EXPEDITIONARY LEARNING

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

Determining Main Ideas and Summarizing: Philo Farnsworth's Early Years

BY-NC-SA

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
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) I can determine or clarify the meaning of unknown and multiple-meaning words and phrases by choosing flexibly from a range of strategies. (L.5.4) a. I can use context as a clue to the meaning of a word or phrase. b. I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. I can engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts. (SL.5.1)

Supporting Learning Targets	Ongoing Assessment
• I can determine two main ideas from pages 2–9 of *The Boy Who Invented TV* by identifying key supporting details. • I can summarize pages 2–9 of *The Boy Who Invented TV*. • I can determine the meaning of key words and phrases using a variety of strategies.	• Main Ideas and Summary graphic organizer: Philo's Childhood • Vocabulary, four-column chart (in journal) • Group Norms Checklist (teacher assessment)

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

Agenda	Teaching Notes
1. Opening A. Homework Review and Engaging the Reader (5 minutes) 2. Work Time A. Determining the Gist: *The Boy Who Invented TV, The Story of Philo Farnsworth* Pages 2–9 (10 minutes) B. Second Read: Determining Main Ideas and Summarizing (20 minutes) C. Vocabulary to Deepen Understanding (20 minutes) 3. Closing and Assessment A. Debrief and Review Learning Targets (5 minutes) 4. Homework A. Reread pages 2–9. B. Electricity Inventory	• This lesson builds on and continues to deepen students' understanding of the challenging skill of summarizing. Students return to the Main Ideas and Summary graphic organizer that was introduced in Lesson 1. Class discussion encourages students to recognize strategies for identifying supporting details and determining the main ideas. • This lesson requires students to more independently write a summary paragraph for a section of text with multiple main ideas, a complex skill that will be further developed in Lesson 4 and assessed in the mid-unit assessment. • Direct instruction of vocabulary in this lesson centers on a single word, as students are asked to break it apart and explore the root and affixes. This work reinforces vocabulary strategies presented in Unit 1 of this module and aligns directly with L.5.4b. Encourage students to use this model strategy as they work to determine the meanings of other words, which serves to support their growing capacity for determining the meaning of unknown words based on common Greek and Latin prefixes, affixes, and roots. In Work Time C, it is less important that students define all the words; the focus is on helping students name and practice strategies that will help them continue to build word knowledge. • In advance: – Review the Main Ideas and Summary graphic organizer (answers, for teacher reference) to prepare to listen for and support student thinking in Work Time B. – Review Four Corners and Fist to Five in Checking for Understanding Techniques (see Appendix). – Review the Popcorn Read protocol (see Appendix). – Create a Dissecting a Vocabulary Word anchor chart. – Consider displaying vocabulary to save time in Work Time C. • Post: Learning targets.

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

Lesson Vocabulary	Materials
inferences, summarize, explain, main ideas, determine, variety, strategies; engineer, captivated, beloved, phonograph, incredibly, clever, gazed, appointed, appealing	• Four Corners sheets (one of each, posted in different areas of the room) • Journals (begun in Unit 1, Lesson 1; one per student) • *The Boy Who Invented TV: The Story of Philo Farnsworth* (book; one per student) • Group Norms anchor chart (from Unit 1, Lesson 2) • Group Norms Checklist (from Lesson 1; one per student for teacher use) • Main Ideas and Summary graphic organizer: Philo's Childhood (one per student) • Main Ideas and Summarizing anchor chart (begun in Lesson 1) • Main Ideas and Summary graphic organizer: Philo's Childhood (answers, for teacher reference) • Vocabulary Strategies anchor chart (from Unit 1, Lesson 2) • Dissecting a Vocabulary Word anchor chart (new; teacher-created) • Homework: Vocabulary Strategies (one per student)

Opening	Meeting Students' Needs

A. Homework Review and Engaging the Reader (5 minutes)
• Ask students to locate their responses to the TV and Relationships homework task card questions.
• Display and review the directions for the Four Corners protocol. Clarify directions as needed. Point out the **Four Corners sheets** posted in different areas of the room. Have students move to the sheet that most accurately describes their own television viewing habits and discuss these questions with other students at the same sheet:
  * "Does TV bring people together or separate them? Explain your thinking."
  * "What would your life be like without TV?"
• After 2 or 3 minutes, cold call students to share about their group's discussion. Answers will vary.
• Say something like:
  * "Today, we will read a section of *The Boy Who Invented TV* to learn more about what Philo Farnsworth's life was like without TV."
	• Provide all learners access to the Four Corners protocol discussion with a sentence starter ("I think TV does/does not bring people together because ..." or "Without TV, my life would be ...").

