EXPEDITIONARY LEARNING

Grade 5: Module 3B:
Overview

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GRADE 5: MODULE 3B: OVERVIEW

Considering Perspectives and Supporting Opinions:

Balancing Competing Needs in Canada

In this module, students explore how native Inuit and other people of Canada have used the natural resources available to meet their needs. In Unit 1, students read *The Inuit Thought of It: Amazing Arctic Innovations*, by Alootook Ipellie with David MacDonald, to learn about how the native Inuit people of Canada used natural resources in the Arctic to adapt and meet the needs of their community hundreds of years ago. In Unit 2, students read and view a variety of informational texts and media, including graphs, charts, and maps, to examine how the resources available in Canada today are used to develop products that meet the needs and wants of people in Canada and throughout the Western Hemisphere. They will also explore ways that resource industries modify and/or affect the physical environment. In the third unit, students read a variety of informational texts to research, analyze, and reflect upon two points of view regarding a current mining project that has been proposed for development on Baffin Island, a present-day Inuit community in the territory of Nunavut. Students will express their opinion in the form of a four paragraph editorial essay. For the final performance task, students will share the final drafts of their editorials in small groups, using the Fishbowl protocol. **This task addresses NYSP12 ELA CCLS W.5.1, W.5.4, W.5.5, W.5.8, W.5.9 b, L.5.1c, d, L.5.2a, b, d, e, SL.5.1, and SL.5.3.**

Guiding Questions and Big Ideas

- **How do people adapt to their environment and use the resources that are available to meet their needs?**
- **How do the ideas conveyed through informational texts help us understand complex relationships?**
- **How are Canada's available resources used to meet people's needs and wants today?**
- **How do natural resource industries modify the physical environment?**
- **How can I integrate information from a variety of texts and media to build knowledge about a topic?**
- **How can we develop informed opinions about an issue based on our research, analysis, and reflection upon different points of view?**
- **How can we effectively communicate opinions?**
- *People adapt to their environment and use the resources that are available to meet their needs.*
- *The multiple ideas conveyed through informational texts help us understand complex relationships.*
- *Canada's natural resources are used to meet the needs and wants of people in the Western Hemisphere.*
- *Analyzing information from different types of media can deepen my understanding of an idea.*
- *We develop informed opinions about an issue through research, analysis, and reflection upon different points of view.*
- *It is important to clearly explain the reasons for an opinion using credible evidence.*

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Performance Task
Editorial Essay This performance task allows students to demonstrate their understanding of how to craft a well-organized opinion essay, in the form of an editorial, using the Painted Essay® structure for writing, in order to take a position on the issue: Should the Inuit community of Baffin Island approve the Mary River Iron Mine proposal? After reading a variety of informational texts that present both points of view about the Mary River project, students will write an editorial in which they answer the question, explain their reasons, and provide evidence from the texts they have read to support their opinion. Students will share the final drafts of their work, using the Fishbowl protocol with a small group of peers. **This task addresses NYSP12 ELA CCLS W.5.1, W.5.4a, W.5.5, W.5.8, W.5.9b, L.5.1c, d, L.5.2a, b, d, e, SL.5.1, and SL.5.3.**

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Content Connections

This module is designed to address English Language Arts standards as students read and view a variety of informational texts about the Inuit people and mining industry of Canada. However, the module intentionally incorporates Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content.

These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework:

5.1 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.

- 5.1c The physical environment influences human population distribution, land use, and other forms of economic activity.

5.2 EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.

- 5.2c Early peoples living together in settlements developed shared cultures with customs, beliefs, values, and languages that give identity to the group. These early peoples also developed patterns of organization and governance to manage their society.

5.7 ECONOMICS: The people of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other as well as with other countries around the world.

- 5.7a Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.
- 5.7b Countries trade with other countries to meet economic needs and wants.

Central Texts

1. Alootook Ipellie with David MacDonald, *The Inuit Thought of It: Amazing Arctic Innovations* (Toronto, New York, Vancouver: Annick Press, 2007), ISBN: 978-1-55451-087-0.

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CCS Standards: Reading—Informational Texts	Long-Term Learning Targets
• RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	• I can quote accurately from a text when explaining what the text says explicitly.
• RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	• 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.
• RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	• I can explain the relationship between two or more individuals, events, ideas, or concepts in a scientific text based on specific information in the text.
• RI.5.4 Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 5 topic or subject area.	• I can determine the meaning of general academic and domain-specific words and phrases.
• RI.5.6 Analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent.	• I can analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent.
• RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.	• I can explain how the author uses reasons and evidence to support particular points in a text.
• RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	• I can integrate information from several texts on the same topic in order to write about the subject knowledgeably.
• RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	• I can read and comprehend informational texts independently and proficiently

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CCS Standards: Writing	Long-Term Learning Targets
• W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.	• I can write opinion pieces, supporting a point of view with reasons and information. a. I can introduce a topic clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support my purpose. b. I can provide logically ordered reasons that are supported by facts and details. c. I can link opinion and reasons using words, phrases, and clauses. d. I can provide a concluding section related to the opinion presented.
• W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3.)	• I can produce clear and coherent writing in which the development and organization are appropriate to the purpose and audience.
• W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	• With guidance and support from peers and adults, I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
• W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	• I can conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
• W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources, summarize or paraphrase information in notes and finished work, and provide a list of sources.	• I can recall relevant information from experiences or gather relevant information from print and digital sources. • I can summarize or paraphrase information in notes and finished work. • I can provide a list of sources.

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CCS Standards: Writing	Long-Term Learning Targets
• W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]")	• I can draw evidence from literary or informational texts to support analysis, reflection, and research.

CCS Standards: Speaking and Listening	Long-Term Learning Targets
• SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds. f. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.	• I can engage effectively in a range of collaborative discussions with diverse partners about fifth-grade topics and texts.
• SL.5.2 Summarize information presented in diverse media and formats, including visually, quantitatively, and orally.	• I can summarize information presented in diverse media and formats, including visually, quantitatively, and orally.

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CCS Standards: Speaking and Listening	Long-Term Learning Targets
• SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	• I can summarize ideas shared during group discussions and explain how speakers' ideas are supported by reasons and evidence.

CCS Standards: Language	Long-Term Learning Targets
• L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.	• I can demonstrate command of the conventions of standard English grammar and usage when writing. c. I can use verb tense to convey various times, sequences, states, and conditions. d. I can recognize and correct inappropriate shifts in verb tense.
• L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.	• I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. I can use punctuation to separate items in a series b. I can use a comma to separate an introductory element from the rest of the sentence. d. I can use underlining, quotation marks, or italics to indicate titles of works. e. I can spell grade-appropriate words correctly, consulting references as needed.
• L.5.4 Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the	• I can determine the meaning of unfamiliar words and phrases, using a variety of strategies. 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. c. I can consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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precise meaning of key words and phrases.	

CCS Standards: Language	Long-Term Learning Targets
• L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. c. Use relationships between particular words to better understand each of the words.	• I can demonstrate understanding of word relationships and nuances in word meaning. c. I can use relationships between words to better understand the meaning of words.

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Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: The Inuit Thought of It: Amazing Arctic Innovations			
Weeks 1–2	• Revisiting norms that support group work • Summarizing a text read aloud • Analyzing the relationships between words to better understand their meaning • Using a variety of strategies to determine the meaning of unfamiliar words and phrases Selecting texts for independent reading, based on established criteria	• I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) • I can determine two or more main ideas from a text and explain how they are supported by key details. (RI5.2) • I can determine the meaning of general academic and domain-specific words. (RI.5.4) • I can read and comprehend informational texts independently and proficiently. (RI.5.10) • I can engage effectively in a range of collaborative discussions with diverse partners about fifth-grade topics and texts. (SL.5.1) • I can summarize a written text read aloud. (SL.5.2)	• Mid-Unit 1: Text-Dependent and Short Answer Questions: “Arctic Fun” (RI.5.1, RI.5.2, RI.5.4, and L.5.5 c.)

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Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 1–2, continued	• Determining two main ideas, based on key details • Summarizing text. • Identifying and explaining relationships, by quoting accurately from the text • Analyzing the relationships between words to better understand their meaning • Using a variety of strategies to determine the meaning of unfamiliar words and phrases	• I can determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) • I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3) • I can determine the meaning of general academic and domain-specific words and phrases. (RI.5.4) • I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) c. I can use the relationship between particular words to better understand each of the words.	• End of Unit 1: On-Demand Note-Taking and Summarizing: “The Inuit Today” (RI.5.1, RI.5.2, RI.5.3, RI.5.4, and L.5.5 c)

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Week	Instructional Focus	Long-Term Targets	Assessments
Unit 2: How Canada's Resources are Used to Meet People's Needs and Wants			
Weeks 3–4	• Explaining what a text says and making inferences by quoting accurately from the text • Determining the meaning of unfamiliar words and phrases using context and reference materials • Analyzing the relationships between words to better understand their meaning	• I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) • I can determine the meaning of unknown and multiple meaning words and phrases, 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. c. I can consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. • I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) c. I can use the relationship between particular words to better understand each of the words.	• Mid-Unit 2: Text-Dependent and Short Answer Questions: Excerpts from "A Limited Supply" (RI.5.1, L.5.4a, c, and L.5.5c)

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Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 3–4, continued	• Identifying and explaining relationships • Integrating information from several texts on the same topic to speak knowledgeably about a subject • Conducting short research projects, using a variety of sources, to build knowledge about a topic • Gathering information from print and digital sources • Paraphrasing information in notes • Citing sources • Engaging in collaborative discussions with peers, effectively • Summarizing information presented in diverse formats	• I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3) • I can integrate information from several texts on the same topic in order to speak about the subject knowledgeably. (RI.5.9) • I can conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7) • I can gather relevant information from print and digital sources, paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) • I can engage effectively in a range of collaborative discussions with diverse partners about fifth-grade topics and texts. (SL.5.1) • I can summarize information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2)	• End of Unit 2, Parts 1 and 2: Research and Response (Part 1: RI.5.1, RI.5.3, RI.5.9, W.5.7, and W.5.8; Part 2: SL.5.1 and SL.5.2)

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Week	Instructional Focus	Long-Term Targets	Assessments
Unit 3: Case Study: The Mary River Project on Baffin Island			
Weeks 5–6	• Analyzing different points of view regarding an issue, noting similarities and differences • Explaining how an author used reasons and evidence to support particular points • Paraphrasing information in notes • Drawing on evidence to support research, analysis, and reflection • Determining the meaning of unfamiliar words and phrases using context and reference materials • Analyzing the relationships between words to better understand their meaning • Engaging in collaborative discussions with peers	• I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) • I can analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent. (RI.5.6) • I can explain how the author uses reasons and evidence to support particular points in a text. (RI.5.8) • I can paraphrase information in notes. (W.5.8) • I can draw evidence from informational texts to support analysis, reflection, and research. (W.5.9 b) • I can determine the meaning of unknown words and phrases, 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.	• Mid-Unit 3: On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?” (RI.5.1, RI.5.6, RI.5.8, W.5.8, W.5.9b, and L.5.4a, b)

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Week	Instructional Focus	Long-Term Targets (continued)	Assessments
Weeks 5–6, continued		• I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) c. I can use the relationship between particular words to better understand each of the words. • I can engage effectively in a range of collaborative discussions with diverse partners about fifth-grade topics and texts. (SL.5.1)	
	• Developing a well-organized opinion piece • Gathering relevant information from sources to summarize notes in finished work	• I can write an opinion piece on topics, supporting a point of view with reasons and information. (W.5.1) a. I can introduce the topic clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support my purpose. b. I can provide logically ordered reasons that are supported by facts and details. c. I can link opinion and reasons using words, phrases, and clauses. d. I can provide a concluding section related to the opinion presented. • I can gather relevant information from print and digital sources, summarize notes in finished work, and provide a list of sources. (W.5.8)	• End of Unit 3 Assessment: Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island (RI.5.1, W.5.1, W.5.8, W.5.9b, and L.5.4a, b)

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Preparation and Materials

- Review the Recommended Texts list for each unit and collect a variety of books for students to read independently.
- This module includes writing instruction based on the Painted Essay®, which was taught in Module 2B. If you did not teach Module 2B, you will need to add an additional lesson to Unit 3 of this module, immediately following the mid-unit assessment, in order to teach the Painted Essay® lesson plan. See the Unit 3 Overview for additional information and supporting materials. Also see Module 2B, Unit 3, Lesson 8 for a sample lesson.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B:
Assessment Overview

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Final Performance Task	**Editorial Essay** This performance task allows students to demonstrate their understanding of how to craft a well-organized opinion essay, in the form of an editorial, using the Painted Essay® structure for writing, in order to take a position on the issue: Should the Inuit community of Baffin Island approve the Mary River Iron Mine proposal? After reading a variety of informational texts that present both points of view about the Mary River project, students will write an editorial in which they answer the question, explain their reasons, and provide evidence from the texts they have read to support their opinion. Students will share the final drafts of their work, using the Fishbowl protocol with a small group of peers. **This task addresses NYSP12 ELA CCLS W.5.1, W.5.4a, W.5.5, W.5.8, W.5.9b, L.5.1c, d, L.5.2a, b, d, e, SL.5.1, and SL.5.3.**

Mid-Unit 1 Assessment	**Text-Dependent and Short Answer Questions: "Arctic Fun"** This assessment centers on NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.4, and L.5.5 c. Students independently read then respond to text-dependent and short answer questions about the section titled "Arctic Fun" from pages 20 and 21 of *The Inuit Thought of It*. Students analyze and determine the meaning of key vocabulary, identify main ideas and support their thinking by paraphrasing key details from the text, and explain how the Inuit developed games and pastimes to meet the needs of their community.
End of Unit 1 Assessment	**On-Demand Note Taking and Summarizing: "The Inuit Today"** This assessment centers on NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.3, RI.5.4, and L.5.5 c. For the end of unit assessment, students read determine two main ideas and supporting details from the last section of *The Inuit Thought of It*, "Inuit Today." Students will refer to their note-catchers and the text to help them identify and define terms, complete a resource web, and write a seven-to-nine-sentence paragraph that summarizes the last pages of the book.

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Mid-Unit 2 Assessment	**Text-Dependent and Short Answer Questions: Excerpts from "A Limited Supply"** This assessment centers on NYSP12 ELA CCCLS RI.5.1, L.5.4 (a, c), and L.5.5c. students read a new excerpt of text then answer text-dependent and short answer questions by quoting accurately from the text. Students also analyze the meaning of key words from the excerpt by completing Frayer Models to show the relationships between words.
End of Unit 2 Assessment	**Research and Response** This is a two-part assessment. Part 1 centers on NYSP12 ELA CCLS RI.5.1, RI.5.3, RI.5.9, W.5.7, and W.5.8. For this part of the assessment, students are presented with research resources in a variety of formats (charts, graphs, images, text, videos, etc.) about natural resources found in Canada, how they are used to meet people's needs and wants, as well as how extractive industries modify the environment in ways that both benefit and harm local communities. Students collect information on the graphic organizer they will have been using throughout the second half of the unit. Part 2 of this assessment centers on NYSP12 ELA CCLA SL.5.1 and SL.5.2. Students orally summarize and discuss their research from Part 1 of the assessment with small groups of peers, using the World Café protocol.

Mid-Unit 3 Assessment	**On-Demand Note-Taking, Analysis, and Reflection: "Should We Drill?"** This assessment centers on NYSP12 ELA CCLS RI.5.1, RI.5.6, RI.5.8, W.5.8, W.5.9b, and L.5.4a, b. For this assessment, students read a new article titled "Should We Drill?" and collect notes, analyze, and reflect upon the information presented to express an opinion about whether or not offshore oil drilling should be allowed along the Atlantic Coast of the United States. Students refer to their notes and the article, then respond to multiple choice and short answer questions that ask them to note similarities and differences between the points of view presented as well as explain how the author supports both points of view with reasons and evidence. Students also demonstrate their ability to determine the meaning of unfamiliar words using a variety of strategies.
End of Unit 3 Assessment	**Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island** This assessment centers on NYSP12 ELA CCLS RI.5.1, W.5.1, W.5.8, W.5.9b, and L.5.4a, b. For the end of unit assessment, students read an excerpt of text from *The New Book of Knowledge* titled "Nunavut." They answer text-dependent questions by quoting accurately from the text and determine the meaning of unfamiliar words and phrases using a variety of strategies. Then, students use their notes and articles from the first half of the unit to write a rough draft of an editorial essay about whether or not the Inuit community of Baffin Island should approve the Mary River mining proposal. Students will use the Painted Essay® structure to craft a four-paragraph editorial that expresses an opinion supported by reasons and evidence, in the form of quotes and paraphrased details from a variety of sources.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B:
Performance Task

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Summary of Task

- This performance task allows students to demonstrate their understanding of how to craft a well-organized opinion essay, in the form of an editorial, using the Painted Essay® structure for writing, in order to take a position on the issue: Should the Inuit community of Baffin Island approve the Mary River Iron Mine proposal? After reading a variety of informational texts that present both points of view about the Mary River project, students will write an editorial in which they answer the question, explain their reasons, and provide evidence from the texts they have read to support their opinion. Students will share the final drafts of their work, using the Fishbowl protocol with a small group of peers. **This task addresses NYSP12 ELA CCLS W.5.1, W.5.4a, W.5.5, W.5.8, W.5.9b, L.5.1c, d, L.5.2a, b, d, e, SL.5.1, and SL.5.3.**

Format

A research-based four paragraph editorial essay that includes quotes and paraphrased evidence from the informational texts used for research (typed or handwritten in clear, neat print).
A rough draft of the editorial will be assessed then revised and edited.
Final editorials will be shared in small groups, using the Fishbowl protocol.

