



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 2B: Unit 3: Lesson 6**

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



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

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

- a. I can introduce a topic clearly, provide a general observation and focus, and group related information logically.

I can write narratives to develop real experiences using effective technique, descriptive details, and clear event sequence. (W.5.3)

- a. I can orient the reader by establishing a situation and introducing characters.
- b. I can use narrative techniques such as dialogue to develop experiences and events.

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

I can use knowledge of language and its conventions when writing. (L.5.3)

- b. I can compare and contrast the varieties of English used in stories.

**Supporting Learning Targets**

- I can explain what life was like before television by summarizing my notes on a storyboard.
- I can explain how people's needs inspired the development of television and how people's needs were met, by using narrative techniques, including dialogue.
- I can introduce the character who invented television by including descriptive details.

**Ongoing Assessment**

- Independent Reading Choice Board response (from homework)
- Storyboard, Section 1 charts



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Homework Review and Engaging the Reader (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Introducing Storyboards: Writing a Summary Paragraph for Storyboard, Section 1: The Television (25 minutes)</li> <li>B. Using Narrative Techniques to Add to the Storyboard (20 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Debrief and Review Learning Targets (10 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Independent reading.</li> <li>B. Homework task card.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• This is the first in a series of three lessons in which students are introduced to storyboarding as a tool for planning and drafting a graphic novelette. This will help prepare them for the end of unit assessment, beginning in Lesson 9. These lessons use many visuals and materials, include detailed instructional actions, and involve complex student directions. It is important to thoroughly review these lessons in advance, particularly the materials and directions, to be prepared to efficiently support the needs of students.</li> <li>• In this lesson, students create the first of four storyboards about how Philo Farnsworth's invention of the television met the needs of society. The process requires them to identify and organize details from several note-catchers to support the ideas they wish to communicate through the storyboard. The students use color-coding to help organize their information. (This lesson requires them to use yellow highlighters; subsequent lessons ask them to use orange, blue, and green highlighters.)</li> <li>• This lesson intentionally infuses Standard W.5.3, parts a and b, with Standard L.5.3b to help students understand how to use both informative and narrative elements to orient readers to the situation and characters in their storyboards. This is also meant to call students' attention to how informational text and dialogue can be used to support readers' understanding of complex ideas.</li> <li>• This lesson includes an extended debrief. The concept of using storyboards as a planning tool for writing that involves both text and visuals is likely new to most students. The extended debrief allows them to share creative ideas and reflect on how this task demonstrates progress toward the learning targets. In addition, it provides students with the opportunity to brainstorm collaboratively and gain inspiration from exemplars to increase their success with the development of three more storyboards in Lessons 7 and 8.</li> <li>• In advance:               <ul style="list-style-type: none"> <li>– Create an Independent Reading Criteria anchor chart (see supporting materials).</li> <li>– Create a note-catcher packet for each student to simplify the distribution of materials in Work Time A. Each student will need Expert Text note-catchers about "The TV Guy" and <i>The Boy Who Invented TV</i>.</li> <li>– Create a chart-size version of Storyboard, Section 1 for each triad (see supporting materials).</li> <li>– Prepare storyboard images for each triad.</li> </ul> </li> </ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"> <li>– Note that this lesson requires a class set of yellow highlighters, and later lessons require a class set of orange, blue, and green highlighters.</li> <li>– Record and be prepared to display the multistep directions for Work Times A and B.</li> <li>• Post: Learning targets.</li> </ul>