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

Work Time	Meeting Students' Needs

A. Determining the Gist: *The Boy Who Invented TV, The Story of Philo Farnsworth* Pages 2–9 (10 minutes)
• Ask students to locate their **journals** and books, ***The Boy Who Invented TV***, before sitting with their groups.
• Refer to the **Group Norms anchor chart**. Say something like:
  * "While working with your groups, you have had many successes, and today we are going to refer to those successes as *stars*. Your groups also have room for improvement. We are going to refer to your areas for improvement as *steps*. Take a few minutes to work with your group members to identify one star and one step for your group. Be prepared to share your stars and steps with the class."
• After 1 or 2 minutes, cold call students from each group to share their stars and steps whole class. Listen for suggestions such as:
  – "Our star is that we are good at staying on topic. Our step is that we need to make sure everyone gets a chance to contribute."
  – "Our star is that we ask questions to make sure everyone is participating. Our step is that we need to remember to refer to specific details in the text so that we can really explain our ideas to our group mates."
• Encourage students to keep their stars and steps in mind as they work today. Remind them you'll continue observing.
• Ask students to work in their groups to read pages 2–9 for gist. They can take turns reading paragraphs aloud (students may pass) while the rest of the group follows along.
• Remind students to consider details from both the text and images as they determine and discuss the gist.
• Circulate to support students. Use the **Group Norms Checklist** to assess SL.5.1.
• After 5 or 6 minutes, cold call students from several groups to share the gist their group discussed. Listen for suggestions such as:
  – "This section is about Philo as a young boy."
  – "The gist is that Philo was interested in inventions as a child even though he lived on a farm and had lots of chores."
  – "The gist is that Philo Farnsworth worked hard and dreamed big."
• Have students record their gist statement on the same page where they recorded the gist of "Life before Philo" in Lesson 1.
	• To allow students who struggle with the physical act of writing to document the ideas generated in their small group, provide access to an assistive writing tool like an AlphaSmart, tablet, or laptop with word-processing software, or provide an aide or yourself as a scribe.

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

Work Time (continued)	Meeting Students' Needs

B. Second Read: Determining Main Ideas and Summarizing (20 minutes)
• Focus students on the first two learning targets. Ask them to discuss in groups:
  * "What do you notice about these learning targets?"
• After 1 minute, cold call a few students and listen for observations such as:
  – "I notice that we are looking for more than one main idea."
  – "I notice we are reading a section of *The Boy Who Invented TV*."
  – "I notice that these targets are similar to the targets we used in Lesson 1."
  – "I notice we are going to summarize the text."
• Confirm that today's second read follows a similar pattern to Lesson 1. Focus students on the terms *determine*, *main ideas*, *identifying*, *supporting details*, and *summarize* (from Lesson 1). Ask students to review the meaning of each term in groups.
• After 1 or 2 minutes, cold call several students to define the terms. Listen for definitions similar to these:
  – "*Determine* means to find out."
  – "A *main idea* is the most important or central thought of a paragraph or larger section of text."
  – "*Identifying* means finding."
  – "*Supporting details* are pieces of information that prove a point or make it stronger."
  – "*Summarize* means to briefly explain the main ideas presented in a text."
• Cold call several students to use their understanding of the key terms to restate the learning targets in their own words.
• Distribute the **Main Ideas and Summary graphic organizer: Philo's Childhood**. Remind students that it's the same one used in Lesson 1. Ask them to take a moment to review the graphic organizer independently.
• Refer to the **Main Ideas and Summary anchor chart**. Ask students to consider the information on the anchor chart and discuss strategies for completing the supporting details and main ideas boxes on their graphic organizers.
• Praise students for their ability to summarize a text with multiple main ideas and explain that they will have an opportunity to revise and further improve their summaries at the end of Work Time C, after they work with key terms from the text.
• After 1 or 2 minutes, invite several students to share strategies for selecting details and determining main ideas. Listen for suggestions such as:
  – "Details from each section must be connected to one another and to a single topic."
	• To support the synthesis of new vocabulary, consider displaying student-generated synonyms to key terms above or below where they appear in the target.
	• To support all students' appropriate use of the graphic organizer, display a sample of responses on a model of the Main Ideas and Summary graphic organizer or invite students to place their work under the document camera.
	• To support students who struggle with the physical act of writing, offer yourself, an aide, or a peer as a scribe for writing the summary. Another alternative would be to provide access to a device for word processing to use while actively engaging in collaborative group discussions.
	• To support visual learners, record an adequate summary offered by a student to display under the document camera or invite a student to display his or her version of the Main Ideas and Summary graphic organizer.