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Standards Assessed through This Task

- W.5.1 Write opinion pieces on topics, supporting a point of view with reasons and information.
  a. Introduce a topic clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
  b. Provide logically ordered reasons that are supported by facts and details.
  c. Link opinion and reasons using words, phrases, and clauses.
  d. Provide a concluding section related to the opinion presented.
- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
  a. Produce text that explores a variety of cultures and perspectives.
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.8 Gather relevant information from print and digital sources, summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9 Draw evidence from informational texts to support analysis, reflection, and research.
  a. Apply grade 5 Reading standards to informational texts.
- L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing.
  c. Use verb tense to convey various times, sequences, states, and conditions.
  d. Recognize and correct inappropriate shifts in verb tense.
- L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  a. Use punctuation to separate items in a series.
  b. Use a comma to separate an introductory element from the rest of the sentence.
  d. Use underlining, quotation marks, or italics to indicate the title of works.
  e. Spell grade-appropriate words correctly, consulting references as needed.
- SL.5.1 Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly.
- SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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Student-Friendly Writing Invitation/Task Description

- *Should the Inuit community of Baffin Island approve the Mary River Iron Mine proposal?* After researching to learn about both points of view regarding the proposed Mary River project on Baffin Island in the Inuit territory of Nunavut, write an editorial in which you answer the question and explain your reasons. Be sure to support your opinion and reasons with credible evidence from the texts you have read. Be prepared to explain your position on the issue during a small group discussion by referring to information from your editorial.

Key Criteria for Success (Aligned with NYSP12 ELA CCLS)

Below are key criteria students must address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.

Your editorial will include:

- An introductory paragraph that includes:
  - An introduction: attention-getter and both points of view
  - An opinion statement
  - Two reasons that support the opinion
- Two proof paragraphs with reasons and evidence that support the opinion.
- A conclusion paragraph that explains:
  - "What?" A restatement of the opinion, reasons, and supporting evidence
  - "So what?" Either a prediction or a call to action

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Options for Students

- Students will write their editorials independently. They will look back at both Point of View graphic organizers, their Close Reading Guide, and their informational articles as they develop an opinion and supporting reasons, then gather evidence in the form of quotes and paraphrased evidence for their editorials.
- Students might have a partner to assist as they work on their editorials, but the editorial will be an individual's product.
- Student editorials could be various lengths, shorter for those for whom language is a barrier.
- Students may have another member of their small group read a portion of their editorial aloud, if oral expression is challenging.
- Students could present their poems via recordings if they are too shy to stand in front of an audience.

Options for Teachers

- Students may present their editorials to small groups, the full class, to other classes in the school, to family members, or to other adults.
- Student editorials could be accompanied by an illustration, such as a political cartoon. (Note: A variety of resources on the Internet provide information on how to create or teach students to create political cartoons.)
- Student editorials could be displayed in the room, in the school library or other common area, or at a community location to enhance student motivation with the potential authentic audiences.

Resources and Links

See Unit 3 overview.

Central Text and Informational Texts

Note: Additional informational texts listed in each separate Unit Overview document.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 1:
Overview

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Unit 1: ***The Inuit Thought of It: Amazing Arctic Innovations***

In this first unit, students read *The Inuit Thought of It: Amazing Arctic Innovations*, by Alootook Ipellie with David MacDonald, to learn about how the native Inuit people of Canada came to settle in the area and the ways they used the resources that were available to meet their basic needs. As students read each section of the book, they will work in small groups to create "resource webs" that help them recognize the relationship between Inuit people and resources from their environment. (Note that the use of these webs as a way to help students graphically organize and make connections between ideas is a routine that is consistent throughout this module.) Students will also work together to identify main ideas and key details that explain how Inuit people of the past adapted to the harsh Arctic environment and found innovative ways to meet their needs.

Vocabulary work in this unit focuses on deeply analyzing key terms through the use of related words and Frayer Models; this helps students develop a deeper understanding of key terms. For the mid-unit assessment, students independently read then respond to text-dependent and short answer questions about pages 20 and 21 of *The Inuit Thought of It* to demonstrate their ability to analyze and determine the meaning of key terms, identify main ideas that are supported by key details, and explain how the Inuit developed games and pastimes to meet the needs of their community. For the end of unit assessment, students read the final two pages of *The Inuit Thought of It*, a section titled "Inuit Today," to determine and record main ideas and supporting details. Then, they refer to their note-catchers and the text to help them identify and define key terms as well as complete a resource web and write a seven-to-nine-sentence paragraph that summarizes this last section of the book.

Guiding Questions and Big Ideas

- **How do people adapt to their environment and use the resources that are available to meet their needs?**
- **How do the ideas conveyed through informational texts help us understand complex relationships?**
- *People adapt to their environment and use the resources that are available to meet their needs.*
- *The multiple ideas conveyed through informational texts help us understand complex relationships.*

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Mid-Unit 1 Assessment	**Text-Dependent and Short Answer Questions: "Arctic Fun"** This assessment centers on NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.4, and L.5.5 c. Students independently read then respond to text-dependent and short answer questions about the section titled "Arctic Fun" from pages 20 and 21 of *The Inuit Thought of It*. Students analyze and determine the meaning of key vocabulary, identify main ideas and support their thinking by paraphrasing key details from the text, and explain how the Inuit developed games and pastimes to meet the needs of their community.
End of Unit 1 Assessment	**On-Demand Note Taking and Summarizing: "The Inuit Today"** This assessment centers on NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.3, RI.5.4, and L.5.5 c. For the end of unit assessment, students read determine two main ideas and supporting details from the last section of *The Inuit Thought of It*, "Inuit Today." Students will refer to their note-catchers and the text to help them identify and define terms, complete a resource web, and write a seven-to-nine-sentence paragraph that summarizes the last pages of the book.

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Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text about how early Inuit people adapted to life in the North American Arctic. However, the module intentionally incorporates Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content.

These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework: http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf

5.1 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.

- 5.1c The physical environment influences human population distribution, land use, and other forms of economic activity.

5.2 EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.

- 5.2c Early peoples living together in settlements developed shared cultures with customs, beliefs, values, and languages that give identity to the group. These early peoples also developed patterns of organization and governance to manage their society.

Texts

1. Alootook Ipellie with David MacDonald, *The Inuit Thought of It: Amazing Arctic Innovations* (Toronto, New York, Vancouver: Annick Press, 2007), ISBN: 978-1-55451-087-0.

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This unit is approximately 2 weeks or 9 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Building Background Knowledge: "The Inuit, My People"	• I can engage effectively in a range of collaborative discussions with diverse partners about fifth-grade topics and texts. (SL.5.1) • I can summarize a written text read aloud. (SL.5.2) • I can read and comprehend informational texts independently and proficiently. (RI.5.10)	• I can work with group members to determine the gist of pages 6–11 of *The Inuit Thought of It*. • I can use established criteria to select a text for independent reading.	• Group Visual Gist chart • Appropriate independent reading selection	• Guiding Questions anchor chart • Group Norms anchor chart • Criteria for Selecting Texts anchor chart
Lesson 2	Close Reading: "Dog Sleds" and "Kayak"	• I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) • I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3) • I can determine the meaning of general academic and domain-specific words. (RI.5.4)	• I can explain the relationship between the Inuit and their natural environment by quoting accurately from the text. • I can determine the meaning of unfamiliar words and phrases using context clues and other strategies.	• Vocabulary cards (from homework) • Visual gist for pages 6–11 (from homework) • Visual gist for pages 12–15 • Answers to text-dependent questions *The Inuit Thought of It*, pages 12–15	• Guiding Questions anchor chart • Natural Environment anchor chart • Vocabulary Strategies anchor chart • Group Norms anchor chart • Back-to-Back, Face-to-Face protocol • Popcorn Read protocol

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Using Structural Elements to Determine Main Ideas and Supporting Details: "Shelter"	• I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) • I can determine two or more main ideas from a text and explain how they are supported by key details. (RI5.2) • I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3) • I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) c. I can use the relationship between particular words to better understand each of the words.	• I can determine two of the main ideas from pages 16 and 17 of *The Inuit Thought of It*. • I can explain how key details support each main idea, by using quotes and paraphrased details from the text. • I can better understand words by analyzing their relationship to similar terms.	• Resource web (in journal) • Main Ideas and Details graphic organizer	• Main Ideas and Details anchor chart • Quote/Paraphrase anchor chart

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	Determining Main Ideas and Supporting Details and Summarizing: "Clothing"	• I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.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) • I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3) • I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) c. I can use the relationship between particular words to better understand each of the words.	• I can determine two of the main ideas from pages 18–19 of *The Inuit Thought of It* and explain how they are supported by key details from the text. • I can write a paragraph that summarizes pages 18–19 of *The Inuit Thought of It*, using quotes and paraphrased details from the text. • I can better understand words by analyzing their relationship to terms that are different.	• Resource web and vocabulary terms (from homework) • Main Ideas and Details graphic organizer • Resource web (in journal) • Vocabulary cards	• Main Ideas and Details anchor chart • Summary Paragraph anchor chart

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Mid-Unit Assessment: Text-Dependent and Short Answer Questions: "Arctic Fun"	• I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.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 determine the meaning of general academic and domain-specific words. (RI.5.4) • I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) c. I can use the relationship between particular words to better understand each of the words.	• I can explain how the Inuit people used resources to meet their needs, by quoting accurately from the text. • I can determine the main ideas of pages 20–21 from *The Inuit Thought of It* and explain how they are supported by key details. • I can determine the meaning of unfamiliar words and phrases by using a variety of strategies.	• Mid-Unit 1 Assessment • Tracking My Progress, Mid-Unit 1 recording form	• Vocabulary Strategies anchor chart • Main Idea and Details anchor chart • Chalk Talk protocol

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	Synthesizing Text Details to Explain Relationships: "Hunting"	• I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) • I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3) • I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) c. I can use the relationship between particular words to better understand each of the words.	• I can explain the relationship between the Inuit and their natural environment, by quoting accurately from the text. • I can determine which synonymous terms most clearly convey information about the Inuit and hunting.	• Letter to a Partner (from homework) • Revised resource web in journal (from homework) • Resource Web graphic organizers: Wood and Stone • Vocabulary cards	• Group Norms anchor chart • Natural Environment anchor chart • Popcorn Read protocol

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	Determining Main Ideas and Details to Write a Summary Paragraph: "Food"	• I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.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) • I can determine the meaning of general academic and domain-specific words and phrases in a text. (RI.5.4) • I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) c. I can use the relationship between particular words to better understand each of the words.	• I can determine two of the main ideas from pages 24–25 of *The Inuit Thought of It* and explain how they are supported by key details from the text. • I can write a paragraph that summarizes pages 24–25 of *The Inuit Thought of It*, using quotes and paraphrased details from the text. • I can better understand words by completing a Frayer Model with group members.	• Resource web in journal (from homework) • Main Ideas and Details graphic organizer • Summary paragraph • Group Frayer Model charts	• Group Norms anchor chart • Vocabulary Strategies anchor chart • Main Ideas and Details anchor chart • Summary Paragraph anchor chart

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	Synthesizing Text Details to Explain Relationships: "Medicine and Healing"	• I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) • I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3) • I can determine the meaning of general academic and domain-specific words and phrases in a text. (RI.5.4) • I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) c. I can use the relationship between particular words to better understand each of the words.	• I can explain the relationship between the Inuit and their natural environment, using details from the text. • I can better understand words by completing Frayer Models.	• Frayer vocabulary card (from homework) • Synthesizing My Thinking note-catcher • Frayer Models of Key Terms	• Natural Environment anchor chart • World Café protocol

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 9	End of Unit Assessment: "The Inuit Today"	• I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.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) • I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3) • I can determine the meaning of general academic and domain-specific words and phrases in a text. (RI.5.4) • I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) c. I can use the relationship between particular words to better understand each of the words.	• I can determine two of the main ideas from the last pages of *The Inuit Thought of It* and explain how they are supported by key details from the text. • I can explain the relationship between the Inuit and modern technologies, using details from the text. • I can determine the meaning of key terms using a variety of strategies.	• End of Unit 1 Assessment • Tracking My Progress, End of Unit 1 recording form	• Vocabulary Strategies anchor chart • Natural Environment anchor chart • Main Ideas and Details anchor chart • Summary Paragraph anchor chart

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Optional: Experts, Fieldwork, and Service
Experts: • Invite members of local Inuit communities and/or experts on the Inuit people to speak with students about traditional versus modern Inuit people's lives. **Fieldwork:** • Arrange for a visit to a local museum that has Inuit artifacts and/or historical documents on display; consider having students research more about the Inuit people on Inuit-created Web sites.
Optional: Extensions
• Allow students who are interested in the Inuit language of Inuktitut to further explore how this language was developed and analyze similarities and differences between Inuktitut and English and/or their native language.

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Preparation and Materials

This unit includes a number of routines.

In advance: Determine groups of four to place students in beginning in Lesson 1. Groups should be heterogeneous, including both struggling readers and stronger readers. However, use caution when grouping together students who have *large discrepancies* in their reading abilities, as this may cause embarrassment or frustration. Read the text closely to familiarize yourself with and be able to promote cultural sensitivity regarding the use of resources that may be unfamiliar to students.

Review the Unit 1 Recommended Texts list and gather a variety of books for students to choose from for independent reading (Lesson 1).

Have whiteboards and whiteboard markers available for each student to use during Lesson 8 of this unit.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 1:
Recommended Texts

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The list below includes texts with a range of Lexile® text measures about the Inuit and their resources and their natural environment, behaviors, and how they survive. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:
(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L
- Grades 6–8: 925–1185L

Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (under 740L)			
Arctic Dreams	Carole Gerber (author) Marty Husted (illustrator)	Literature	420
Living in Polar Regions	Tea Benduhn (author)	Informational	600
Spotlight on Canada	Bobbie Kalman (author)	Informational	690
Living in the Arctic	Neil Morris (author)	Informational	710*

*Lexile based on a conversion from Accelerated Reading level.

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Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (740L–1010L)			
Caribou of the Arctic	Sara Swan Miller (author)	Informational	750*
Life on the Ice	Susan E. Goodman (author) Michael J. Doolittle (illustrator)	Informational	840*
Atlas of the Poles and Oceans	Karen Foster (author)	Informational	860
Frozen Land	Jan Reynolds (author)	Informational	860*
Arctic Peoples	Robin S. Doak (author)	Informational	930
Polar Worlds	Rosalyn Wade (author)	Informational	960*
Lexile text measures above band level (over 1010L)			
Daily Life of the Inuit	Pamela R. Stern (author)	Informational	nolxl
I, Matthew Henson: Polar Explorer	Carole Boston Weatherford (author) Eric Velasquez (illustrator)	Informational	1070
The West Is Calling	Sarah N. Harvey and Leslie Buffam (authors) Dianna Bonder (illustrator)	Poetry	NP
The Earth under Sky Bear's Feet	Joseph Bruchac (author)	Poetry	NP
The Elders Are Watching	David Bouchard (author) Roy Henry Vickers (illustrator)	Poetry	NP

*Lexile based on a conversion from Accelerated Reading level.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 1: Lesson 1

Building Background Knowledge: “The Inuit, My People”

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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 about fifth-grade topics and texts. (SL.5.1) I can summarize a written text read aloud. (SL.5.2) I can read and comprehend informational texts independently and proficiently. (RI.5.10)

Supporting Learning Targets	Ongoing Assessment
• I can work with group members to determine the gist of pages 6–11 of *The Inuit Thought of It*. • I can use established criteria to select a text for independent reading.	• Group Visual Gist chart • Appropriate independent reading selection

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader (15 minutes) 2. Work Time A. Building Background Knowledge: Visual Gist Arctic Images 1–5 of *The Inuit Thought of It*, Pages 6–11 (30 minutes) B. Selecting Independent Reading Texts (10 minutes) 3. Closing and Assessment A. Debrief and Review of Learning Targets (5 minutes) 4. Homework A. Reread pages 6–11 of *The Inuit Thought of It*; vocabulary; visual gist in journals. B. Read your independent reading book.	• In this lesson, students begin to build background knowledge about the native Inuit people of Canada: how they came to settle and adapt to life in the North American Arctic, as well as establish their relationship with the environment. Specifically, students explore various ways the Inuit used the resources that were available to meet their needs. • During the first read, students work cooperatively with group members to complete a Visual Gist chart as they pause to sketch pictorial representations of key ideas and then write a collective gist statement. Asking students to sketch their thinking first helps all students, but especially second-language and visual learners, see the big picture of each passage before they determine and record a gist statement. • Students use journals to record questions and responses to class work and to track their learning throughout this module. • In advance: – Review the Opening activity and select 8–10 relevant images from the text to display for students. – Decide whether to use the Group Norms anchor chart (from Module 2B, Unit 1, Lesson 1) or make a new one. – Determine and post groups of four (see Preparation and Materials in Unit 1 Overview for guidance). – Locate a map of North America to display. – Create and post a chart-sized Visual Gist chart, one for each group—see Visual Gist chart (example, for teacher reference) and Visual Gist 2 map (in supporting materials). – Have a variety of independent reading choices for students (see Unit 1 Recommended Texts list). – Create a new Guiding Questions anchor chart. – Review Thumb-o-Meter in Checking for Understanding Techniques (see Appendix).