Lesson Vocabulary	Materials
summarizing, storyboard, inspired, development, dialogue, narrative techniques, introduce, character, including, descriptive details	<ul style="list-style-type: none"> <li>• Independent Reading Criteria anchor chart (new; teacher-created)</li> <li>• <i>Investigating the Scientific Method with Max Axiom, Super Scientist</i> (book; from Unit 1; one per student)</li> <li>• Storyboard, Section 1 Chart: The Television (teacher-created; one per triad)</li> <li>• Yellow highlighters (one per student)</li> <li>• Loose-leaf paper (one sheet per triad)</li> <li>• Note-catcher packet (one per student) <ul style="list-style-type: none"> <li>– Model Expert Text Note-catcher 1: “The TV Guy”</li> <li>– Model Expert Text Note-catcher 2: <i>The Boy Who Invented TV</i></li> </ul> </li> <li>• Writing a Summary Paragraph: Section 1 task card</li> <li>• Storyboard, Section 1 Chart: The Television (answers, for teacher reference)</li> <li>• Storyboard Image: Life before Television (one per triad)</li> <li>• Storyboard Image: Philo Farnsworth (one per triad)</li> <li>• Glue or glue sticks (one per triad)</li> <li>• Document camera</li> <li>• Storyboard, Section 1 Chart: The Television (pictorial example; one to display)</li> <li>• Sticky notes (two per student)</li> <li>• Homework Task Card: Unit 3, Lesson 6 (one per student)</li> <li>• Independent Reading Choice Board (from Lesson 1)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Homework Review and Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to quickly find a partner who is not in their expert group triad.</li><li>• Refer to the <b>Independent Reading Criteria anchor chart</b>. Remind students that they used the criteria when selecting their independent reading texts in Lesson 1. Review and clarify the criteria as needed.</li><li>• Encourage students to refer to the Independent Reading Criteria anchor chart as they consider and discuss:<ul style="list-style-type: none"><li>* “Which has been your <i>best</i> independent reading choice during this module? Explain your thinking.”</li></ul></li><li>• Remind students to refer to the Independent Reading Criteria anchor chart and use specific details from their independent reading texts to help focus their discussions.</li><li>• After 2 or 3 minutes, refocus students whole class. Cold call several to explain what their partners identified as their best independent reading choices.</li><li>• Student responses will vary, but listen for them to identify specific criteria that their partners used to explain their choices.</li><li>• Tell students it is important for them to recognize how aspects of a text engage them as readers both to enhance their enjoyment when reading and to provide them with ideas to fuel their writing. Tell them that in the next several lessons, they will plan and write their own graphic novelettes.</li></ul>	<ul style="list-style-type: none"><li>• Consider providing sentence frames: “My best independent reading choice during this module has been _____ because ____.”</li><li>• To support visual and second-language learners, consider displaying the discussion question and sentence starters for students’ reference.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Introducing Storyboards: Writing a Summary Paragraph for Storyboard, Section 1: The Television (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to quickly collect their book <i>Investigating the Scientific Method with Max Axiom, Super Scientist</i> and sit in their triads.</li> <li>• Read the first learning target aloud             <ul style="list-style-type: none"> <li>* “I can explain what life was like before television by summarizing my notes on a storyboard.”</li> </ul> </li> <li>• Draw students’ attention to the term <i>summarizing</i>, which has been discussed in previous lessons.</li> <li>• Encourage students to use context clues, including their knowledge of the term <i>summarizing</i>, as they discuss the meaning of the new term, <i>storyboard</i>, in their triads.</li> <li>• After 1 minute, invite a few students to share possible definitions for the term <i>storyboard</i>. They may generate ideas such as:             <ul style="list-style-type: none"> <li>– “A storyboard is a board that summarizes the details of a story.”</li> </ul> </li> <li>• Confirm or explain that a storyboard is a type of graphic organizer that can be used to plan and organize various kinds of stories that include visuals in addition to text or speech, such as television shows, movies, or, in this case, a graphic novelette.</li> <li>• Say something like: “You will use storyboards to organize the details of your graphic novelettes about the airplane or traffic signal during the end of unit assessment, but since the concept of a storyboard is new to us, we are going to work together to first create chart-sized storyboard sections about an invention with which we are all familiar, the television. Over the next several lessons, you will be working in triads to complete storyboards that organize details about how Philo Farnsworth developed television to meet the needs of society. This first storyboard chart will be used to organize details for a Splash Page, so let’s refresh our memories about the information included on the Splash Page of our graphic novel, <i>Max Axiom</i>.”</li> <li>• Direct students to open their <i>Max Axiom</i> texts to pages 4 and 5.</li> <li>• Ask them to consider the visual elements and text on page 4 <i>only</i>:             <ul style="list-style-type: none"> <li>* “What information is communicated to the reader on the left side of the Splash Page?”</li> </ul> </li> <li>• Listen for students to identify that the left side of the splash page introduces information about the problem and characters.</li> <li>• Explain that the first section of their storyboards also needs to use information to orient the reader to the situation and characters that led to the invention of the television.</li> <li>• Distribute the <b>Storyboard, Section 1 Chart: The Television</b> to each triad and give every student a <b>yellow highlighter</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider writing student-generated synonyms above or below key terms in the target to support ELLs.