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

Work Time (continued)	Meeting Students' Needs
– "Random or unrelated details will not support the main idea. – "To determine the main idea, you need to explain how details from different parts of the text are connected to one point." – "There could be many main ideas in a single text, but we are going to look for the strongest main idea in each section." • If students mention new strategies, record them in the Main Ideas column of the Main Ideas and Summary anchor chart. • Ask students to collaborate to reread just pages 2–5 to complete the Details about Section 1 and Main Idea 1 boxes of their graphic organizer. Encourage students to refer to the Main Ideas and Summary anchor chart for support. Tell students not to read beyond page 5 for now. • Circulate to provide support. Use the Group Norms Checklist to assess standard SL.5.1. • After 4 or 5 minutes, cold call several students to share the details and main idea they recorded. Encourage them to explain how the details they selected support their main idea. Refer to **Main Ideas and Summary graphic organizer: Philo's Childhood (answers, for teacher reference)** for possible student responses. • Have students work together to read pages 6–9 and complete the Details about Section 2 and Main Idea 2 boxes on their graphic organizers. • Circulate to provide support and assess SL.5.1. • After 4 or 5 minutes, cold call students from different groups to share the details and main idea they recorded on their graphic organizer. Encourage them to explain how the details they selected support the main idea. Refer to the Main Ideas and Summary graphic organizer: Philo's Childhood (answers, for teacher reference) for possible student responses. • Draw students' attention to the Summary column of the Main Ideas and Summary anchor chart. Invite several students to use the details on the anchor chart to explain how to write a summary paragraph for a section of text with two main ideas. Listen for them to highlight the need for: – First sentence: overarching statement related to all main ideas – Second sentence: description of the first main idea and supporting details – Third sentence: description of the second main idea and supporting details – Fourth sentence: conclusion; restate the first sentence • Direct students to work collaboratively to write a summary paragraph for pages 2–9 on their graphic organizers.	

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

Work Time (continued)	Meeting Students' Needs
• Circulate to support student work. Use the Group Norms Checklist to assess SL.5.1. • After 3 or 4 minutes, invite a few students to share their summary paragraphs. See the Main Ideas and Summary graphic organizer: Philo's Childhood (answers, for teacher reference) for possible student responses.	