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Lesson Vocabulary	Materials
visual gist, adapt, resources, available, needs, convey(ed), complex, relationships, determine, independent, criteria; landscape, land bridge, climate, relied	• *The Inuit Thought of It: Amazing Arctic Innovations* (book; one per student) • Document camera • Map of North America (one to display) • Arctic Landscape Images 1–5 (one of each to display) • Journal (new; one per student) • Guiding Questions anchor chart (new; teacher-created) • Group Norms anchor chart (from Module 2A or 2B, Unit 1, Lesson 1) • Visual Gist chart (one per group; new; teacher-created) • Criteria for Selecting Texts anchor chart (from Module 2B, Unit 1, Lesson 1) • Index cards (three per student)

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Opening	Meeting Students' Needs

A. Engaging the Reader (15 minutes)
• Bring students together whole group. Hold up the book ***The Inuit Thought of It: Amazing Arctic Innovations*** for all to see.
• Build excitement by explaining this is the new book they will be reading to learn more about the native Inuit people of Canada and the innovative ways in which they used their limited resources to help them meet the needs of their community (define the word "innovative" if necessary).
• Use a **document camera** to display a **map of North America**. Briefly orient students to the geographic location of Canada in relation to the United States and to their own state.
• Display preselected **Arctic Landscape Images 1–5** from various pages of the book to students. As students view each image, pose questions such as:
  * "What do you think the Inuit people's environment was like? What, in the image, makes you think so?"
  * "In what ways do you think this environment is similar to and different from your own?"
• Distribute **journals** and display the **Guiding Questions anchor chart**. Ask students to record each question on the first page of their journals and then, as a group, read aloud the questions aloud with you:
  * How do people adapt to their environment and use the resources that are available to meet their needs?
  * How do the ideas conveyed through informational texts help us understand complex relationships?
• Ask students to underline the words *adapt*, *resources*, *available*, and *needs* from the first guiding question, and then turn and talk with a partner about what they think these words mean.
• After 1 minute, invite a few students to share their ideas whole class. Listen for suggestions such as:
  – "Adapt means to change, to adjust to something."
  – "Resources are materials or supplies, things people use."
  – "Available means something you can use, find, or get."
  – "Needs are things that people require, can't do without, or want."
• If students are unable to define the terms, define for them.
	• As students share their responses to these questions, point to specific aspects of the text and images under the document camera to help all students make connections between the text and inferences being made.
	• Students may have little background knowledge of the land of the Inuit. Displaying a map of North America lets students see the area of study in relation to their own location.
	• Allow students' initial impressions of the Arctic landscape images to generate curiosity and engagement while encouraging close observation skills.
	• To support second-language learners or students who struggle with the physical act of writing, display a Word Wall with each new term displayed with a picture or brief definition or synonym.
	• To support second-language students, consider displaying strong student restatements of the guiding questions.

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Opening (continued)	Meeting Students' Needs
• Invite students to talk with a partner about how they could restate the first guiding question in their own words and then ask a few students to share their ideas with the whole group. • Next, ask students to underline the words *conveyed, complex* and *relationships* in the second guiding question. Ask students to turn and talk with a different partner about what they think these terms mean. • After 1 minute, invite a few students to share their ideas whole class. Listen for replies such as: – "Conveyed means to have communicated." – "Complex means complicated, involved, difficult, or having many parts." – "Relationships are connections or links." • If students are unable to define the terms, define for them. • Once again, invite students to talk with nearby classmates about how they could restate the question in their own words, and then ask a few students to share their thinking with the whole group. • Tell students that now they will have an opportunity to dive into the text to gain an initial understanding of how the Inuit people came to settle in and adapt to Canada's barren Arctic region, as well as the innovative ways they used the available resources to meet their needs.	

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Work Time	Meeting Students' Needs
A. Building Background Knowledge: Visual Gist Images 1–5 of *The Inuit Thought of It*, Pages 6–11 (30 minutes) • Distribute *The Inuit Thought of It: Amazing Arctic Innovations* to students and ask them to join their group members. • Post and review criteria from the **Group Norms anchor chart** to establish group expectations for work in this unit. • Then, bring groups' attention to their **Visual Gist chart** and focus them on the Visual Gist 1 square. • Read the gist focus question aloud: "What is the North American Arctic *landscape* like?" • Focus students on the word *landscape* and then invite students to think about what this word means and discuss their ideas with group members. • Invite a few students to share out a definition and explain how they determined the meaning of the word. Listen for: – "I think landscape means the land, environment, or scenery because I am familiar with the word 'land' and I know the North American Arctic is a place where the Inuit people live." • Explain that students will focus on information they hear from the first two paragraphs of page 6 that helps them answer the focus question. • Tell students that the first read of the text will be aloud. Ask them to follow along silently and then work with group members to quickly sketch images in their Visual Gist 1 square that help them answer the focus question (since these are chart-sized gists, there should be enough space for all students in a group to sketch small images in each of the five chart sections; if students struggle to share space, consider setting a timer for two students to sketch for 15 seconds, then switch to allow the other two group members to sketch images.) • Begin by reading the title, "The Inuit, My People," and the first two paragraphs of page 6 aloud, "Imagine living in a land ..." and end at "Almost no trees ... for hundreds of years." • Ask students to reread the focus question with their group members, refer to the text as needed, and begin sketching images of details that help them answer the focus question.	• Continue to add new words with a picture, brief definition, or synonym to the Word Wall to support all students, especially ELLs. • Encourage students to place their sketches under the document camera as they share their ideas for the North American Arctic landscape based on what they read. • When reading aloud, consider displaying text under the document camera if you have students who have difficulty tracking or get lost easily. • Use the document camera to project the Visual Gist chart map to point out the Bering Land Bridge and to model drawing the path from Asia to Alaska. • Encourage students to show the line they drew from their dot in Alaska to the northern central area of Canada and Greenland under the document camera. • As needed, display appropriate drawings or a gist statement in response to the focus questions on the Visual Gist chart.

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Work Time (continued)	Meeting Students' Needs
• After 1 or 2 minutes, cold call a few students to describe their sketches and explain how their drawings help them answer the focus question. Listen for responses such as: – "I drew a picture of a sun and a moon to show that the North American Arctic has days of all light and days of all dark." – "I drew frozen ground, ice with only one tree, to show that 'almost no trees grow here' and that 'the ground is permanently frozen.'" – "I drew rocks to show that 'large areas of the landscape are nothing but bare rock.'" • Tell students that next they will view some additional images to help them further understand what the Arctic landscape is like. • Invite students to turn to pages 10 and 11 of their books to view, discuss in their group, and then share out how the photographs of an iceberg, polar bears, and a seal inform their thinking about what the Arctic is like. • Display each Arctic landscape image again, pausing to allow students to discuss in groups and then share out how each image helps them better understand what the landscape is like. • After students view and discuss the five images a second time, prompt them to talk with group members about their collective sketches and the images they just viewed, in order to collaboratively develop and record a gist statement at the bottom of their Visual Gist 1 square that responds to the focus question. • After 1 or 2 minutes, cold call a few students to share their gist statements whole class. Listen for suggestions such as: – "The North American Arctic is a frozen place with few trees." – "The Arctic is filled with snow and ice." – "Few animals and humans can live in this frozen, rocky land." • Direct students' attention to the Visual Gist 2 square, and read the focus questions aloud: * "How did the Inuit come to settle in the North American Arctic?" * "Where in the North American Arctic did the Inuit settle?" • Then draw students' attention to the map on their group's chart. Tell students they will listen to the text read aloud and then work with group members to mark a path on their map to show how ancient Inuit came to settle in the North American Arctic. • Read the title and first two sentences of Paragraph 3, page 6, aloud as students follow along silently: "History of the Inuit; Many archaeologists believe ... coast of Alaska."	• As students work through these Visual Gist questions, they use their books, their charts, and each other to establish important conceptual information. Check for understanding with all groups through this process. • Encourage students to share their sketches under the document camera to help inspire students who are stuck for one reason or another. Probe with questions that require students to justify their sketch with evidence from the text.

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Work Time (continued)	Meeting Students' Needs
• Pause to focus students on the phrase *land bridge* in the text. Ask students to think about and discuss in groups what this term means. Then locate and point out where the land bridge is on their map. Look for students to point to the area of land between Asia and Alaska that says "Bering Land Bridge." Consider explaining that this area is now covered by water, the Bering Sea, but a long time ago it was not, and ancient people crossed from Asia to Alaska via what is now commonly referred to as the Bering Strait. • Ask students to draw a dot on the word "Asia" then draw a line from the dot that crosses directly over the Bering Land Bridge, stopping on the northwestern coast of Alaska. Ask students to draw another dot where they end the line in Alaska (model as necessary). • Focus students back on the text and ask them to follow along silently as you read the third sentence of Paragraph 3 aloud: "About 1,200 years ago ... and into Greenland." • Once again, pause and ask students to refer to the text and map on their chart and then talk with group members about where the Inuit moved about 1,200 years ago. • After 1 or 2 minutes, invite a few groups to show where the Inuit moved around 1,200 years ago by pointing it out on their map. Look for students to point from the dot they drew on the coast of Alaska to the northern central coast of Canada and Greenland, near the Arctic Ocean (model if necessary). • Ask students to draw a line on their maps from the dot on the coast of Alaska to the northern central area of Canada and northeast to Greenland. • Then pose the first focus question again for students to consider and discuss in groups: "How did the Inuit come to settle in the North American Arctic?" • After 1 or 2 minutes, cold call a few groups to share out with the class. Listen for: – "Ancestors of the Inuit people crossed a land bridge from Asia to Alaska and then moved east to the North American Arctic," or similar ideas. • Ask students to record a response to the first focus question, in the space in the Visual Gist 2 square. Then, redirect students' attention to the book and read the last two sentences of Paragraph 3 aloud as students follow along silently: "In some places ... North American Arctic." • Ask students to turn to pages 10 and 11; focus them on the maps. Ask students to work with group members to locate which map and caption on these pages helps them to best understand where the Inuit eventually settled, about 400 years ago.	

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Work Time (continued)	Meeting Students' Needs
• After 1 or 2 minutes, invite a few students to hold up their books, point to the map and read the appropriate caption. Look and listen for students to point to the larger map and read, "The shaded area on this map shows where Inuit were living in North America about 400 years ago." • Ask students to refer to this map and the text as they work with group members to shade in the areas where Inuit people eventually settled, on their Visual Gist 2 maps (model if necessary). • Ask students the second focus question in the Visual Gist 2 square again: "Where in the North American Arctic did the Inuit settle?" • Tell students to refer to their map as well as the text as they discuss their thinking with group members. • After 1 or 2 minutes, cold call a few students to share their group's thinking with the class. Listen for: * "The Inuit settled in the northern areas of Canada and in Greenland about 400 years ago," or similar suggestions. • Ask students to record a response to the second focus question, below their response to the first focus question, in their Visual Gist 2 square. • Then, focus students' attention on their Visual Gist 3 square and read the focus question aloud: "How did the Inuit adapt to their environment?" • Ask students to underline the word *adapt* in the question, and remind them they discussed this term during the Opening (if necessary, ask a few students to share out the definition once again). Ask students to think about and then discuss how they could restate the question in their own words. Cold call a few students to share out whole class. • Explain that students will focus on information they hear from page 7 that helps them answer the focus question. • Tell students that as the text is read aloud, they should follow along silently and then work with group members to quickly sketch images in their Visual Gist 3 square that help them answer the focus question. • Begin by reading the title, "Adapting to the Land and the Climate," and then start, "The first Alaskan Inuit ..." pausing after "... they used whalebone instead." • Give students 1 minute to refer to the text and to sketch images on their charts that help them answer the focus question.	

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Work Time (continued)	Meeting Students' Needs

• Redirect students' attention to the beginning of the second paragraph on page 7, and ask them to follow along silently and listen for more information that helps them answer the focus question. Begin with "About 500 years ago ..." and end at "... constructed anywhere."
• Give students another minute to add sketches to their charts. Then ask them to refer to the text and sketches they created in groups to help them collaboratively develop a response to the question: How did the Inuit adapt to their environment?
• After 1 or 2 minutes, cold call a few groups to share their thinking aloud. Listen for ideas such as:
  * "The first Inuit used what was available, like sod, driftwood, seals, walrus, and other animals, to build homes and make tools."
  * "When the Inuit could not find whales, they relied on other sources for food and moved more often."
• Ask groups to record a response to the focus question in their Visual Gist 3 square.
• Then, shift students' focus to their Visual Gist 4 square and the new focus question: How did contact with Europeans change the Inuit people's lives?
• Ask students to turn to page 8 in their texts. Tell them that as the text is read aloud, they should follow along silently and then work with group members to quickly sketch images in their Visual Gist 4 square that help them answer the focus question.
• Read the title on page 8, "A Time of Change," then begin with "When the first ..." and end at "... not lost forever."
• Give students 1 or 2 minutes to refer to the text and sketch images on their group charts that help them answer the focus question: How did contact with Europeans change the Inuit people's lives?
• Then direct students' attention to the timeline on page 9, and read aloud the captions next to the years 1920–1930, "The fur trade ... in the Arctic," and 1940–1960, "The Canadian government ... settlements."
• Ask students to take a moment to add sketches to their Visual Gist 4 square based on the information from the timeline.
• After students have finished adding sketches to their charts, ask them to work with group members to review the text, images, and timeline to help them formulate a response to the focus question.
• After 1 or 2 minutes, cold call a few groups to share out with the class. Listen for suggestions such as:
  * "Contact with Europeans, missionaries, and Canadian government officials brought changes that led to fewer Inuit people living a traditional lifestyle, and olds ways were forgotten."
• Ask students to record a response to the focus question in their Visual Gist 4 square.	

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Work Time (continued)	Meeting Students' Needs
• Focus students' attention on the final Visual Gist 5 circle and read the focus question aloud: "What do you think we will learn about the Inuit people from this book?" • Ask students to follow along silently as you read the title, "The Inuit Spirit of Innovation," and the last two paragraphs on page 8, beginning with "Their ability to adapt ..." and ending at "... our heritage." • After reading the last two paragraphs aloud, ask students to work with group members to reread the focus question and look back at the text to collaboratively develop a statement that helps them answer the focus question: What do you think we will learn about the Inuit people from this book? • After 1 or 2 minutes, invite a few groups to share their thinking with the class. Listen for suggestions such as: – "We think we will learn about how the Inuit people adapted to life in the Arctic by making innovations that allowed them to survive." – "We think we will learn more about the Inuit people's culture and heritage." • Ask groups to record their predictions in the center Visual Gist 5 circle, then draw students' attention once again to the guiding questions for this unit: * How do people adapt to their environment and use the resources that are available to meet their needs? * How do the ideas conveyed through informational texts help us understand complex relationships? • Ask groups to pair up, refer to their Visual Gist charts, and discuss: * "How does what we have read and viewed so far help you understand the relationship between the Inuit people and the resources available to them in this Arctic environment?" • After 2 minutes, invite a few students to share their group's thinking with the class. Listen for ideas such as: – "These first few pages describe how the Inuit people depended on resources like seals, walrus, and sod to meet their needs." – "These pages helped us understand that the Inuit had to adapt and innovate to have their needs met in the frozen lands of the North American Arctic." • Tell students that during the next lesson, they will really begin to dig into this book to learn about innovative ways the Inuit people were able to adapt to and use resources within their environment to survive the harsh climate and meet the needs of their community. * Congratulate students for their new learning about the native Inuit people.	

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Work Time (continued)	Meeting Students' Needs
B. Selecting Independent Reading Texts (10 minutes) • Tell students that today they will choose a new independent reading book to read for homework throughout this unit. • Read the second learning target aloud: * "I can use established criteria to select a text for independent reading." • Remind students that to become better readers and writers, they must read a variety of books—and that the more they read, the more they are able to learn about the fascinating world in which they live! • Display the **Criteria for Selecting Texts anchor chart**. Remind students this is the same criteria they used in Module 2B to self-select appropriate texts for independent reading. Ask students to chorally read each of the criteria aloud with you. Provide clarification as needed. Then, ask students to consider the criteria as they choose a book to read independently. • Give students 5 minutes to choose a book. If any students are unable to choose a book in the time allotted, find other times during the day for this.	• For struggling readers who still have trouble selecting appropriate texts, consider narrowing their selection by creating a "bookshelf" of books that are just right for them. Explain that you would like them to use the same process to select a book from the choices you've provided.