</li> <li>• To support visual learners, when asking students to report what information is communicated on the left side of the Splash Page, display it under the document camera and point to elements as students discuss them.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Ask students to highlight the title on the left side of their charts, “Why Invent Television?”</li> <li>• Give each triad a piece of <b>loose-leaf paper</b> and each student a <b>note-catcher packet</b>, which includes the <b>Model Expert Text Note-catcher 1: “The TV Guy”</b> and the <b>Model Expert Text Note-catcher 2: “The Boy Who Invented TV.”</b></li> <li>• Explain that students will use the note-catchers to locate and highlight details related to the title of this section, “Why Invent Television?” Then they will work together to write a summary paragraph about the needs that inspired the invention of the television. Students will work as a triad to record a single draft summary on loose-leaf paper, allowing them to receive feedback from peers before writing their final summary paragraphs in the caption box on their storyboard charts.</li> <li>• Distribute the <b>Writing a Summary Paragraph: Section 1 task card</b> to each triad. Read the directions on the task card aloud. Pause after reading Step 2 to point out that the information in Parts A and B will help students identify the most important details.</li> <li>• Continue reading aloud. Pause again after reading Step 4 to draw attention to Part A. Remind students that, much like the summaries they have written in previous lessons, using key terms from the title in the first sentence of their summary will help readers understand what the paragraph will be mostly about.</li> <li>• Clarify additional directions as needed, then release students to work in triads. Circulate to support their work as needed.</li> <li>• After 12 to 15 minutes, refocus students' whole class.</li> <li>• Cold call a few from different triads to share their draft summary paragraphs whole class. Refer to the <b>Storyboard, Section 1 Chart: The Television (answers, for teacher reference)</b> for possible responses.</li> <li>• After each student shares, invite a few from other groups to provide positive and specific feedback related to how the summary paragraph orients the reader to the situation and problem clearly, includes relevant details from the note-catchers, and uses precise vocabulary.</li> <li>• Once students have shared out and received feedback, allow triads to revise their summary paragraphs as needed.</li> <li>• Direct students to choose a different member of their triad to act as recorder and transcribe the draft summary paragraph into the caption box on the lower-left side of their Storyboard, Section 1 charts.</li> </ul>	<ul style="list-style-type: none"> <li>• To help visual learners and students who struggle to navigate text quickly, model on the document camera whatever you ask students to highlight.</li> <li>• Consider inviting readers and writers who struggle with locating information in text and synthesizing notes to a small group with you or an aide to provide guided support.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Using Narrative Techniques to Add to the Storyboard (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Read the second learning target aloud:<ul style="list-style-type: none"><li>* “I can explain how people’s needs inspired the development of television and how people’s needs were met, by using narrative techniques, including dialogue.”</li></ul></li><li>• Draw students’ attention to the familiar terms <i>inspired</i>, <i>development</i>, and <i>dialogue</i> and clarify definitions if needed.</li><li>• Underline the phrase <i>narrative techniques</i>. Explain that narrative techniques are strategies, such as dialogue, that the author uses to communicate ideas that are important to the story.</li><li>• Read the next learning target aloud:<ul style="list-style-type: none"><li>* “I can introduce the character who invented television by including descriptive details.”</li></ul></li><li>• Focus students attention on the familiar terms <i>introduce</i>, <i>character</i>, <i>including</i>, and <i>descriptive details</i>. Clarify definitions as needed.</li><li>• Ask students to consider and discuss how the key terms help them understand the intention of this learning target.</li><li>• After 1 minute, cold call a few students to restate the target in their own words.</li><li>• Direct the class to look back at page 4 of <i>Max Axiom</i>. Read the speech bubbles and thought bubbles on page 4 aloud, starting with “Hello, Max” and ending with “The city is counting on you.” Use the document camera to point to the text as you read aloud and ask students to follow along.</li><li>• Direct students to look at the information listed in the panel on the top right corner of page 5.</li><li>• Ask them to consider and discuss:<ul style="list-style-type: none"><li>* “What similarities and differences do you notice between the text in the informational panel and the text in the speech and thought bubbles?”</li></ul></li><li>• After 1 minute, cold call several students to share their thinking. Listen for responses such as:<ul style="list-style-type: none"><li>– “Both the information panel and the speech bubbles tell you important information about the story.”</li><li>– “In the speech bubbles, the characters in the story are sharing information by talking to each other, but in the informational panel the details are a list of bulleted points.”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• To support visual learners, display a working definition of <i>narrative techniques</i> for student reference.</li><li>• To give all students access to the prompt and to feed ELLs standard comparison language, offer sentence starters: “Both the information panel and the speech bubbles _____” and “In the speech bubbles _____, but in the information panel _____.”</li></ul>





