critique task cards. Clarify directions as needed and explain that students will have only 4 minutes for each triad to present. Remind them of the importance of providing feedback quickly and respectfully. Direct triads to meet in pairs for peer critique. Set a timer to ensure that both groups have a chance to present. Circulate to ensure that students are moving through the peer critique at an appropriate pace and to encourage students to provide feedback on specific visual elements that could be added to the storyboards to aid reader comprehension of details in each paragraph. Consider asking questions such as: <ul style="list-style-type: none"> "Is there a diagram you might add to this storyboard that would help to explain the details in your summary paragraph?" "Are there any close-up images that might help readers to understand the key ideas from this section?" "How could you use dialogue in this section to clarify or expand upon the information in your summary paragraph?" 	<ul style="list-style-type: none"> Consider displaying a strong version of a student-restated learning target to support all students, especially ELLs. Be vigilant about student participation in triads. If you notice an imbalance of airtime and shared thinking, consider the use of talking tokens. Students this age will want to revise as soon as they get feedback instead of waiting until their partner triad has had a turn to present. Circulate and take action if one triad isn't getting the level of feedback they deserve.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">After both groups have shared, display these directions:<ol style="list-style-type: none">With your triad, use feedback from your partner group to discuss and plan three visual elements for Storyboard, Section 2, three additional visual elements for Section 3, and three more for Section 4.<ul style="list-style-type: none">Each visual element should improve the readers' comprehension by adding new details or calling attention to key points.Visual elements could include: images, close-up images, diagrams, speech bubbles, thought bubbles, ambient noises, or information boxes.Work with your triad to add the visual elements you discussed to your Section 2, 3, and 4 storyboards.Clarify directions as needed. Explain that triads have only 8 minutes to work on this task, and that with their limited time, they should consider how to share the workload among the three group members. Students might want to consider having each group member work on one storyboard section, each member work on one or two types of visual elements, or each student add one visual element to each storyboard section. Remind them that their focus should be on the content expressed through the images, not the quality of the artwork.Direct students to begin working. Set a timer. Consider giving them a reminder of the time after 5 minutes have passed.At the end of 8 minutes, refocus students whole class.Cold call a few students from different groups to present a visual element their group sketched onto their storyboards. Answers will vary, but listen for them to identify how the visual element adds to the readers' comprehension of that section of the storyboard.	<ul style="list-style-type: none">Circulate to ensure that all students are engaged in the drawing process. Stress that there are many ways to stay involved, even if they are not the one doing the drawing. Encourage triads to take turns adding visual elements to the charts or share the pencil so that each member can add something to individual drawings.



Work Time (continued)	Meeting Students' Needs
<p>C. Revising to Incorporate Precise Vocabulary (15 minutes)</p> <ul style="list-style-type: none"> • Explain that to finalize their revisions, triads need to ensure that the vocabulary they used clearly communicates information to the reader. • Ask students to read the third learning target aloud together: <ul style="list-style-type: none"> * “I can use precise language and scientific vocabulary to explain the invention of television.” • Point out the familiar phrases <i>precise language</i> and <i>scientific vocabulary</i>. Invite students to provide definitions of each phrase. Listen for: <ul style="list-style-type: none"> – “<i>Precise language</i> means words that are specific and mean exactly what you want them to mean.” – “<i>Scientific vocabulary</i> means words that have a specific meaning in the field of science.” • Cold call a few students to restate the target in their own words. • Review the Quiz-Quiz-Trade protocol with students and clarify directions as needed. Explain that this protocol is designed to help them review key terms that may be helpful on their storyboards. • Distribute a vocabulary definition strip to each student. • Give students 5 minutes to participate in Quiz-Quiz-Trade, and then refocus them whole class. • Ask students to look at the key term they now hold and consider whether it is academic or scientific. • Direct those with academic terms to meet on one side of the room and those with scientific terms to meet on the other side. • Ask students to share their terms with their assembled group and discuss why they think the term is academic or scientific. Encourage them to move from one group to the other if they change their minds about the term they are holding. • Display two sheets of chart paper, one labeled “Academic Terms” and the other labeled “Scientific Terms.” • When all students are satisfied with their location, direct students to display their term by taping it to the appropriate chart paper. • Ask students to return to their triad groups to determine one scientific and one academic term from the list that would help readers comprehend their storyboards. • After 1 minute, refocus students whole class. • Display page 5 of <i>Investigating the Scientific Method with Max Axiom, Super Scientist</i> under a document camera. 	<ul style="list-style-type: none"> • To support ELLs, consider writing synonyms or drawing pictures above or below key words as they appear in the learning target. • To support students who struggle to differentiate between academic and scientific vocabulary, consider displaying a working definition of each of these terms. • To support visual learners, as triads present the information boxes they added to highlight important vocabulary, encourage them to display their work under the document camera and point to specific details as they share.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Call students' attention to the information box used to define the term <i>levee</i>. Explain that providing definitions in information boxes is one way to draw attention to key terms and clarify their meaning for readers.• Direct triads to add two information boxes to their storyboards, one for each key term they selected. Explain that students will have 5 minutes to complete this task, and if they finish early they can continue to add to their visual element sketches.• After 5 minutes, refocus students whole class.• Cold call a few members of different triads to present one of the information box definitions they added to their storyboards. Encourage them to explain how the definition they chose will improve readers' comprehension of the important ideas on the storyboard.• After a few students have shared, direct triads to post all of their storyboards, in order, in a visible space in the room to prepare to debrief.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Ask students to read the learning targets aloud together:<ul style="list-style-type: none">* “I can explain how television changed people’s lives by summarizing my notes on a storyboard.”* “I can support readers’ comprehension of the information on my storyboard by including illustrations.”* “I can use precise language and scientific vocabulary to explain the invention of television.”• Distribute three sticky notes to each student. Direct them to record each learning target on its own sticky note.• Tell students they will now review their own work and the work of their classmates in a silent Gallery Walk. Explain that students should identify and mark with the appropriate sticky note parts of the storyboards that demonstrate strong work toward each learning target.• Ask students to begin silently reviewing the storyboards.• After 2 or 3 minutes, or when students seem to have placed their sticky notes, refocus them whole class.• Cold call a few students to share where they placed one of their sticky notes and to explain why.• Responses will vary, but listen for them to use key terms from the learning targets to explain how specific elements on a storyboard address the target.	<ul style="list-style-type: none">• To support students who struggle with the physical act of writing, provide sticky notes with the targets already written on them.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read independently for at least 30 minutes.• Complete a new box on your Independent Reading Choice Board.	<ul style="list-style-type: none">• For students who struggle with reading, consider providing an audio version of their independent reading book.• For students who struggle with writing, allow them to dictate their response to the choice board question to someone at home to scribe for them.