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Review of Learning Targets (5 minutes) • Focus students' attention whole group. Ask them to think about and discuss within groups: ∗ "What impression do you now have of the Inuit people? Explain your thinking." ∗ "What do you think it would be like to live in the North American Arctic 400 years ago? Explain your thinking." ∗ "In what ways is this environment similar to and different from your own? Explain your thinking." • After 2 or 3 minutes, invite several groups to share out their thinking. • Read each of the learning targets aloud and ask students to use a Thumb-O-Meter to demonstrate their level of mastery toward each target. • Distribute three **index cards** to each student for homework.	• Provide sentence starters to help all students access the debrief questions: "I think the Inuit people were _____ because we read _____." "My environment and the Arctic both have _____, but the Arctic _____ while my environment _____."

Homework	Meeting Students' Needs
• Reread pages 6–11 of *The Inuit Thought of It*. Locate the words "adapting," "innovations," and "enabled." Record each word on its own index card, then try to determine each word's meaning by using context clues and other strategies. On the back of each index card, write a short definition and/or synonym for each term. • Think about: What will this book be mostly about? Create your own visual gist sketch of pages 6–11 on the next blank page in your journal to show what you think this book will be mostly about. Write a statement to explain your visual gist. • Read your independent reading book for at least 20 minutes.	• Consider providing an audio version of the text for students who struggle with independent reading. • Allow someone at home to scribe student definitions/synonyms of key words for students who struggle with writing.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 1: Lesson 1
Supporting Materials

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Guiding Questions Anchor Chart
(Example, for Teacher Reference)

How do people use the resources that are available to meet their needs?

How do the ideas conveyed through informational texts help us understand complex relationships?

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Visual Gist Chart
(Example, for Teacher Reference)

VISUAL GIST 1

What is the North American Arctic *landscape* like?"

VISUAL GIST 2

How did the Inuit come to settle in the North American Arctic?

Where in the North American Arctic did the Inuit settle?

VISUAL GIST 5

What do you think we will learn about the Inuit people from this book?

VISUAL GIST 3

How did the Inuit adapt to their environment?

VISUAL GIST 4

How did contact with Europeans change the Inuit people's lives?

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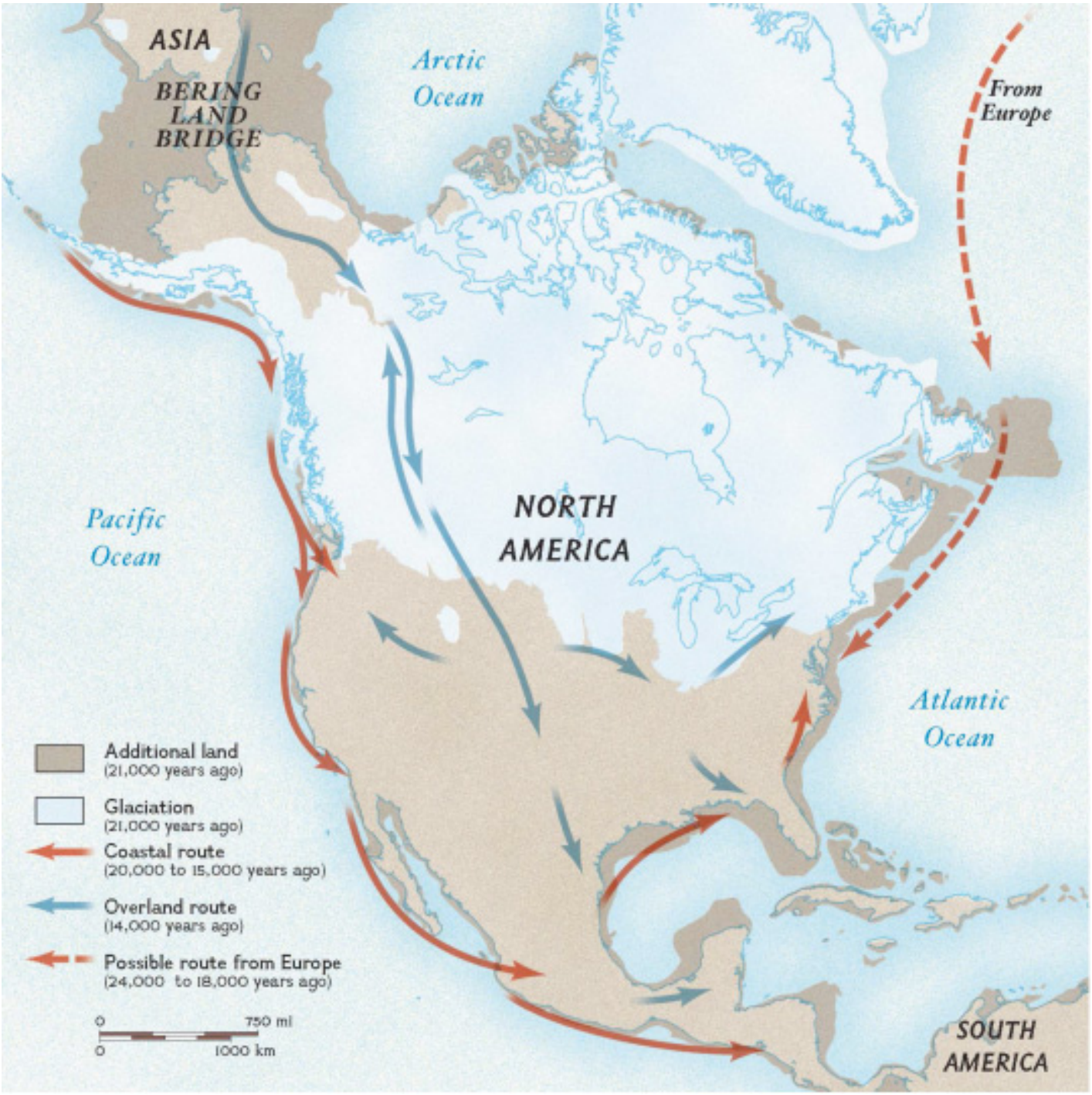
Visual Gist 2 Map



Map by National Geographic Society

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Criteria for Selecting Texts Anchor Chart

- The book interests me.
- I can make connections between this book and other texts read, topics explored, or experiences I have had.
- I know many, but not all of the words in the book.
- The book contains some text or images I don't understand, but I am able to get a sense of what the book is mostly about.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 1: Lesson 2

Close Reading: “Dog Sleds” and “Kayak”

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3) I can determine the meaning of general academic and domain-specific words. (RI.5.4)

Supporting Learning Targets	Ongoing Assessment
• I can explain the relationship between the Inuit and their natural environment by quoting accurately from the text. • I can determine the meaning of unfamiliar words and phrases using context clues and other strategies.	• Vocabulary cards (from homework) • Visual gist for pages 6–11 (from homework) • Visual gist for pages 12–15 • Answers to text-dependent questions *The Inuit Thought of It*, pages 12–15

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Agenda	Teaching Notes
1. Opening A. Reviewing Homework and Engaging the Reader (10 minutes) 2. Work Time A. Visualizing the Gist: *The Inuit Thought of It*, Pages 12–15 (10 minutes) B. Close Reading: *The Inuit Thought of It*, Pages 12–15 (25 minutes) 3. Closing and Assessment A. Synthesizing Information to Create Resource Webs (13 minutes) B. Reviewing Learning Targets (2 minutes) 4. Homework A. Recreate a blank resource web in your journal. B. Read pages 12–15 of *The Inuit Thought of It* and complete the resource web. C. Read your independent reading book for at least 15–20 minutes.	• In this lesson, students closely read pages 12–15 of *The Inuit Thought of It* to learn about how the Inuit people used animals found in their environment to meet their transportation needs. • In Work Time A, students independently read and create a visual gist of pages 12–15 of the text in their journals. This is a routine students will continue to use throughout this unit. • During Work Time B, students are given a shared definition for the term *natural environment* and are asked to identify five elements of the natural environment (air, land, water, animals, plants) to create a new class "Natural Environment anchor chart," based on the given definition. This helps students see that the natural environment can be divided into specific components, and helps them understand how the Inuit people used various resources in the natural environment to meet their needs. This anchor chart will be used again in Unit 2 to help students understand the use of land resources related to mining in Canada. • Students then closely read pages 12–15 to further develop their knowledge about the complex relationship that existed between native Inuit people and animal resources in the North American Arctic. The close read strategy involves multiple rereading and questions designed to focus students on understanding small sections of a text. • In the extended debrief, Synthesizing Information, students refer to their notes and the text to create class resource webs about seals, walruses, and caribou. This synthesizing work helps all learners, but particularly visual learners, recognize the relationship between people and the resources they use. This type of work continues throughout Units 2 and 3 of this module, as students are asked to identify how people depend on their resources in ever-changing ways. • In advance: – Create a new Natural Environment anchor chart (see blank and completed examples for teacher reference in supporting materials). – Display the Vocabulary Strategies anchor chart (from Module 2A or 2B, Unit 1). – Create three new charts: Seal resource web, Walrus resource web, and Caribou resource web (see supporting materials). – Review the Back-to-Back, Face-to-Face and Popcorn Read protocols, as well as Fist to Five in Checking for Understanding Techniques (see Appendix).

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Lesson Vocabulary	Materials
adapt, resources, available, needs, convey(ed), complex, relationships, natural environment, quoting, accurately, meaning, context, strategies	• Journal (one per student; begun in Lesson 1) • Metal ring (one per student) • Single-hole punch (one per student or group) • Group Norms anchor chart (from Lesson 1; optional) • Guiding Questions anchor chart (from Lesson 1) • *The Inuit Thought of It* (book; one per student) • Natural Environment anchor chart (new; teacher-created) • Natural Environment anchor chart (completed, for teacher reference) • Vocabulary Strategies anchor chart (from Module 2A or 2B, Unit 1, Lesson 2) • Index cards (three per student) • Text-Dependent Questions: *The Inuit Thought of It*, pages 12–15 (one per student) • Close Reading Guide: *The Inuit Thought of It*, pages 12–15 (for teacher reference) • Seal, Walrus, and Caribou resource webs (one of each; chart-sized to display; new; teacher-created) • Seal, Walrus, and Caribou resource webs (answers, for teacher reference)

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Opening	Meeting Students' Needs

A. Reviewing Homework and Engaging the Reader (10 minutes)
• Ask students to take out the vocabulary cards they completed for homework and then to turn to the page in their **journals** where they created a visual gist.
• Review the Back-to-Back, Face-to-Face protocol with students. Answer any clarifying questions. Direct students to take their vocabulary cards and visual gists and find a partner who is not a member of their small group.
• Once students are partnered, ask them to turn back-to-back and pose the following questions:
  * "After rereading pages 6–11 of *The Inuit Thought of It*, what do you think this book will be mostly about?"
  * "How did determining the meaning of key words help you create a visual gist of what this book will be mostly about? Explain."
• Once students have had a moment to review their vocabulary cards and visual gists and to consider a response, ask them to turn face-to-face with partners to share their thinking.
• After 1 or 2 minutes, invite a few partners to share out whole group. Listen for suggestions such as:
  – "I think this book will be about how the Inuit people adapted to their environment by making innovations that helped them to survive."
  – "Determining the meaning of the words 'adapting,' 'innovations,' and 'enabled' helped me understand that this book will probably be about how the Inuit people survived the conditions in the North American Arctic by making things that helped them stay healthy and safe."
• Invite a few students to share their definitions and/or synonyms for the key words "adapting," "innovations," and "enabled." Listen for:
  – "Adapting means getting used to, adjusting, changing as needed."
  – "Innovations are new ways of doing something, improvements."
  – "Enabled means made possible, allowed."
• Give students a brief moment to revise their definitions and/or synonyms as needed and then distribute a **metal ring** and **single-hole punch** to students. Ask them to punch and place their index cards on the ring. Tell students that they will work more with these terms in later lessons.
	• Reviewing homework at the start of the lesson provides accountability for homework expectations.
	• Consider displaying directions for the Back-to-Back, Face-to-Face protocol for student reference.
	• Provide a sentence starter to allow all students access to the conversations. For example: "My visual gist is similar to the Visual Gist 5 square because ...," "My visual gist is different from the Visual Gist 5 square because ...," "Defining these key terms made me think the book would be about ... because ..."
	• Allow students who struggle with language to create a pictorial representation of each key term.
	• Consider punching a hole in each index card before distributing them for homework.

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Opening (continued)	Meeting Students' Needs
• Then, explain to students that this text is rich with information that will help them continue to build upon their understanding of the complex relationship that existed between the native Inuit people and the resources that were available in their environment. • Focus students' attention on the **Guiding Questions anchor chart** and ask them to chorally read each question aloud with you: – How do people adapt to their environment and use the resources that are available to meet their needs? – How do the ideas conveyed through informational texts help us understand complex relationships? • Invite several students to remind the class of the meaning of key terms, based on their understanding of these words from Lesson 1: *adapt*, *resources*, *available*, *needs*, *conveyed*, *complex*, and *relationships*. As students share out, affirm or clarify definitions. • Tell students that today's reading focuses on information that supports their understanding of how Inuit people who lived hundreds of years ago used resources in the Arctic to develop various forms of transportation capable of crossing the frozen landscape.	

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Work Time	Meeting Students' Needs
A. Visualizing the Gist: *The Inuit Thought of It*, Pages 12–15 (10 minutes) • Ask students to collect their journals and their copies of the book ***The Inuit Thought of It*** and then join their group members (refer students to the **Group Norms anchor chart** as needed). • Remind students of the Visual Gist chart they created with their group members in the previous lesson. Explain that today they will read pages 12–15 of *The Inuit Thought of It* and create a visual gist independently, before discussing their ideas with group members. • Provide the following directions: 1. Independently, whisper-read pages 12–15 of the text. 2. Independently, refer to the text to identify details that help you understand what these pages are mostly about. 3. Sketch images of the three to five details you identified, on the next blank page in your journal. 4. Share your sketches and thinking about the gist with group members. 5. Revise or add to your visual gist sketch, based on your discussion with group members. 6. Write a statement on the same page as your visual gist sketch to explain what you think is the gist of pages 12–15. Be prepared to share out whole class. • Clarify directions as needed and ask students to begin. • After 7 or 8 minutes, cold call a few students to show their sketches and share out their gist statements. Listen for suggestions such as: "I drew sketches of dog boots, a bow drill, the outer cover of a kayak with pictures of different animals such as seals, walruses, and caribou because these pages are about how the Inuit used different animals found in the Arctic to make different things they needed." • Tell students that during the next part of Work Time they will read these same pages even more closely to learn about how Inuit people were able to develop innovative modes of transportation from the resources that were available at the time.	• Display directions for students' reference. • For students who have difficulty following multi-step directions, consider reading aloud and directing them to complete one step at a time within a given time frame. • Consider pulling a small group of struggling readers aside to read the text aloud as they follow along silently, pausing to allow time for students to create sketches.

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Work Time (continued)	Meeting Students' Needs
B. Close Reading: *The Inuit Thought of It*, pages 12–15 (25 minutes) • Focus students' attention on each of the learning targets and ask them to read the targets aloud chorally: – I can explain the relationship between the Inuit and their natural environment, by quoting accurately from the text. – I can determine the meaning of unfamiliar words and phrases using context clues and other strategies. • Point out the phrase *natural environment* in the first target and draw students' attention to the **Natural Environment anchor chart**. • Ask students to read the provided definition of *natural environment* aloud with you: * "The natural environment includes all the living plants and animals found in an area, as well as the surrounding land, air, and water." • Ask students to consider and discuss in groups: "Based on this definition, what types of resources can be found in the natural environment?" • After 1 or 2 minutes, invite a few groups to share their thinking with the class. Listen for students to identify: plants, animals, air, land, and water. • Begin a web by adding those five natural resources to the chart. See **Natural Environment anchor chart (completed, for teacher reference)**. • Circle the word "animals" on the chart and tell students that today they are going to focus on the Inuit's relationship with animals in their natural environment, but in later lessons they will read more closely about other parts of the environment the Inuit people relied on. • Briefly focus students' attention on the second learning target. Remind students that they used many strategies in Module 2 (A or B) to determine the meaning of unfamiliar words and phrases. Then refer students to the **Vocabulary Strategies anchor chart** from that module to refresh their memories. Review as needed. • Tell students they will now be led through a close read of pages 12–15 of *The Inuit Thought of It* to further their understanding of the Inuit's relationship with their natural environment. • Distribute three **index cards** and the **Text-Dependent Questions: *The Inuit Thought of It*, pages 12–15**. Ask students to work with group members to skim the questions and ask clarifying questions as needed. • When students are ready, begin the close read. See **Close Reading Guide: *The Inuit Thought of It*, pages 12–15 (for teacher reference)**.	• During the close read, consider allowing students who struggle with writing to dictate their responses to an adult to scribe for them. • Allow students who struggle with language to draw pictures that show the meaning of key terms. • During the close read, consider breaking multi-step directions and questions into smaller, more manageable chunks as needed. • During portions of the close read that direct students to read independently, consider pulling small groups of struggling readers aside to read those passages aloud as they follow along silently.