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Confirm or explain that the bulleted list is informational text and the speech and thought bubbles are narrative text. Explain that the storyboards and graphic novelettes students are writing in this unit use a blend of informational and narrative strategies to communicate details about a complex topic in an engaging way. Point out that the summary paragraphs from Work Time A are an example of informational text, but students will also use narrative elements, such as dialogue, on their storyboards.</li><li>• Point out that Max Axiom's character is introduced on pages 4 and 5. Have students consider and discuss:<ul style="list-style-type: none"><li>* "What do you learn about Max Axiom from reading the dialogue on the Splash Page?"</li></ul></li><li>• After 1 or 2 minutes, cold call a few students to share their thinking whole class. Listen for:<ul style="list-style-type: none"><li>– "By reading the dialogue on page 4, you learn that Max Axiom thinks about many different aspects of a problem when he considers how to solve it."</li><li>– "The dialogue shows you that people come to Max Axiom when they need help because he is good at solving problems."</li><li>– "The dialogue shows you that Max cares about helping other people in need."</li></ul></li><li>• Explain that dialogue in a graphic novel adds descriptive details that help the reader better understand the main ideas and characters. Tell students they now have a chance to incorporate dialogue into their storyboards to more fully communicate the information from the summary paragraphs, emphasize the important points, and introduce Philo Farnsworth's character.</li><li>• Distribute <b>Storyboard Image: Life before Television</b>, <b>Storyboard Image: Philo Farnsworth</b>, and <b>glue sticks</b> to each triad.</li><li>• Use a <b>document camera</b> to display the <b>Storyboard, Section 1 Chart: The Television (pictorial example)</b> as a model so triads understand they should glue the Storyboard image: Life before Television on the left side of their storyboard and the Storyboard Image: Philo Farnsworth on the right side.</li><li>• Invite several students to share observations about the image of life before television. Listen for:<ul style="list-style-type: none"><li>– "This seems like a picture from a long time ago."</li><li>– "It looks like a family standing in front of a farmhouse."</li></ul></li><li>• Explain that this image is a picture of a family on a farm in the Midwest before televisions were available.</li></ul>	<ul style="list-style-type: none"><li>• To support visual learners, display the images under the document camera as students share observations. Point to the specific details students name that cause them to make specific inferences.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask students to read the text in the thought bubbles on each of the note-catchers in their note-catcher packets before discussing:<ul style="list-style-type: none"><li>* “How can you emphasize key details from your summary caption through a character’s thoughts?”</li><li>* “What might the people in this image be thinking?”</li></ul></li><li>• After 1 or 2 minutes, invite a few students to share their thoughts whole group. Listen for ideas such as:</li><li>• “Our summary paragraph has details about how far away people lived from one another and how much time they spent working with very few fun things to do, so we decided they might be thinking, ‘We spend so much time doing chores and live so far away from friends and family. I wish we had something fun to do.’”</li><li>• Refer once again to the displayed Storyboard, Section 1 Chart pictorial example to show students how and where they might draw a thought bubble coming from one of the people in the photo.</li><li>• Ask triads to create their own thought bubbles on the left side of their storyboards and then determine details they want to emphasize from their summary captions to create a thought coming from the image.</li><li>• When group members reach consensus, ask them to add dialogue to the thought bubble near the picture of the Midwestern family.</li><li>• After 2 minutes, refocus students whole class.</li><li>• Direct them to look at page 5 of <i>Max Axiom</i> and read the speech bubbles aloud together.</li><li>• Invite several students to explain what information is communicated on page 5 of <i>Max Axiom</i>.</li><li>• Listen for them to say this is where Max explains how he is going to solve the problem.</li><li>• Explain that the right side of their storyboard is where they will explain how the people’s needs were met, and by whom.