C. Vocabulary to Deepen Understanding (20 minutes)
• Read aloud the third learning target:
  * "I can determine the meaning of key words and phrases using a variety of strategies."
• Cold call several students to restate the learning target in their own words.
• Direct students' attention to the **Vocabulary Strategies anchor chart**. Review the **Popcorn Read protocol** with students and clarify any directions as necessary. Remind the class that sometimes when a point is very meaningful, it will be shared aloud more than one time during a Popcorn Read.
• Invite one student to begin a Popcorn Read of the Vocabulary Strategies anchor chart by reading aloud one strategy he or she finds particularly helpful.
• Once all students have shared or the Popcorn Read has reached a natural conclusion, say something like:
  * "Sometimes one strategy may be most helpful for determining the meaning of a word, and sometimes you may need to use multiple strategies together. Let's turn to page 4 to practice using vocabulary strategies."
• Encourage students to consider the term *incredibly* as you read the third paragraph aloud, starting with "These things seemed like magic" and ending with "in whole new ways."
• Ask students to discuss:
  * "What do you notice about *incredibly*?"
• After 1 or 2 minutes, cold call several students to share their thinking. Listen for ideas such as:
  – "I notice *incredibly* has a prefix, *in-*."
  – "I notice *incredibly* has a suffix, *-ly*."
  – "I notice it kind of sounds like the word *credible* that we talked about before."
  – "I notice it seems like *incredibly* is describing the word *clever*."
• Display the **Dissecting a Vocabulary Word anchor chart**. Confirm or explain that *incredibly* has both a prefix and a suffix and shares a root with the word *credible*, introduced in Unit 1, Lesson 8. Say something like:
  * "Let's take some time to dissect this word, or pull it apart and look at the individual pieces, to help us understand it"
	• When reading aloud, consider displaying the text under the document camera. Even though students have a copy of the text in front of them, struggling readers often have a difficult time finding the right spot if they lose it. Allowing them to track the words on the screen while you read and point will reduce anxiety and promote fluency.
	• To give all students access to the conversation about the word *incredibly*, offer a sentence starter ("I think *incredibly* means.... The strategy I used to figure that out is ...").
	• To support ELLs or those who need more processing/writing time, consider scaffolding the vocabulary work. Depending on what is needed, provide four-column charts with some parts missing that they need to fill in based on their group discussion.

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

Work Time (continued)	Meeting Students' Needs
• Use the anchor chart to explain or invite students to explain that the prefix *in-* means "not," and the suffix *-ly* changes an adjective to an adverb. If needed, use the examples on the anchor chart to clarify that an adjective is a word that describes a noun, and an adverb is a word that describes a verb or an adjective. • Ask students to use this information, as well as context clues from page 4, as they discuss these questions in their groups: * "What does the term *incredibly* mean?" * "What strategies helped you determine the meaning of this term?" • After 1 or 2 minutes, cold call several students to share their thinking. Listen for answers such as: – "*Incredibly* means 'unbelievably' or 'hard to believe.'" – "I know that *credible* means 'believable' and the prefix *in-* means 'not,' so I put those together to create my definition." – "I used what I knew about the prefix, suffix, and the root to come up with a synonym, *unbelievably*, and then I replaced *incredibly* in the text with the synonym to see if it made sense." – "I noticed that in the first sentence in the paragraph, Philo says that the machines were like magic to him, and I know that *in-* means 'not' and *credible* means 'believable.' I put all this information together to find out that *incredibly* means 'hard to believe.'" – Encourage students to keep using appropriate vocabulary strategies as they consider definitions for these terms: *engineer*, *captivated*, *beloved*, *phonograph*, *clever*, *gazed*, *appointed*, *appealing*. • Ask students to work collaboratively to define each term and add it to the four-column chart in their journal glossaries. • Circulate to provide support and offer guidance as needed. Point out how to break apart the word *phonograph* into *phono-*, meaning "sound," and *-graph*, meaning "writing," to help them understand that "sound writer" was the term used to describe this early musical recording device. • As you circulate, use the Group Norms Checklist to assess SL.5.1. • After 10 to 12 minutes, invite several students to share definitions for each term. Listen for suggestions such as: – "*Engineer* means 'the person who drives a train.'" – "*Captivated* is 'really interested.'" – "*Beloved* means 'much loved or cared about.'" – "A *phonograph* is a machine that plays music."	• To support students' understanding of how to revise a summary after vocabulary work, consider displaying two sample summaries: one initial and one after revision based on new understanding.

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

Work Time (continued)	Meeting Students' Needs
– "*Incredibly* means 'unbelievably' or 'hard to believe.'" – "*Clever* means 'smart.'" – "*Gazed* means 'looked at.'" – "*Appointed* means 'gave someone a job.'" – "*Appealing* means 'interesting.'" • Ask students to return to their Main Ideas and Summary graphic organizer: Philo's Childhood. Encourage them to use their new understanding of key terms to revise the work on their graphic organizer. • After 1 or 2 minutes, invite a few students to share how and why they changed their work. Answers will vary, but students should focus on rewording their summary paragraph to make it clearer.	