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Work Time (continued)	Meeting Students' Needs
• Once the close read is complete, ask students to hold on to their text-dependent questions for a synthesizing activity during the debrief. • Ask students to add their three new vocabulary cards, with one hole punched, to the metal ring they were given during the Opening. Tell students they will work more closely with these terms in the next lesson.	

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Closing and Assessment	Meeting Students' Needs

A. Synthesizing Information to Create Resource Webs (13 minutes)
• Focus students' attention once again on the Natural Environment anchor chart. Point to the circled word "animals" and ask students to refer to their notes and discuss in groups:
  * "What types of animal resources did the Inuit use to meet their needs?"
• After 1 or 2 minutes, ask students to Popcorn share their ideas. Listen for: seals, walrus, caribou (students may also mention dogs). Record students' ideas on the Natural Environment anchor chart; see Natural Environment anchor chart (completed, for teacher reference).
• Focus students on the three displayed chart-size versions of the resource webs: **Seal resource web**, **Walrus resource web**, and **Caribou resource web**.
• Explain to students that they will use their notes and the text to add information to the class resource webs to help them visualize the complex relationship that existed between the Inuit and these three animal resources found in the Arctic.
• Direct students' attention to the Seal resource web first. Point to the first box of the web: "Item created from resource."
• Ask students to look back in their notes and the text to identify an item the Inuit created from seals.
• After 1 minute, invite a few students to share whole group. See **Seal resource web (answers, for teacher reference)**. Add students' ideas to the web (if they do not name "dog boots," add this to the web).
• Focus students on "dog boots" and the next box on the web: "How did this item meet the needs of the Inuit?"
• Once again, ask students to refer to their notes and the text to determine how dog boots met the needs of the Inuit.
• After 1 or 2 minutes, cold call a few students to share out. Add students' ideas to the web.
• Repeat this process for the Walrus and Caribou resource webs, recording students' ideas about items created from each source and completing at least one box about how an item made from each resource met the needs of the Inuit. See **Walrus resource web (answers, for teacher reference)** and **Caribou resource web (answers, for teacher reference)**.
• Once information has been added to each web, pose the following question for students to think about and then discuss with group members:
  * "How does creating resource webs help you visualize the complex relationship that existed between the Inuit and animals found in their natural environment?"
• After 1 or 2 minutes, invite a few groups to share their thinking with the class.
	• Consider rereading relevant portions of the text aloud to students who struggle with reading the text independently.
	• Provide sentence starters for students who have difficulty expressing their ideas aloud (e.g., "The animal resources the Inuit used are ...," "An item created from this resource was ...," "This item met Inuit people's needs by ...").

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Closing and Assessment (continued)	Meeting Students' Needs
B. Reviewing Learning Targets (2 minutes) • Ask students to chorally read the learning targets aloud; pause students after each target and ask them to demonstrate their mastery toward the target using a Fist to Five. • Note students who show a fist to three, as they may need more support identifying important details from the text or determining the meaning of unfamiliar words and phrases.	

Homework	Meeting Students' Needs
• Recreate a blank version of one of the resource webs (seals, walrus, caribou) on the next blank page in your journal. • Reread pages 12–15 of *The Inuit Thought of It* to identify and fill in the web to show: – At least two items made from this resource – How the Inuit used each item that was made to meet their needs • Read your independent reading book for at least 15–20 minutes.	• In advance, draw a web for students who may struggle to create one independently. • If possible, provide an audio version of pages 12–15 of the book for students who struggle reading independently. • Allow students who struggle with writing to dictate their web ideas to someone at home to scribe for them.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 1: Lesson 2
Supporting Materials

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Natural Environment Anchor Chart

NATURAL ENVIRONMENT

The natural environment includes all the living plants and animals found in an area, as well as the surrounding land, air, and water.

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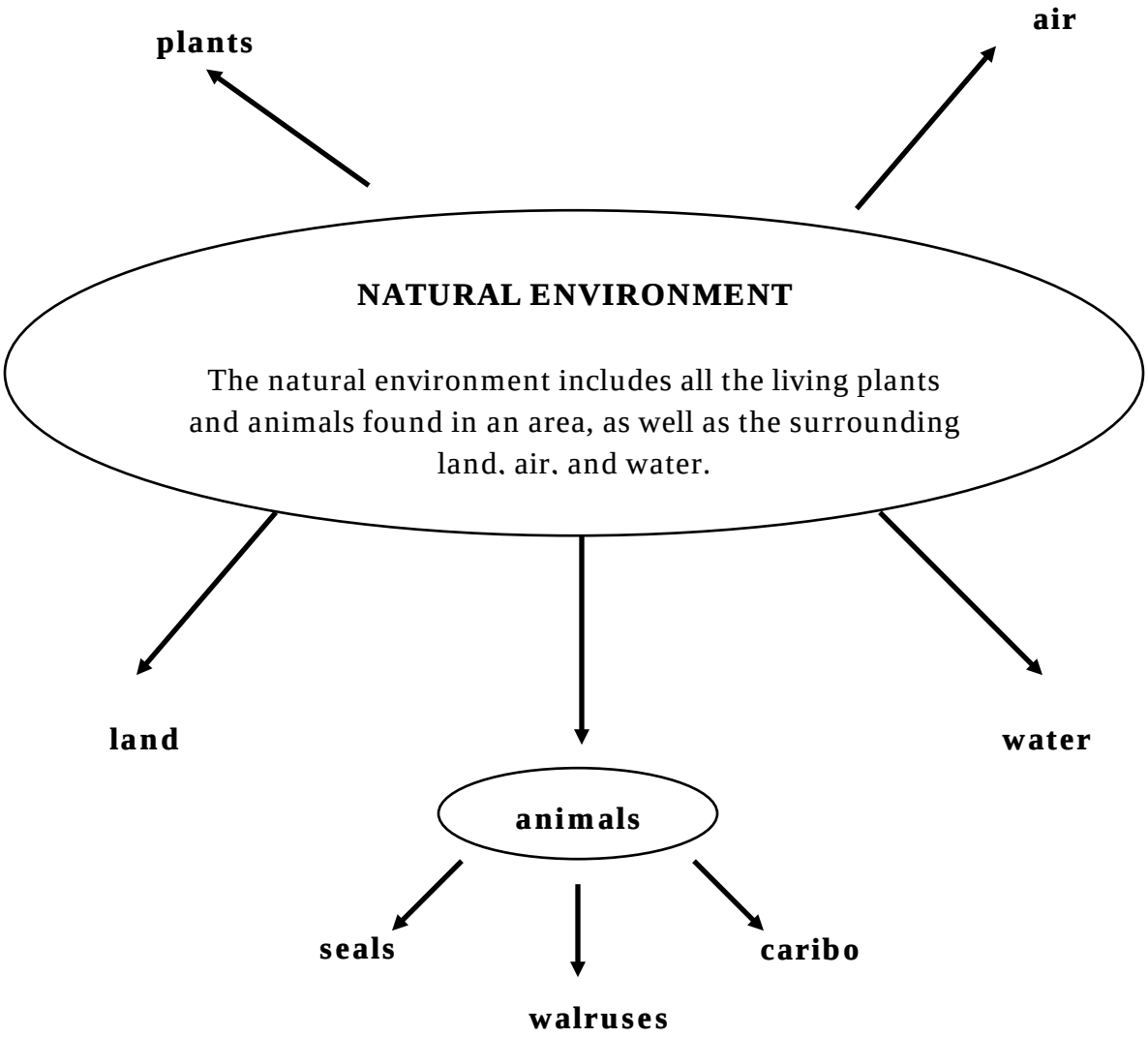
Natural Environment Anchor Chart
(Completed, for Teacher Reference)



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Text-Dependent Questions:
The Inuit Thought of It, Pages 12–15

Guiding Questions:
How do people use the resources that are available to meet their needs?

How do the ideas conveyed through informational texts help us understand complex relationships?

*Refer to pages 12–15 of *The Inuit Thought of It* to help you respond to the following questions.

Directions	Questions
p. 12 With group members, chorally read the section titled "Dog Sleds." Then answer the questions on the right.	Locate the word "qamutiik" in this paragraph and record it onto an index card. Why do you think this word is in italics? Determine and write a definition for qamutiik on the other side of the same index card. As time allows, sketch a picture of a qamutiik to help you remember what this term means.
p. 12 Whisper-read the section titled "Dog Boots." Then, respond to the questions on the right.	Why did dogs need to wear boots? What resource from the natural environment was used to make dog boots? How did dog boots help the Inuit people meet their needs? Support your answer with a quote from the text.

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Text-Dependent Questions:
The Inuit Thought of It, Pages 12–15

Directions	Questions
p. 13 Independently read the section titled "Bow Drill." Then, respond to the questions on the right.	What did the Inuit use a bow drill for? Draw a quick sketch of a bow drill and label each of the five parts. Below the name of each part, write what the part was made from. What text features helped you determine your answer to the above question?
p. 13 Follow along silently as your teacher reads aloud the sections titled "Mud Runners" and "Ivory Runners." Then, answer the questions on the right.	Why did traditional Inuit prefer to make sled runners from walrus tusk ivory instead of wood? Use quotes and paraphrased details from the text in your response.

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Text-Dependent Questions:
The Inuit Thought of It, Pages 12–15

Directions	Questions
p. 14 Whisper-read the section titled "Kayak." Then work with group members to locate and discuss answers to the questions on the right.	What is a kayak, and what did the Inuit use it for? Support your thinking with quotes and details from the text. Write the word "kayak" on one side of an index card. Then, locate the Inuit word for kayak and write it, along with a brief definition, on the other side of the index card. As time allows, sketch a picture of a kayak to help you remember what this term means. How were you able to identify the Inuit word for kayak in this paragraph?
p. 14 Independently read the section titled "The Outer Covering." Then, work with group members to locate and discuss answers to the questions on the right.	Locate the word "prepared" in the second paragraph. Write "prepared" on one side of your last index card. Then, use context clues and other strategies to determine the meaning of this word. Write a synonym or short definition for "prepared" on the other side of the same index card. What were prepared sealskins used for? Use quotes from the text to support your answer.

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Text-Dependent Questions:
The Inuit Thought of It, Pages 12–15

Directions	Questions
Synthesis: Refer to your responses to the above questions as well as pages 12–15 of *The Inuit Thought of It* to help you determine a response to the question on the right.	How were the Inuit people's needs met by using resources from their natural environment? Use specific details from the text to explain your thinking.

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Close Reading Guide:
The Inuit Thought of It, Pages 12–15

Total Time: 25 minutes

Directions	Questions	Close Reading Guide
p. 12 With group members, chorally read the section titled "Dog Sleds." Then answer the questions on the right.	Locate the word "qamutiik" in this paragraph and record it onto an index card. Why do you think this word is in italics? Determine and write a definition for qamutiik on the other side of the same index card. As time allows, sketch a picture of a qamutiik to help you remember what this term means.	After students locate and record the word "qamutiik" onto an index card, ask them to think about why the word is in italics (consider asking students to scan for other italicized words on pages 12–15 to help them recognize a pattern in the types of words that are italicized.) After 1 or 2 minutes, cold call a few students to share their thinking whole group. Listen for suggestions such as: *I think this word is italicized because it is an Inuit word; the text says this is what traditional Inuit called a sled; there are other words that are spelled in a unique way on pages 12–15 that are unfamiliar and also look like Inuit terms.* Ask students to record a response to the second question. Then, explain that informational texts will often call attention to special words, or words that are particularly important or relevant, by italicizing them within the text. Ask students to look back in the text and then write a brief definition for "qamutiik" on the back of their index cards. If time allows, students may sketch a qamutiik and share their sketch and definition whole group.

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Close Reading Guide:
The Inuit Thought of It, Pages 12–15

Directions	Questions	Close Reading Guide
p. 12 Whisper-read the section titled "Dog Boots." Then, respond to the questions on the right.	Why did dogs need to wear boots? What resource from the natural environment was used to make dog boots? How did dog boots help the Inuit people meet their needs? Support your answer with a quote from the text.	After students read about dog boots, ask them to chorally read the first question aloud and then work with group members to locate and record an answer. After 1 or 2 minutes, cold call students to share whole class. Listen for: *Dogs wore boots so their feet wouldn't be cut by jagged ice and sharp rocks.* Focus students on the second question and remind them of the class definition of natural environment. Ask students to work with group members to locate and record a response to the second question. After 1 or 2 minutes, cold call students to share out. Listen for: *Dog boots were made from seal or caribou skin.* Ask students: What part of the natural environment are seal and caribou examples of?

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Close Reading Guide:
The Inuit Thought of It, Pages 12–15

Directions	Questions	Close Reading Guide
		Listen for: *Animals* Ask students to read the third question aloud. Tell them they may need to reread/skim the text about "Dog Sleds" to help them formulate a response to the first part of the question (paying particular attention to what the Inuit used sleds for). Ask students to work with group members to determine a response to the question that is supported by a quote from the "Dog Boots" text. After 2 to 3 minutes, cold call a few students to share out with the class. Listen for: *Inuit people used sleds for traveling: "To pull a sled all day dogs' paws needed to be in good condition."*

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Close Reading Guide:
The Inuit Thought of It, Pages 12–15

Directions	Questions	Close Reading Guide
p. 13 Independently read the section titled "Bow Drill." Then, respond to the questions on the right.	What did the Inuit use a bow drill for? Draw a quick sketch of a bow drill and label each of the five parts. Below the name of each part, write what the part was made from. What text features helped you determine your answer to the above question?	Once students finish reading about the bow drill, direct them to work with group members to read the first question and then look back to the text to locate and record a response. After 2 minutes, cold call a few groups to share out. Listen for ideas such as: *Bow drills were used to drill holes in the wood or walrus tusk ivory they used build the qamutiik.* Next, ask groups to review the second question and explain what they will need to do, in their own words. Listen for: *We need to sketch a picture of a bow drill, then label all five parts, and write what each part is made from.* Clarify or model as needed and give students 3 to 4 minutes to work with group members to complete their sketches. After students complete their sketches and label each part, invite a few students to show and describe their sketch whole group. Look for students to sketch a picture similar to the image at the top of page 13 and label the five parts: *drill stick (wood or caribou antler), mouthpiece (ivory or hard wood), drill bit (metal), bow (wood or antler), bowstring (sealskin).*

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Close Reading Guide:
The Inuit Thought of It, Pages 12–15

Directions	Questions	Close Reading Guide
		Pause students after they mention the mouthpiece and how it could be made of ivory. Ask students to look back to the first paragraph about the bow drill to try to determine what animal from the Arctic environment ivory came from. After 1 or 2 minutes, invite a few students to share their thinking aloud. Listen for: *I think ivory came from a walrus because the first sentence says "walrus tusk ivory."* Ask students to continue sharing their responses to the second question whole group. Listen for: *Part 3, drill bit; "metal"* *Part 4, bow; "made of wood or antler"* *Part 5, bowstring; "made of sealskin"* Tell groups to read and discuss the third question and then prompt them to Popcorn share their ideas. Listen for suggestions such as: *Numbers; numbered list; bold text; heading; green font; colon; parentheses*

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Close Reading Guide:
The Inuit Thought of It, Pages 12–15

Directions	Questions	Close Reading Guide
p. 13 Follow along silently as your teacher reads aloud the sections titled "Mud Runners" and "Ivory Runners." Then, answer the questions on the right.	Why would traditional Inuit prefer to make sled runners from walrus tusk ivory instead of wood? Use quotes and paraphrased details from the text in your response.	After you read aloud "Mud Runners" and "Ivory Runners," ask students to read the first question aloud with you. Then focus students on the word "prefer" in this question. Ask students to think about and discuss in groups what this word means, based on what they read about Ivory Runners. After 1 or 2 minutes, invite a few students to share their ideas with the class. Listen for ideas such as: *I think "prefer" means like more or like better because this section is mostly about why ivory runners were better than wooden runners.* Give students 2 to 3 minutes to work with group members to determine and record a response to the question. Then, cold call a few groups to share out. Listen for suggestions such as: *Ivory runners were smoother than wooden runners, so they didn't need the mud and ice coating that made wooden runners so much work to build; "And ivory runners had two other advantages over mud runners—they didn't easily break off and they didn't melt if left in direct sunlight, as mud runners sometimes did."*

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Close Reading Guide:
The Inuit Thought of It, Pages 12–15