</li><li>• Ask students to examine the picture of Philo Farnsworth they pasted on the right side of their storyboard charts. Invite several to explain what they notice about the image. Listen for them to point out that there is an image dissector camera in the picture, and Philo appears to be talking.</li><li>• Tell students that since it looks like Philo is talking, this might be a good place to use a speech bubble.</li><li>• Ask students to consider and discuss:<ul style="list-style-type: none"><li>* “What might Philo Farnsworth say to introduce himself and explain how he met people’s needs?”</li></ul></li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• After 1 or 2 minutes, cold call several students to share their thinking aloud. Listen for ideas such as:<ul style="list-style-type: none"><li>– “He might say, ‘My name is Philo Farnsworth. I invented television because I thought it would help bring people together and give them something fun to do.’”</li><li>– “He could say, ‘Radio was a good way to bring people together, but I thought the television would be even better because it would allow people to see events taking place all over the world. My invention gave people a new form of entertainment, new ways to explore the world, and new ways to communicate across long distances.’”</li></ul></li><li>• Refer once again to the displayed Storyboard, Section 1 Chart pictorial example to show students how and where they might draw a speech bubble connected to the image of Philo Farnsworth. Write “My name is Philo Farnsworth. I invented the television because ...” in the speech bubble.</li><li>• Direct triads to create their own speech bubbles and complete the dialogue prompt. Explain that the person in each triad who has not yet been the recorder should be the recorder for the speech bubble.</li><li>• After 1 or 2 minutes, ask triads to post their storyboards in the front of the class and prepare for an extended debrief.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review Learning Targets (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ensure that each triad's storyboard is displayed in an area that is visible to everyone in the class.</li> <li>• Tell students they will now review the work of their peers to provide feedback and gain inspiration.</li> <li>• Distribute <b>two sticky notes</b> to each student.</li> <li>• Tell them they should use the sticky notes to record two pieces of feedback for their classmates. On one sticky note, they should record a compliment they want to share, and on the other sticky note, they should record one question or suggestion. Encourage students to focus on feedback that addresses how the text and visual elements communicate information about life before television and how television met people's needs. Consider providing or having students help generate sentence starters for thoughtful feedback. Possible sentence starters could include:             <ul style="list-style-type: none"> <li>– "I like the way ..."</li> <li>– "I notice ..."</li> <li>– "I wonder why/how/if/what ..."</li> <li>– "It might help the reader understand better if ..."</li> </ul> </li> <li>• Give students 2 or 3 minutes to silently review the work of other triads, then cold call several students to share their sticky notes aloud.</li> <li>• After several students have shared whole class, ask everyone to place their sticky notes on the storyboard to which they relate.</li> <li>• Refocus students whole class.</li> <li>• Display the learning targets:             <ul style="list-style-type: none"> <li>* "I can explain what life was like before television by summarizing my notes on a storyboard."</li> <li>* "I can explain how people's needs inspired the development of television and how people's needs were met, by using narrative techniques."</li> <li>* "I can introduce the character who invented television by including descriptive details."</li> </ul> </li> <li>• Invite students to read each learning target aloud together, then consider and discuss with a nearby partner:             <ul style="list-style-type: none"> <li>* "How do the storyboards you created today demonstrate progress toward each of the learning targets?"</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Consider strategically pairing students as they review the work of other triads to provide a model of whatever is needed (engagement, content knowledge, knowledge of visual elements). Allow these partners to whisper to communicate what they notice related to the prompt.</li> <li>• Provide an aide, another student, or yourself as a scribe for students who struggle with the physical act of writing to allow them to provide feedback to their peers.</li> <li>• Provide a sentence frame to allow all students to access the conversation related to the debrief prompt: "The storyboards we created today demonstrate progress toward the (first, second, third) target by _____."</li> </ul>