Closing and Assessment	Meeting Students' Needs
A. Debrief and Review Learning Targets (5 minutes) • Ask students to quickly find a partner who is not in their discussion group and take a few minutes to: 1. Share, by reading aloud, their summary paragraph. 2. Explain what strategies they used to determine the details and main idea. • Cold call several students to share a strategy that their partner used to determine the details and main idea. • Read aloud each learning target one at a time. After each, ask students to use the Fist to Five Checking for Understanding technique to show their progression toward mastery of each target. • For students who show fewer than three fingers, consider providing additional support and opportunities to practice determining main ideas and summarizing before Lesson 4. • Distribute the **Homework: Vocabulary Strategies handout** and preview as needed.	• Allow students who struggle with reading aloud to choose just one or two sentences from their summary to read aloud to a partner.
Homework	**Meeting Students' Needs**
• Complete the Homework: Vocabulary Strategies handout and bring it to the next lesson.	

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

EXPEDITIONARY LEARNING

Grade 5: Module 2B: Unit 2: Lesson 2
Supporting Materials

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.

Four Corners Sheet 1

Alone

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

Four Corners Sheet 2

With friends

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

Four Corners Sheet 3

With family

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

Four Corners Sheet 4

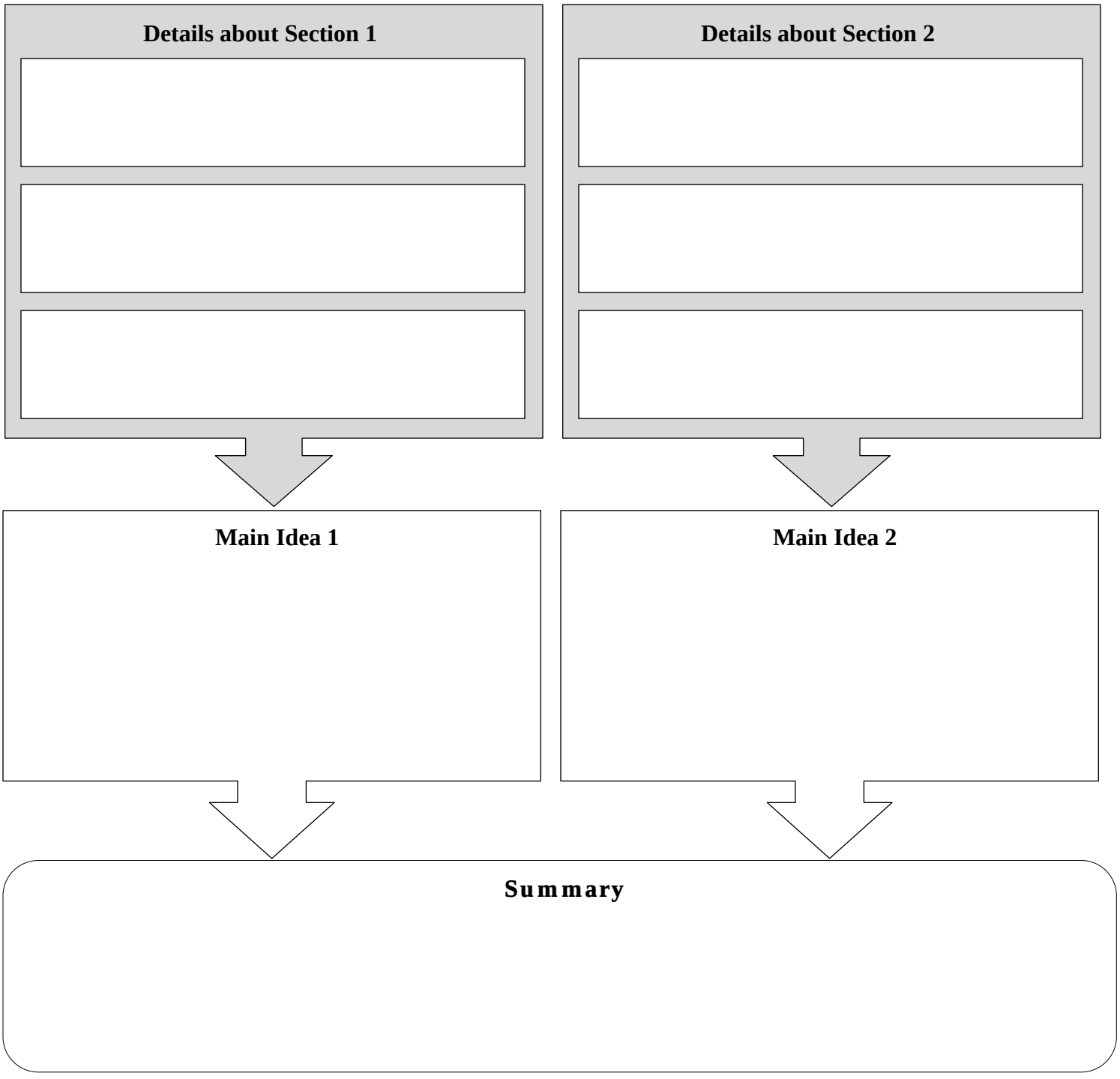
I rarely or never watch TV

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

Main Ideas and Summary Graphic Organizer: Philo's Childhood

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.



Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

Main Ideas and Summary Graphic Organizer: Philo's Childhood
(Answers, for Teacher Reference)

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