Directions	Questions	Close Reading Guide
p. 14 Whisper-read the section titled "Kayak." Then work with group members to locate and discuss answers to the questions on the right.	What is a kayak, and what did the Inuit use it for? Support your thinking with quotes and details from the text. Write the word "kayak" on one side of an index card. Then, locate the Inuit word for kayak and write it, along with a brief definition, on the other side of the index card. As time allows, sketch a picture of a kayak to help you remember what this term means. How were you able to identify the Inuit word for kayak in this paragraph?	After students have an opportunity to read about the kayak and discuss their initial thinking with group members, pose and ask students to share out their thinking about the first question. Listen for ideas such as: *A kayak is a long, narrow boat that is usually at least 6.5 meters (22 feet) long and 75 centimeters (30 inches) across at the widest part; I think it was used for hunting because the paragraphs says that a "kayak was strong enough to carry an adult hunter and a freshly killed seal to shore."* Read aloud the second question, pausing at the end of each sentence to allow students time to complete each step. As time allows, ask a few students to share their sketches and the Inuit word "qajaq" with the class. Read the third question aloud and ask students to quickly discuss their thinking in groups. After 1 minute, cold call a few students to share out. Listen for: *"Qajaq" is in parentheses, and it is italicized; we discussed earlier that Inuit terms are italicized in this book.*

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Close Reading Guide:
The Inuit Thought of It, Pages 12–15

Directions	Questions	Close Reading Guide
p. 14 Independently read the section titled "The Outer Covering." Then, work with group members to locate and discuss answers to the questions on the right.	Locate the word "prepared" in the second paragraph. Write "prepared" on one side of your last index card. Then, use context clues and other strategies to determine the meaning of this word. Write a synonym or short definition for "prepared" on the other side of the same index card. What were prepared sealskins used for? Use quotes from the text to support your answer.	After students finish reading about the outer covering, lead them through the steps of the first question. Encourage students to refer to the Vocabulary Strategies anchor chart for ideas about how to determine the meaning of words by using context clues and other strategies. Once students have determined the meaning of "prepared," ask them to share out their thinking and how they figured out what this word means. Listen for: *Prepared means to get ready or to make something ready for use.* Affirm or clarify students' definitions and then ask them to record a synonym or short definition for "prepared" on the back of their index card. Then, direct students to read and determine a response to the second question. After 2 or 3 minutes, cold call a few groups to share out. Listen for: *"When enough skins had been prepared, they were stretched over the frame and roughly stitched together to form an outer covering for the kayak."*

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Close Reading Guide:
The Inuit Thought of It, Pages 12–15

Directions	Questions	Close Reading Guide
Synthesis: Refer to your responses to the above questions as well as pages 12–15 of *The Inuit Thought of It* to help you determine a response to the question on the right.	How were the Inuit people's needs met by using resources from their natural environment? Use specific details from the text to explain your thinking.	Read the synthesis question aloud and answer any clarifying questions. Give students 3 to 4 minutes to think about and discuss their ideas in groups. Then, cold call members from different groups to share their ideas whole class. Listen for ideas like: *The Inuit people used different parts of animals such as seals, caribou, and walruses to make things like dog boots (which protected their dogs' feet during long sled runs), tools, and various pieces of the sleds, kayaks, and umiaks they used for transportation.*

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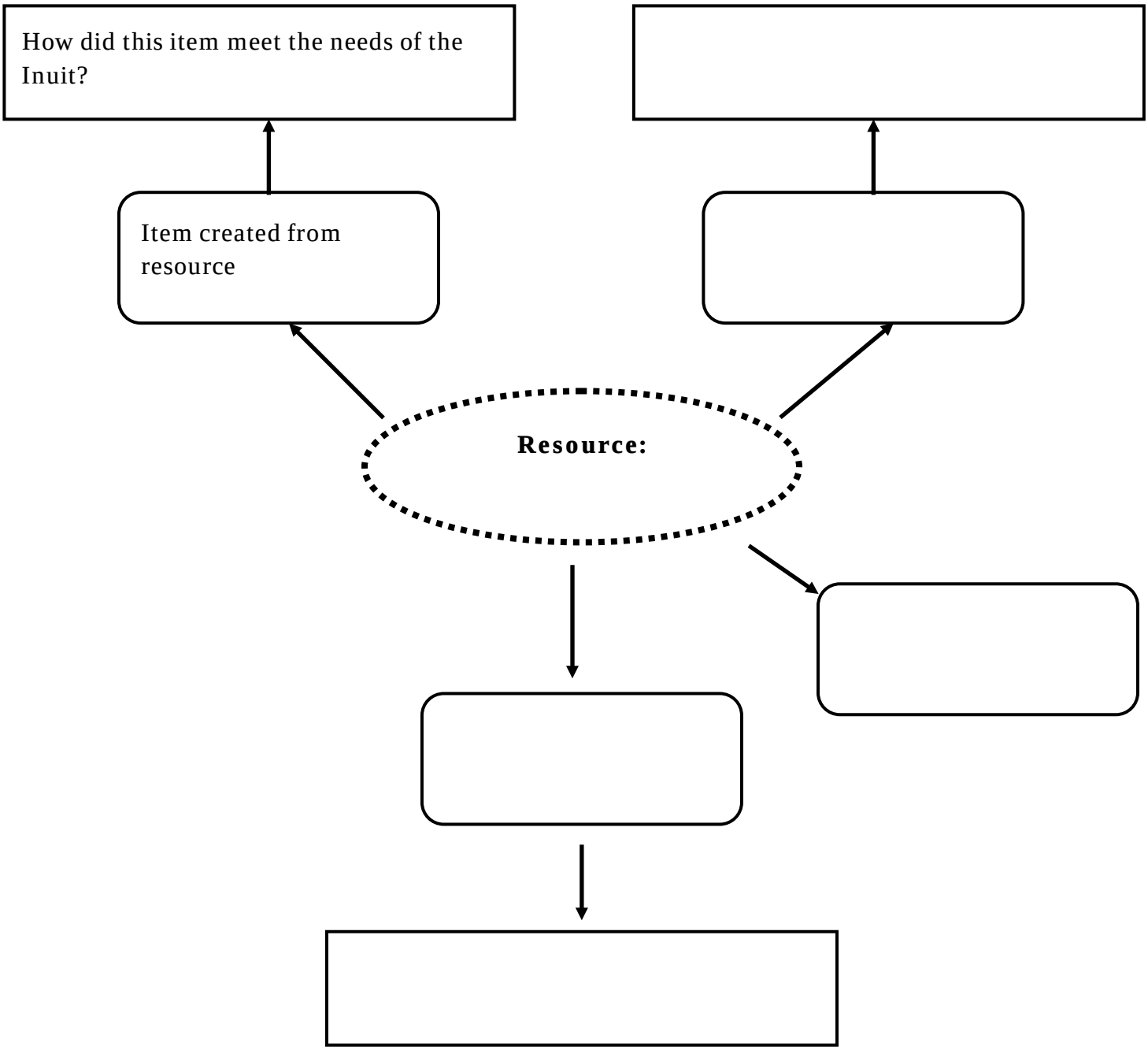
Seal, Walrus, or Caribou Resource Web



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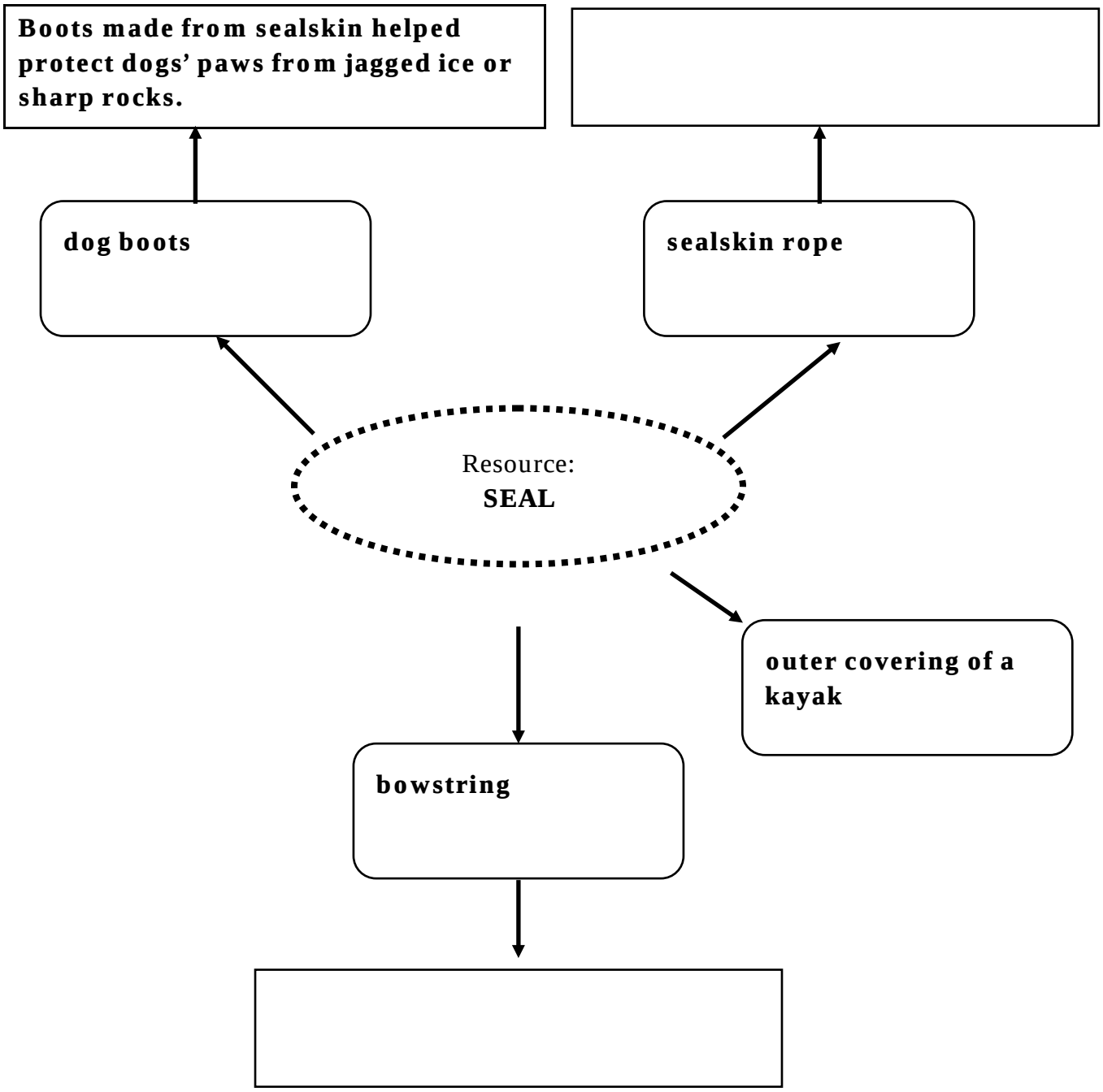
Seal Resource Web
(Answers, for Teacher Reference)



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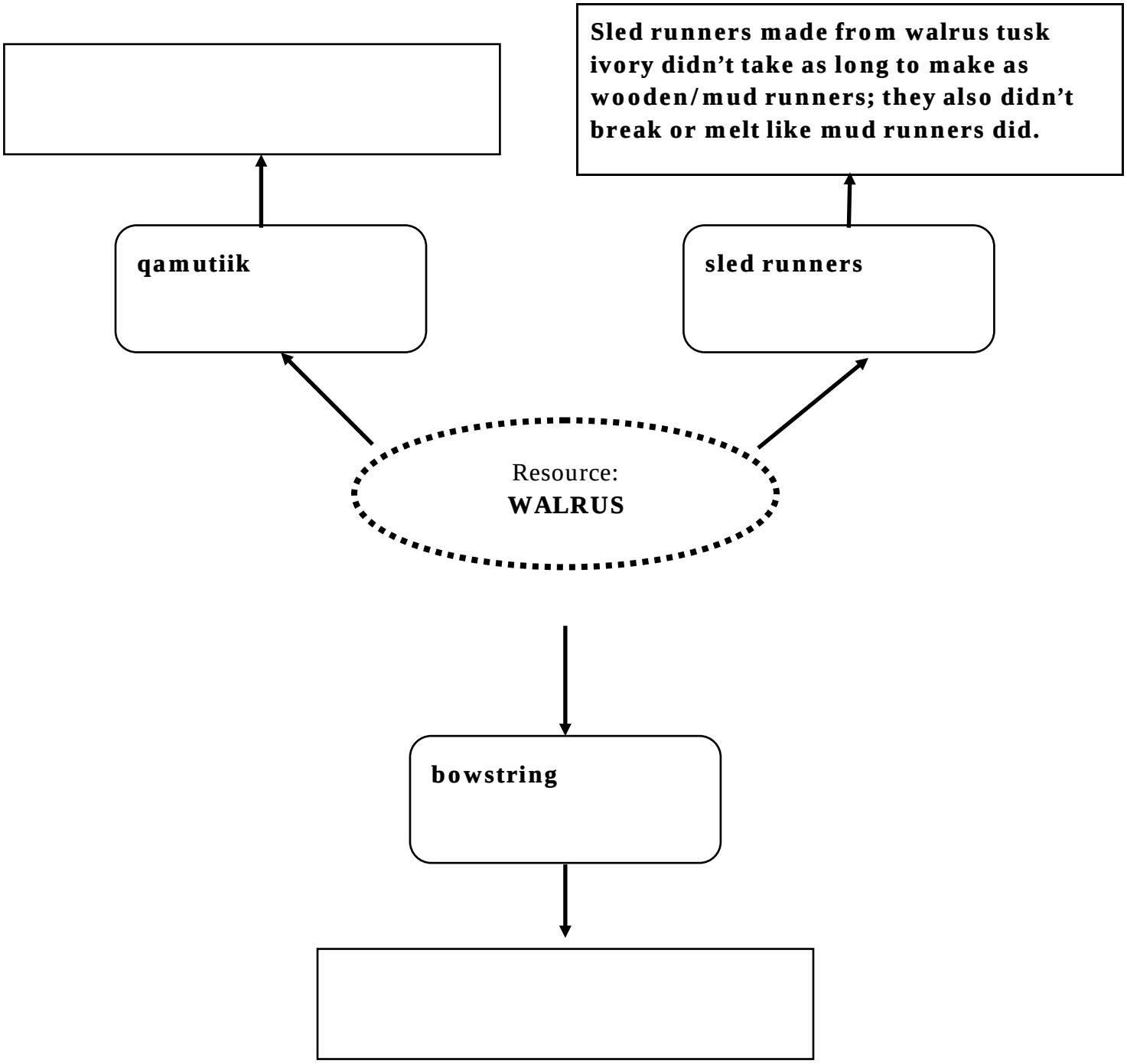
Walrus Resource Web
(Answers, for Teacher Reference)



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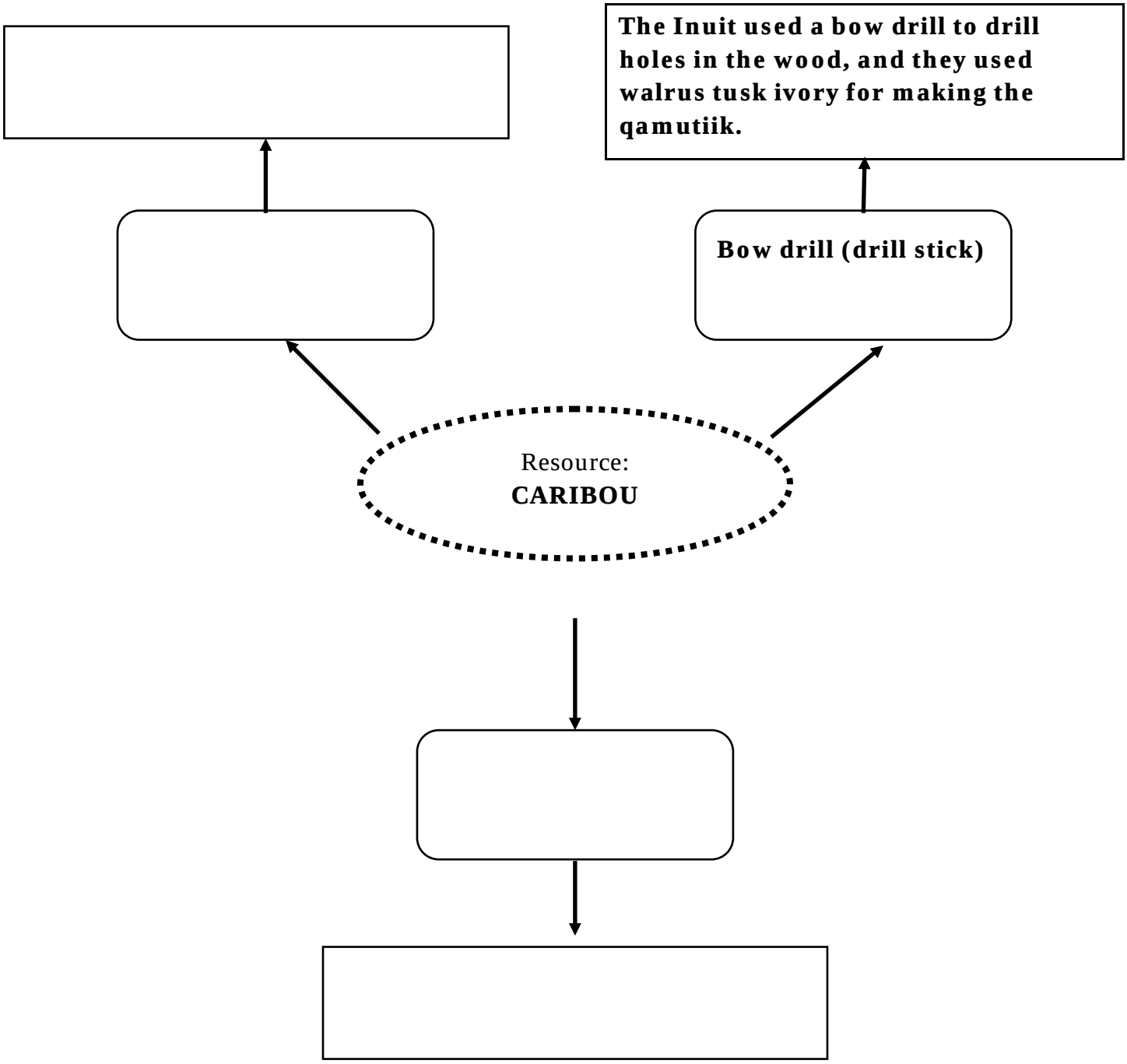
Caribou Resource Web
(Answers, for Teacher Reference)



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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 1: Lesson 3

Using Structural Elements to Determine Main Ideas and Supporting Details: “Shelter”

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Using Structural Elements to Determine Main Ideas and Supporting Details: "Shelter"

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) I can determine two or more main ideas from a text and explain how they are supported by key details. (RI5.2) I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3) I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) c. I can use the relationship between particular words to better understand each of the words.