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Supporting Materials



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Storyboard, Section 4 Chart:
The Television

How the Television Changed
People's Lives

A storyboard template with a large rounded rectangle divided by a vertical dashed line. On the left side, there is a title box at the top and a large empty rounded rectangle below it. On the right side, there is a large empty rounded rectangle. The entire storyboard is contained within a larger rounded rectangle.



Storyboard, Section 4 Chart:
The Television (Answers, for Teacher Reference)

How the Television Changed
People's Lives

Television created a new form of entertainment. People can watch television shows and movies in their homes. They can explore places all over the world without even needing to travel.

Philo Farnsworth's television made it possible for people to learn about things that were very far away by seeing them on a television screen. News and information can spread very quickly. People all over the world can watch events at the same time. The television changed the way people communicate.



Writing Summary Paragraphs: Section 4
Task Card

1. Locate the “Information about the IMPACT” box on each of your note-catchers.
2. With your group members, identify and highlight in green three or four important details from the “Information about the IMPACT” boxes that relate to how the television changed people’s lives. Remember that important details:
 - Relate to the title you highlighted
 - Might be repeated on more than one note-catcher
3. Choose one member of the group to be the recorder.
4. Work together to synthesize the key details you highlighted by discussing and then writing two three- to five-sentence summary paragraphs that explain two distinct ways the television changed people’s lives. Summary paragraphs should:
 - Clearly explain two distinct ways the television changed people’s lives
 - Include relevant details from the note-catchers
 - Use precise vocabulary



Peer Critique Task Card

1. One triad presents their storyboards by taking turns reading summary paragraphs aloud.
2. Each member of the presenting triad then shares an idea from their homework task card for a visual element that would improve the readers' comprehension of their storyboards.
3. Each member of the listening triad shares at least one piece of praise for the storyboards or suggested visual elements.
4. Members of the listening triad provide feedback on ideas for visual elements that might add to the readers' comprehension by building on the ideas presented, asking clarifying questions, or sharing additional suggestions.
5. Think about how images, diagrams, speech bubbles, thought bubbles, and ambient noises might help readers understand the main points in the text.
6. Each member of the listening triad should contribute at least one piece of feedback.
7. When the timer sounds, triads switch roles.



Vocabulary Definition Strips

Make enough copies of the vocabulary strips so after they are cut apart each student will have one strip (some students may have the same strip.)

television	a system for sending visual images and sound from one place to another
image dissector	a camera tube that creates an electron image
electricity	a form of energy created by charged particles, like electrons or protons
communication	sharing information or news
transmitting	sending from one part or place to another
reassembling	assembling again; putting together again
captivated	interested; fascinated
parallel (lines)	straight coplanar lines that never intersect
device	a piece of equipment designed to serve a specific purpose
electron	a subatomic particle