Closing and Assessment (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• After 2 or 3 minutes, cold call several students to share their thinking whole class. Listen for responses such as:<ul style="list-style-type: none"><li>– “The text box on the left side shows that we can summarize our notes to explain what life was like before television.”</li><li>– “We used speech bubbles and thought bubbles to help explain what people needed and how people’s needs were met.”</li></ul></li><li>• Tell students that they will continue to build on these skills in upcoming lessons as they create new storyboards and revise those created today.</li><li>• Distribute the <b>Homework Task Card: Unit 3, Lesson 6</b> and read the directions aloud. Answer any clarifying questions.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read independently for at least 30 minutes and respond to one of the questions on your <b>Independent Reading Choice Board</b>.</li><li>• Complete your Homework Task Card: Unit 3, Lesson 6.</li></ul>	<ul style="list-style-type: none"><li>• For students who struggle with reading, consider providing an audio version of their independent reading book.</li><li>• For students who struggle with writing, allow them to dictate their responses to the homework task card questions to someone at home to scribe for them.</li></ul>



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# Grade 5: Module 2B: Unit 3: Lesson 6

## Supporting Materials



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Independent Reading Criteria Anchor Chart

<b>Interest</b>	<b>Some ways interest can be detected:</b> <ul style="list-style-type: none"><li>• You talk about your book without being asked.</li><li>• You become really animated when you answer questions about your book.</li><li>• You're fascinated by the topic.</li></ul>
<b>Understanding</b>	<b>Some ways understanding can be gauged:</b> <ul style="list-style-type: none"><li>• You could summarize the book for a friend or family member.</li><li>• You can make connections between the text and other books you have read or experiences you have had.</li><li>• You remember new facts about what you're reading without a lot of effort.</li></ul>
<b>Readability</b>	<b>Some ways to know if a book has high readability for <i>you</i>:</b> <ul style="list-style-type: none"><li>• You know most but not all of the words.</li><li>• You find yourself using words from your book when you talk or write.</li><li>• You make some mistakes, but you can usually catch them without help and self-correct.</li><li>• You are challenged, but you still understand.</li></ul>



Storyboard, Section 1 Chart:  
The Television

Why Invent Television?

A storyboard template for a presentation. It consists of a large rounded rectangle divided into two main sections by a vertical dashed line. The left section contains a smaller rounded rectangle at the bottom and a label 'Why Invent Television?' at the top. The right section is empty. The entire storyboard is enclosed in a double-line border.

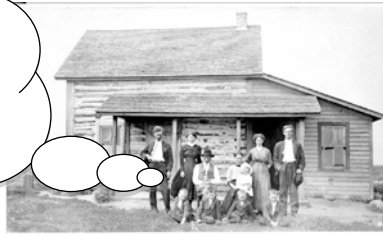




Storyboard, Section 1 Chart:  
The Television (Answers, for Teacher Reference)

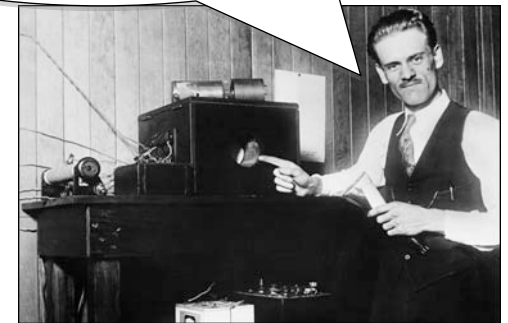
Why Invent Television?

*We spend so much time doing chores and live so far away from friends and family. I wish we had something fun to do.*



*People wanted an invention like the television for entertainment and communication. People who lived on farms before the television was invented did not have very many things to do for fun. It was also hard for them to communicate with many other people or learn about things happening far away because travel and mail were very slow.*

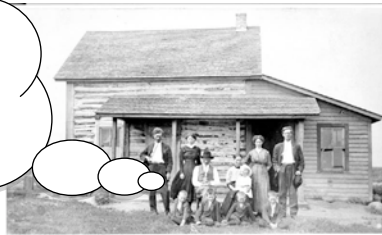
*I'm Philo Farnsworth. I invented the television because I thought it would be a fun way to bring people together. My invention gave people a new form of entertainment, a new method of communication, and new ways to explore the world.*



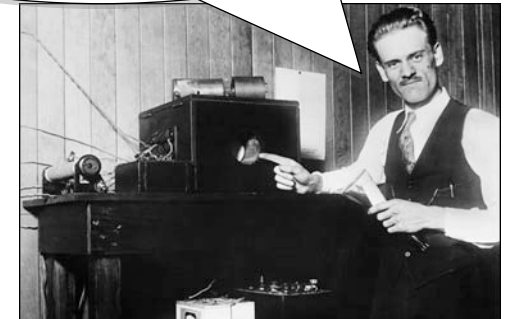


Storyboard, Section 1 Chart:  
The Television (Pictorial Example)

Why Invent Television?



*People wanted an invention like the television for entertainment and communication. People who lived on farms before the television was invented did not have very many things to do for fun. It was also hard for them to communicate with many other people or learn about things happening far away because travel and mail were very slow.*





Model Expert Text Note-catcher 1:  
"The TV Guy"

*What need or want inspired the development of this invention?*

People wanted new ways to entertain themselves and share information.