Supporting Learning Targets	Ongoing Assessment
• I can determine two of the main ideas from pages 16 and 17 of *The Inuit Thought of It*. • I can explain how key details support each main idea, by using quotes and paraphrased details from the text. • I can better understand words by analyzing their relationship to similar terms.	• Resource web (in journal) • Main Ideas and Details graphic organizer

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Agenda	Teaching Notes
1. Opening A. Reviewing Homework and Engaging the Reader (5 minutes) 2. Work Time A. Visualizing the Gist: *The Inuit Thought of It*, Pages 16 and 17 (10 minutes) B. Determining Main Ideas and Identifying Key Supporting Details (20 minutes) C. Analyzing Synonymous Terms (15 minutes) 3. Closing and Assessment A. Debrief and Review Learning Targets: Adding to Resource Webs (10 minutes) 4. Homework A. Reread pages 16 and 17 of *The Inuit Thought of It* and add to resource web. B. Complete vocabulary terms. C. Read your independent reading book for at least 30 minutes.	• In this lesson, students are introduced to a new graphic organizer to help them determine two main ideas from the section titled "Shelter" and explain relevant key supporting details. This Main Ideas and Details graphic organizer is used to focus student thinking throughout Unit 1, and the information students collect on the graphic organizers becomes the starting point for their summary paragraphs, beginning in Lesson 4. • Specific emphasis is placed on understanding the phrase "key supporting details" to help students identify the details that most significantly develop understanding of the main idea. This is designed to help students distinguish between levels of relevance in supporting details, and to prepare them to select appropriate details for the summary paragraphs they will write in future lessons. • Although the Main Ideas and Details anchor chart in this lesson is similar to an anchor chart used in Module 2, a new anchor chart should be created to guide students' work in this module. This is a variation on the previous anchor chart that will deepen students' understanding of CCSS RI.5.2. • During Work Time C, students explore the nuanced meanings of similar terms in order to identify why some words are more appropriate than others in a specific context. This exploration not only builds students' understanding of key vocabulary, but also helps them select precise terms for their own writing. • In advance: – Create a new Main Ideas and Details anchor chart. Review the Main Ideas and Details anchor chart (answers, for teacher reference) in the supporting materials to decide which elements you will add to the chart in advance and which you will complete based on suggestions from students. – Review specific definitions for *shelter*, *insulation*, and *protection* to be prepared to guide discussion around the nuanced meanings of synonymous terms. – Review Fist to Five in Checking for Understanding Techniques (Appendix).

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Lesson Vocabulary	Materials
visual gist, determine, main ideas, identify, key, supporting, quotes, paraphrased details, analyze, relationship, similar; shelter, igloo, insulation, protection (16), *qaggiq*, gatherings, *qulliq*, extinguished (17)	• Journal (one per student; begun in Lesson 1) • Seal, Caribou, and Walrus resource webs (class versions; from Lesson 2) • *The Inuit Thought of It* (book; one per student) • Visual Gist chart (class version; completed in Lesson 1) • Main Ideas and Details anchor chart (new; teacher-created) • Main Ideas and Details graphic organizer (one per student) • Main Ideas and Details graphic organizer (answers, for teacher reference) • Main Ideas and Details task card (one per student) • Quote/Paraphrase anchor chart (from Module 2B, Unit 1, Lesson 2) • Index cards (one-hole punched; eight per student) • Metal ring (one per student; from Lesson 2)

Opening	Meeting Students' Needs
A. Reviewing Homework and Engaging the Reader (5 minutes) • Ask students to locate their **journals** and meet with a partner who is not in their small discussion group. • Direct students to share the resource webs they created for homework and discuss the following: * "How did the Inuit use this resource in innovative ways to meet their needs?" • After 2 or 3 minutes, cold call several students to share their thinking whole class. Student responses will vary, but listen for students to point out how each resource was used in an innovative way to meet a specific need. • Add student-generated examples to the class **Seal, Caribou, and Walrus resource webs**. • Give students 1 minute to revise or add to their resource webs based on examples added to the class webs, and remind them they will continue to expand these webs over the course of the unit.	• Consider providing a sentence frame to allow all students access to the conversation. For example: "The Inuit used ____ in an innovative way to meet their need for____." • For students who struggle with writing, allow them to dictate examples they would like added to their web, to an adult.

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Work Time	Meeting Students' Needs
A. Visualizing the Gist: *The Inuit Thought of It*, Pages 16 and 17 (10 minutes) • Ask students to locate their copies of ***The Inuit Thought of It*** and meet in their small groups. They should take their journals with them. • Direct students to open their books to page 16 and explain that today's lesson focuses on the section titled "Shelter." • Review the phrase *visual gist* with students, inviting several students to share understandings or strategies they developed through their work in Lessons 1 and 2. Refer to the class **Visual Gist chart** completed during Lesson 1 as needed to refresh students' memories. • Explain that during today's first read, students will once again create a visual gist of the text. Remind students that a visual gist is a sketch or drawing of ideas or details in the text. • Tell students to begin reading pages 16 and 17 with their group members, alternating paragraphs read aloud. • After 5 or 6 minutes or as students finish reading the section, direct them to independently sketch a visual gist for "Shelter" on a clean page in their journals. • Give students 1 minute to draft a visual gist. • Ask students to share their sketches with their fellow group members and then write a gist statement. Remind students that they do not need to have the same gist statement as other members of their group. • After 1 or 2 minutes, cold call several students to share their visual gists and gist statements whole class. Listen and look for ideas such as: – "The Inuit used different shelters to protect themselves from the harsh Arctic weather in different seasons." – The Inuit used the available materials, such as snow and animal furs, to build shelters that could protect them from the elements." • Give students 1 minute to revise the visual gists and gist statements in their journals, based on new understandings from the whole group share.	• Consider supporting students who struggle to decode or comprehend by pulling them into a small group to help them read accurately and make meaning of the text as they go. • Encourage students who share their visual gist and gist statements to display them under a document camera, as a way to support visual learners.

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Work Time (continued)	Meeting Students' Needs

B. Determining Main Ideas and Identifying Key Supporting Details (20 minutes)
• Point out that students shared a variety of gist statements, each of which is related to important ideas in this section of text. Remind students that often a text communicates multiple ideas.
• Ask students to read the first learning target aloud chorally:
  * "I can determine two main ideas from pages 16 and 17 of *The Inuit Thought of It*."
• Draw students' attention to the term *main ideas*. Remind them that this term was discussed in Module 2.
• Give students 1 minute to review the term in their small groups and discuss their understanding of main ideas.
• After 1 minute, cold call a few students to share suggested definitions. Listen for: "Main ideas are the most important or key thoughts of a paragraph or larger section of text," and similar suggestions.
• Display the new **Main Ideas and Details anchor chart** and add a student-generated definition of main ideas.
• Cold call a few students to restate the target in their own words.
• Explain that *The Inuit Thought of It* uses features commonly found in informational texts. Understanding how the information is organized and using various features can support readers' ability to determine main ideas.
• Direct students to look back at pages 16 and 17 of the text.
• Ask what they notice when they look at these pages. Listen for responses such as:
  – "I notice a big picture of people with blocks of snow."
  – "I notice the section title is written in all capital letters in red ink, and the subsection titles are written with a combination of capital and lowercase letters in blue."
  – "I notice that the text in the first paragraph is bigger than the text in the other paragraphs."
  – "I notice lots of pictures with captions."
  – "I notice the text is separated into different parts; it is not all connected as in a novel."
• Point out that the elements they noticed in the text are text features that the author included to help clearly communicate important ideas.
• Explain that the section title, which this author chose to draw attention to by using all capital letters in a bright color, provides clues about the main ideas of the section.
	• Consider using a document camera or overhead projector to model how to use the Main Ideas and Details graphic organizer.
	• Consider displaying a student-restated version of the learning target under the original to support all students, especially ELLs.
	• To support visual learners, as students share out what they notice about pages 16 and 17, display examples under the document camera and point to each element as it is discussed.
	• Encourage students to share the main ideas their group generated under the document camera to support visual learners and students who struggle with organization.
	• Encourage students to display their revised main idea statements under the document camera as they share out whole group, to support visual learners.
	• Recognizing and using text features is a strategy that helps students understand complex informational texts.

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Work Time (continued)	Meeting Students' Needs
• Record or reveal the sentence "Refer to the section title" as the first bullet point under "Strategies for Determining Main Ideas" on the Main Ideas and Details anchor chart. • Then, point out or confirm students' observations that the print directly below the section title is larger than the print in other sections of text. Explain that the author used larger print in this section to draw attention to this introductory paragraph. Tell students that similar introductory paragraphs are found in many informational texts. These paragraphs provide an overview of the ideas presented in the section and are an excellent place to look for main ideas. • Record or reveal the sentence "Identify main ideas from the introductory paragraph" under "Strategies for Determining Main Ideas" on the anchor chart. • Distribute the **Main Ideas and Details graphic organizer**. • Draw students' attention to the box labeled Main Idea 1. • Cold call students to read aloud the additional terms in the box: "initial" and "revised." • Ask students to consider and discuss the terms with their groups. • After 1 minute, cold call a few students to define each term. Listen for: – "Initial means at first or at the beginning." – "Revised means changed by adding new information or clarifying based on new ideas." • Explain that the section title and introductory paragraph are not the only places where main ideas can be found. Looking to these features first, however, will help students determine the main ideas, but they will likely want to revise their thinking after looking more closely at some of the supporting details. As a result, they begin by recording main ideas next to the term "initial." Then, they will have the opportunity to come back to and revise the main ideas after looking more closely at key details. • Distribute the **Main Ideas and Details task card**. Focus students' attention on Part 1 directions. Read these directions aloud as students follow along silently, and answer any clarifying questions. Ask students to begin; direct them to work in their groups to complete the initial main ideas they have identified. • After 3 or 4 minutes, cold call several students to share the initial main ideas their group generated. Refer to the **Main Ideas and Details graphic organizer (answers, for teacher reference)** for possible student suggestions. • Record a few strong student examples of main ideas on the Main Ideas and Details anchor chart.	

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Work Time (continued)	Meeting Students' Needs

• Ask students to read the second learning target aloud chorally:
  * "I can explain how key details support each main idea, by using quotes and paraphrased details from the text."
• Draw students' attention to the terms *key* and *support*. Ask students to consider and discuss each term in their groups.
• After 1 minute, cold call several students to share possible definitions with the class. Listen for:
  – "Key means important."
  – "Support means add to the meaning or strengthen."
• Ask students to use their understanding of those terms to generate a definition of key supporting details to add to the anchor chart. Listen for students to suggest ideas such as: "the important details that add to the meaning of the main idea." Record a strong example on the anchor chart.
• Draw students' attention to other familiar but important terms in the target, including *explain*, *quotes*, and *paraphrased details*. Ask students to consider these terms as they think about how to restate the target in their own words. Invite a few students to share their paraphrased versions of the learning target.
• Explain that students will complete the details boxes on their Main Ideas and Details graphic organizer to work toward this target, but that just as they were able to use text features to focus their thinking around the main ideas, they can also use text features to help them locate relevant details.
• Record or reveal the suggestions under Key Supporting Details from the Main Ideas and Details anchor chart one at a time, clarifying each suggestion as you go.
• Then, ask students to focus on the Main Ideas and Details task card Part 2 directions. Read these directions aloud as students follow along silently. Answer clarifying questions, and then ask students to begin.
• Remind students to refer to the **Quote/Paraphrase anchor chart** from Module 2B as needed, pointing out that students must record both quotations and paraphrased details into their graphic organizers.
• Circulate to provide support. Consider pushing student thinking by asking questions such as:
  * "How does this detail support your understanding of the main idea?"
  * "If you have identified more than four details that relate to your main idea, how can you determine which ones are key or most important?"	

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Work Time (continued)	Meeting Students' Needs

• After 8–10 minutes, cold call several students to share details they identified to support each main idea. Refer to the Main Ideas and Details graphic organizer (answers, for teacher reference) for possible student responses.
• Record a few strong examples of key supporting details on the Main Ideas and Details anchor chart.
• Ask groups to reconsider the main ideas they recorded earlier in the lesson by discussing the following in their groups:
  * "How can you use the information from the key supporting details to revise your main idea statements?"
  * "How can you make your main idea statements more clear and specific?"
• After 1 or 2 minutes, cold call several students to share their revised main idea statements whole class.
• If relevant, revise the main idea statements on the Main Ideas and Details anchor chart.
• Give students 1 minute to record their revised main idea statements on their graphic organizers.	

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Work Time (continued)	Meeting Students' Needs

C. Analyzing Synonymous Terms (15 minutes)
• Explain that students now have the opportunity to go back to the text to explore key vocabulary terms to help them better understand the meaning of the text.
• Ask students to read today's final learning target aloud chorally:
  * "I can better understand words by analyzing their relationship to similar terms."
• Draw students' attention to the familiar terms: *analyze*, *relationship*, and *similar*. Clarify definitions if needed.
• Invite several students to consider these terms as they restate/paraphrase the target in their own words.
• Tell students that to work toward this target, they will begin by creating vocabulary cards for their new vocabulary terms: *shelter*, *igloo*, *insulation*, *protection*, *qaggiq*, *gatherings*, *qulliq*, and *extinguished*.
• Remind students that some of these terms are general academic terms found in lots of texts, while others are specific Inuit terms.
• Ask students to identify the Inuit terms from the list. Listen for students to point out that *igloo*, *qaggiq*, and *qulliq* are Inuit words. If needed, remind students that Inuit terms are italicized in this text.
• Display the following directions for student reference:
  1. Write each vocabulary term on an index card
  2. Work with your team to determine a definition for each term, using clues from the text.
  3. Record the definition on the appropriate index card.
• Clarify directions as needed.
• Distribute the **index cards** and give students 5 minutes to work on their vocabulary cards.
• Then, refocus students whole class.
• Explain that when authors write informational texts, they make choices about the terms they use in order to clearly communicate specific information. Tell students they will now look more closely at the definitions for each term and the relationships between similar terms to analyze why the author chose to use one term over another.
• Draw students' attention to the terms *shelter*, *insulation*, and *protection*, and ask them to place those vocabulary cards in front of them for reference.
	• Allow students who struggle with language access to dictionaries or thesauri to help them determine the meaning of, or synonyms for, key academic terms.
	• Allow students who struggle to express their thinking about the meaning of key terms in written language to draw a pictorial representation of a definition or synonym for each word.
	• Consider working in a separate small group with students who may struggle with this task.