Philo's dad took him to see a train because he noticed Philo was interested in anything mechanical.

On page 4 it says, "Two new machines captivated Philo as he grew up."

Inventors, like Alexander Graham Bell and Thomas Edison, were his heroes.

Details about Section 2

Philo became the "man of the family" when he was only 8, and he had a lot of chores, like feeding the pigs and fetching wood.

In his free time, Philo spent time reading and raising lambs.

On page 8, it says that Philo "was performing in dance bands, making five dollars every Friday night."

Main Idea 1

Philo Farnsworth was interested in and inspired by mechanical inventions and inventors.

Main Idea 2

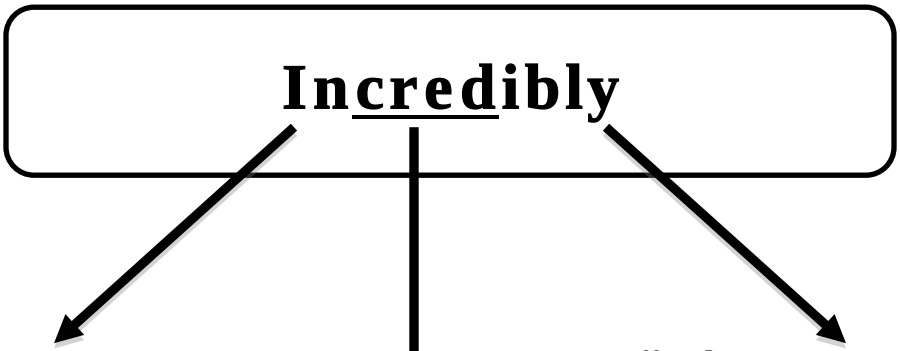
Philo Farnsworth was responsible and hard-working.

Summary

Even as a young boy, Philo Farnsworth was motivated and hard-working. He was inspired by mechanical inventions, like trains and telephones, and inventors were like heroes to him. He had many chores and several jobs, including raising lambs and playing in a dance band. Philo Farnsworth was motivated to work hard so he could be like the inventors who inspired him.

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

Dissecting a Vocabulary Word Anchor Chart



Prefix **in-**
Meaning "not"

Example:
Incomplete means "not complete."

Root: **cred**
(from the Latin word *credere*)
Meaning "believable"

Same root as the word *credible*

Suffix **-ly**
Changes the word from an adjective to an adverb

Example:
The toy was perfect.

Perfect is an adjective because it describes toy, a noun.

The toy was perfectly round.

Perfectly is an adverb because it describes round, an adjective.

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.

Homework: Vocabulary Strategies

1. Select three challenging terms from your independent reading text.

2. Use a variety of vocabulary strategies as you determine the meanings of the terms you selected and complete the chart below.

Word	Synonym	Definition	Picture	Strategies Used to Determine Meaning

Copyright © 2013 by Expeditionary Learning, New York, NY. All Rights Reserved.