*How were people's needs met, and by whom?*

Philo Farnsworth's television allowed people to send images across long distances. It provided people with new forms of entertainment, and it allowed them to learn about and explore things that were far away.

**Background information about the INVENTION**  
*Explain why people needed or wanted this invention.*

- People wanted new ways to entertain themselves.
- People were interested in exploring new things.
- Philo wanted a way to send images through the air.

**Background information about the INVENTOR(S)**  
*Explain the inventor(s) history, motivation to solve problem, special skills and/or preparation.*

- Philo Farnsworth was a farm boy from Utah.
- His first house had no electricity.
- When he moved to a house in Idaho with electricity, Philo was fascinated by all of the electrical devices.
- "Farnsworth believed that he could transform electricity into pictures by controlling the speed and direction of fast-flying electrons."
- Farnsworth drew a design to show his high school science teacher his idea.

**Information about developing a SOLUTION**  
*Explain how the inventor(s) solved the problem.*

- He found investors who gave him money to experiment with his device.
- After a lot of working, he was able to transfer his first image in 1921.
- The first image on the television was a line.
- He made the television work by inventing an image dissector camera tube.

**Information about the IMPACT**  
*Explain how this invention changed people's lives.*

- The TV was a new form of entertainment.
- "Philo T. Farnsworth changed the way people all over the world talk to each other, learn about things, and entertain themselves."
- His invention made it possible for people to learn about and explore things that were very far away by seeing them on a television screen.



*What need or want inspired the development of this invention?*

People wanted new forms of entertainment and better ways to communicate over long distances.

*How were people's needs met, and by whom?*

Philo Farnsworth invented the television, which allows people to send images across long distances. People like to watch television for entertainment. In a way, people are more connected because they can learn about things happening far away and watch important events at the same time they are happening.

### Model Expert Text Note-catcher 2:

*The Boy Who Invented TV*

Background information about the INVENTION

*Explain why people needed or wanted this invention.*

- People on farms didn't have lots of things to do for fun.
- It was hard for people to communicate over long distances because traveling was slow and expensive.
- It took a long time to get news because the mail was slow.

Background information about the INVENTOR(S)

*Explain the inventor(s) history, motivation to solve problem, special skills and/or preparation.*

- Philo Farnsworth lived on a farm in Utah that didn't have electricity.
- He was very curious and was always asking questions.
- He was inspired by inventors, such as Alexander Graham Bell and Thomas Edison.
- When he moved to a new house in Idaho, he learned about electricity and read lots of magazines about science.
- He became the family's electrical engineer.

Information about developing a SOLUTION

*Explain how the inventor(s) solved the problem.*

- When he was plowing a field he realized he could create a television by: "breaking down images into parallel lines of light, capturing them and transmitting them as electrons, and then reassembling them for a viewer."
- He drew a picture of his idea and showed it to his science teacher.
- He called his machine an image dissector.
- It took a long time, but he finally made it work.

Information about the IMPACT

*Explain how this invention changed people's lives.*

- People can watch shows for fun.
- People all over the world can watch an event, like a man walking on the moon or a president giving a speech, at the same time.
- About half the population of the United States watched the opening of Disneyland on TV in 1955.



**Writing a Summary Paragraph: Section 1**  
Task Card

1. Locate the “Background Information about the INVENTION” box on each of your note-catchers.
2. With your group members, identify and highlight in yellow three or four important details from the “Background Information about the INVENTION” boxes that relate to what life was like before the invention of the television or what people’s problem was. Remember that important details:
  - Relate to the title you highlighted
  - Might be repeated on more than one note-catcher
3. Choose one member of your group to be the recorder.
4. Work together to synthesize the key details you highlighted by discussing then writing a three- to five-sentence summary paragraph that explains what life was like before television. Use your loose-leaf paper. Summary paragraphs should:
  - Orient the reader to the situation and problem
  - Include relevant details from the note-catchers
  - Use precise vocabulary



Storyboard Image:  
1920s Midwest Family





Storyboard Image:

Philo Farnsworth

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**Homework Task Card: Unit 3, Lesson 6**

1. How could visual elements be added to the storyboard you created in class today to support readers' comprehension of key information?
2. What type of information could be included on a storyboard to help you organize your ideas before writing a graphic novelette?