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Work Time (continued)	Meeting Students' Needs
• Cold call a few students to provide definitions for each term. Listen for: – "Shelter is a place or structure that provides protection from bad weather." – "Insulation means a barrier that creates a shield or protection from the cold." – "Protection means a thing that provides safety." • Ask students to consider and discuss: * "How are the definitions for these terms similar, and how are they different?" * "What connections do you notice between these terms?" • After 1 minute, cold call several students to share their thinking whole class. Listen for suggestions such as: – "I notice that all of the words are related to being protected or safe, but some are specifically about the weather." – "I notice that the words all have similar definitions; they seem like synonyms." • Confirm or explain that *shelter*, *insulation*, and *protection* are synonyms. • Ask students to consider and discuss: * "Why do you think the author used the term *shelter* for the title of this section, instead of *insulation* or *protection*?" • After 1 minute, cold call several students to share their ideas with the whole class. Listen for: – "I think the author used the term 'shelter' for the title because this section is mostly about the homes that they built to stay protected from the cold, which is exactly what shelter means." – "The term 'insulation' is related to having protection from the cold, but it only refers to one way that the homes protected the Inuit, so it's a little too specific." – "The ideas in this section are related to the term 'protection,' but the Inuit could also have coats or boots that protect them from the cold. I think the author did not want to use the word 'protection' because it is too general." • Ask students to add the new terms to the **metal ring** where they are keeping their vocabulary cards. • Praise students for their ability to recognize how similar terms have nuanced, or shades of, meanings and why an author may choose to use one word instead of another to more precisely convey ideas to readers.	

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Closing and Assessment	Meeting Students' Needs

A. Debrief and Review Learning Targets: Adding to Resource Webs (10 minutes)
• Refocus students whole class. Ask students to chorally read the learning targets aloud; pause students after each target and ask them to show a Fist to Five to demonstrate their level of mastery toward each target.
• Display the resource webs from Lesson 2.
• Ask students to consider and discuss:
  * "After reading pages 16 and 17 of *The Inuit Thought of It*, what new information could be added to these resource webs?"
• After 1 or 2 minutes, cold call several students to share possible additions. Listen for suggestions such as:
  – "Tents were made from seal and caribou skins. The Inuit needed these tents because in the spring, summer, and autumn igloos would just melt, but the Inuit still needed protection from the weather."
  – "Caribou furs were used to make sleeping bags. The Inuit needed sleeping bags to keep them warm in the cold Arctic."
  – "Seal oil was burned in a qulliq. The lamp gave the Inuit warmth and light inside the igloo. It also melted the snow on the inside of the igloo, and when the snow refroze, it made the igloo stronger."
• Tell students they will have the opportunity to continue adding to their own resource webs in their journals for homework.
• Briefly review homework directions with students. Provide the definition for, and/or an example of, "antonym" if necessary.
	• If students have difficulty locating details to add to the class webs, consider pointing out and reading aloud specific passages from the text that may help them.

Homework	Meeting Students' Needs
• Reread pages 16 and 17 of The Inuit Thought of It and add to your resource webs in your journal. • Complete your vocabulary cards by recording either two synonyms or one synonym and one antonym for each general academic term. Use a dictionary or thesaurus if needed. • Read your independent reading book for at least 30 minutes.	• For students who may have difficulty recalling what synonyms or antonyms are, consider writing a definition and providing examples for them to refer to as they complete the homework assignment. • If possible, provide an audio recording of the text to struggling readers.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 1: Lesson 3
Supporting Materials

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Main Ideas and Details Anchor Chart
(For Teacher Reference)

Main Ideas	**Key Supporting Details**
Definition: *Main ideas are the most important or central thoughts of a paragraph or larger section of text.*	Definition: *Key supporting details are the most important details that add to the meaning of the main idea.*
Strategies for Determining the Main Ideas: • *Refer to the section title.* • *Identify main ideas from the introductory paragraph.*	Strategies for Identifying Key Supporting Details: • *Use subsection titles to identify subsections that relate to the main idea.* • *Consider information in images and captions that supports the main idea.* • *Key details may be described in images and text.* • *Key details may be described over several sentences or paragraphs.* • *Key supporting details should add to your understanding of the main idea.*
Examples:	Examples:

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Main Ideas and Details Graphic Organizer:
Shelter

Name:

Date:

Main Idea 1

Initial:

Revised:

Detail 1

Detail 2

Detail 3

Detail 4

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Main Ideas and Details Graphic Organizer:
Shelter

Main Idea 2

Initial:

Revised:

Detail 1

Detail 2

Detail 3

Detail 4

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Main Ideas and Details Graphic Organizer:
Shelter (Answers, for Teacher Reference)

Main Idea 1

Initial: **The Inuit needed strong shelters to protect them from the freezing Arctic temperatures.**

Revised: **The Inuit designed their shelters to protect them from the freezing Arctic temperatures.**

Detail 1
The Inuit packed loose snow between the blocks of the igloo and all around the outside to provide extra insulation and protection from the cold air.

Detail 2
Entrances to Igloos were built below ground to protect the Inuit inside from freezing winds.

Detail 3
"An opening in the roof of the porch allowed cold air to escape before it had a chance to enter the dome of the igloo."

Detail 4
The Inuit added warmth to the inside of their shelters by using seal oil lamps and sleeping bags.

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Main Ideas and Details Graphic Organizer:
Shelter (Answers, for Teacher Reference)

Main Idea 2

Initial: **The Inuit had to build their homes from materials they had available, including snow.**

Revised: **The Inuit built shelters and moved camps based on the materials available during each season.**

Detail 1
Igloos were made from blocks of snow that were so hard you could walk on them without breaking through.

Detail 2
Lake ice was used to make windows to let in the light.

Detail 3
The Inuit lived in igloos in the winter and tents in the spring, summer, and autumn.

Detail 4
"When igloos melted in the spring, Inuit returned to their summer camp and went back to living in tents made from caribou skin and sealskin."

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Main Ideas and Details Task Card

Directions

Part 1:

- Reread the introductory paragraph.
- Determine two main ideas from the introductory paragraph that relate to the section title.
- Record one main idea in each main idea box on your graphic organizer, next to the term *initial*.

Part 2:

- Reread pages 16 and 17 with your small group.
- Identify four key supporting details for each main idea.
- Record each key supporting detail you identified into its own detail box on your "Main Ideas and Details graphic organizer."
- Use at least two quotes and at least two paraphrased details on your graphic organizer.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 1: Lesson 4

Determining Main Ideas and Supporting Details and Summarizing: “Clothing”

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Determining Main Ideas and Supporting Details and Summarizing: "Clothing"

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.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) I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3) I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) c. I can use the relationship between particular words to better understand each of the words.

Supporting Learning Targets	Ongoing Assessment
• I can determine two of the main ideas from pages 18–19 of *The Inuit Thought of It* and explain how they are supported by key details from the text. • I can write a paragraph that summarizes pages 18–19 of *The Inuit Thought of It*, using quotes and paraphrased details from the text. • I can better understand words by analyzing their relationship to terms that are different.	• Resource web and vocabulary terms (from homework) • Main Ideas and Details graphic organizer • Resource web (in journal) • Vocabulary cards

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Agenda	Teaching Notes
1. Opening A. Reviewing Homework and Engaging the Reader (5 minutes) 2. Work Time A. Visualizing the Gist: *The Inuit Thought of It*, Pages 18–19 (10 minutes) B. Determining Main Ideas and Supporting Details and Summarizing (30 minutes) C. Using Antonyms to Understand Key Terms (10 minutes) 3. Closing and Assessment A. Debrief and Review Learning Targets: Adding to Resource Webs (5 minutes) 4. Homework A. Reread pages 18–19 of *The Inuit Thought of It* and add to the resource web. B. If necessary, complete the summary paragraph. C. Read your independent reading book for at least 15–20 minutes.	• In this lesson, students build on their work from Lesson 3, by using the same graphic organizer to collect information about the main ideas and details from a new section of *The Inuit Thought of It*, "Clothing." Students extend their work by synthesizing information from the graphic organizer to write a summary paragraph. This lesson introduces summary paragraphs through the use of a graphic organizer to provide scaffolding for future lessons, where students will be required to draft summary paragraphs more independently. • During the vocabulary section of this lesson, students define terms and then consider how antonyms support their understanding of the key term "tradition." • In advance: – Create a Summary Paragraph anchor chart and decide which elements you will record in advance and which you will record in class based on student suggestions. – Review and familiarize yourself with vocabulary terms from Lessons 1–4 in order to guide discussion in Work Time C.

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Lesson Vocabulary	Materials
visual gist, determine, main ideas, identify, key, supporting, quotes, paraphrased details, analyzing, relationship; traditional, scarce, artificial (19)	• Vocabulary cards on metal ring (begun in Lesson 2; one set per student) • Journal (begun in Lesson 1; one per student) • Seal, Caribou, and Walrus resource webs (from Lesson 2; class versions) • *The Inuit Thought of It: Amazing Arctic Innovations* (book; one per student) • Visual Gist chart (class version; completed in Lesson 1) • Main Ideas and Details graphic organizer (from Lesson 3; one new blank copy per student) • Main Ideas and Details anchor chart (from Lesson 3) • Document camera • Summary Paragraph graphic organizer (one per student) • Summary Paragraph anchor chart (new; teacher-created) • Index cards (one-hole punched; three per student) • Thesaurus (one per student or group)

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Opening	Meeting Students' Needs

A. Reviewing Homework and Engaging the Reader (5 minutes)
• Tell students to locate their **vocabulary cards on metal ring** (from previous lessons) as well as their **journals** and sit with a partner who is not in their small group.
• Ask students to share the synonyms and antonyms they recorded on their vocabulary cards for homework. Then, direct them to discuss the following questions:
  * "Did you and your partner record the same synonyms and antonyms on your vocabulary cards? If not, what similarities and differences do you notice between the terms you recorded?"
  * "Was it easier to identify synonyms or antonyms for each term? Explain."
• After 1 or 2 minutes, cold call a few students to share their thinking.
• Explain that they will continue exploring the relationships between words later in the lesson.
• Ask students to open their journals to their other homework task from the previous lesson, their resource webs.
• Direct students to consider and discuss with their partner:
  * "What additions did you make to your resource webs after rereading pages 16 and 17 of *The Inuit Thought of It*?"
  * "How do these additions help you better understand the way the Inuit people used resources to meet their needs?"
• After 1 or 2 minutes, invite several students to share their thinking whole class.
• As students are sharing, add student suggestions to the **Seal, Caribou, and Walrus resource webs** and encourage students to revise or add to their own webs as needed.
• Tell students that as they continue to read, they will explore other ways the Inuit used natural resources to meet their needs.
	• Provide sentence starters to give all students access to the conversation.

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Work Time	Meeting Students' Needs
A. Visualizing the Gist: *The Inuit Thought of It,* Pages 18–19 (10 minutes) • Ask students to bring their copies of ***The Inuit Thought of It: Amazing Arctic Inventions*** and their journals to meet in their groups. • Direct students to open their books to page 18 and to point to the section title. • Remind students that paying attention to the section title can help them focus their ideas as they read for the gist. Explain that during today's first read, they will again be creating a sketch that visualizes the gist of the text. • Briefly review strategies for creating a visual gist, referring to the **Visual Gist chart** as needed. Remind students that each visual gist should show important information in the text, but that there can be a variety of sketches for one text. • Give students 5 or 6 minutes to read pages 18 and 19 in their small groups, alternating paragraphs read aloud. • After about 5 minutes, or as students finish reading the section, ask them to take 1 minute to independently sketch a visual gist for "Clothing" on a clean page in their journals. • Then, direct students to share their sketches with the other students in their group and write a corresponding gist statement. Remind students that they do not need to have the same gist statement as the other members of their group. • After 1 or 2 minutes, cold call several students to share their visual gists and gist statements with the class. Students may share ideas such as: – "The Inuit used materials from animals to create clothing that could protect them from cold weather." – "The Inuit invented clothing that could keep them warm, even in Arctic winters." • Give students 1 minute to revise the visual gists and gist statements they recorded in their journals based on ideas shared whole group.	• Display the section title under a document camera to support visual learners and struggling readers who have difficulty locating information in text. • Encourage students who share their visual gists and gist statements to display them under the document camera to provide a model for all students. • Also consider having a student model the revisions he or she makes to his or her gist statement.

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Work Time (continued)	Meeting Students' Needs

B. Determining Main Ideas and Supporting Details and Summarizing (30 minutes)
• Ask students to read the first two learning targets aloud together:
  * "I can determine two of the main ideas from pages 18–19 of *The Inuit Thought of It* and explain how they are supported by key details from the text."
  * "I can write a paragraph that summarizes pages 18–19 of *The Inuit Thought of It*, using quotes and paraphrased details from the text."
• Ask students to focus on the first target; draw their attention to the terms *main ideas*, *supported*, and *key*, which were discussed in Lesson 3.
• Invite a few students to share their understanding of these terms, restating the target in their own words.
• Focus students' attention on the second target and ask them to consider the familiar terms *summarizes*, *quotes*, and *paraphrased details* as they discuss the following question in groups:
  * "What does this target tell you about the similarities and differences between the summary paragraphs you will write in this module and those you have written before?"
• After 1 minute, cold call a few students to share their thinking whole class. Listen for suggestions such as:
  – "We will be writing a paragraph that summarizes a section of text, which we also did in Module 2."
  – "In the past, we paraphrased only when we wrote summary paragraphs. Now we will need to use both quotes and paraphrased details in our summary paragraphs."
• Explain that to work toward these targets, students will complete a Main Ideas and Details graphic organizer, just like the one they used in Lesson 3. Then, they will use the information they collected on the graphic organizer to write a concise summary paragraph.
• Distribute a **Main Ideas and Details graphic organizer** to each student.
• Review strategies for determining main ideas, referring to the **Main Ideas and Details anchor chart** as needed. Then, use a **document camera** to remind students where they will record their initial main ideas on the Main Ideas and Details graphic organizer.
• Review strategies for identifying key supporting details, referring to the Main Ideas and Details anchor chart. Consider highlighting the strategies that help students distinguish between just interesting facts and key supporting details.
	• Consider recording synonyms of key words from the target above or below where they appear to support all students, especially ELLs.
	• Consider inviting a group of struggling readers to work with you to complete these steps with support.
	• Some students may struggle with revision. Asking selected students to display revisions and talk through how they made each decision to revise helps deepen their understanding and identify areas of strength and difficulty.
	• Consider pairing stronger writers with students who struggle. Allow struggling writers to fill in an electronic version of the Summary Paragraph graphic organizer or share a graphic organizer with their partner.
	• Display sentence starters to use when introducing a direct quote within a paragraph; this supports all students, especially visual learners and ELLs.

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Work Time (continued)	Meeting Students' Needs
• Display the following directions: 1. Reread the section title and overview paragraph independently. 2. Work with your group to determine two main ideas from the information in the section title and overview paragraph. 3. Record each main idea in its own Main Idea box on your graphic organizer, next to the word "Initial." 4. Reread each subsection and caption with your group. Take turns reading aloud. 5. With your group, identify four key supporting details for each main idea, using information from the text and images. 6. Record each supporting detail in its own Detail box under the corresponding main idea. Use at least one quote and at least one paraphrased detail to support each main idea. • Clarify directions as needed before asking students to begin. • Circulate to support student work as needed. Consider pushing students' thinking by asking questions such as: * "There are so many interesting details in this section. How did you determine which are the most important for understanding this main idea?" * "Your main ideas are both related to clothing. How did you determine which details correspond to each main idea?" • After about 10 minutes, refocus students whole class. • Ask students to consider and discuss in their groups: * "How can you use the information from the key supporting details to revise your main idea statements?" * "How can you make your main idea statements more clear and specific?" • After 1 minute, cold call several students to share their thinking whole class. Listen for ideas such as: – "In one of my initial main ideas, I said that the Inuit used skins and furs to make clothing that could help them survive in the cold environment of the Arctic, but they actually used many other parts of the animals too." – "One of our main ideas was about how animals were the only resources the Inuit had to make clothing. After reading the details, I think we should add to it by saying, 'The Inuit used innovative techniques to make clothing from the only materials they had available, animals.'" • Direct students to record revised main idea statements on their graphic organizers, next to the term "Revised" in each Main Idea box.	• Allow students who struggle with the physical act of writing, and/or students in need of writing accommodation, to type or dictate their summaries. • As needed, consider conducting a mini lesson and/or modeling how to incorporate quotes into a summary paragraph.

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Work Time (continued)	Meeting Students' Needs
• Cold call several students to share one of the main ideas and one or two supporting details from their graphic organizers. Refer to the **Main Ideas and Detail graphic organizer (answers, for teacher reference)** for possible student responses. • Explain that students will now use the information they collected on their graphic organizers to write summary paragraphs. • Distribute the **Summary Paragraph graphic organizers** and display the **Summary Paragraph anchor chart**. • Use the Summary Paragraph anchor chart to guide students through each element on the graphic organizer, either pausing to allow them to complete each box as it is discussed or giving them a block of time to work after you have clarified directions for the graphic organizer. Pause to further discuss and/or provide examples of how to integrate quotes into supporting details, based on the needs of your students. • When students have completed their Summary Paragraph graphic organizers, invite students to read the sentences from their organizers aloud to a partner, as a fluid paragraph. Then, invite a few students to share out with the class. Refer to the **Summary Paragraph graphic organizer (answers, for teacher reference)** to provide specific and positive feedback. • Use a combination of strong student work to complete the example written paragraph on the Summary Paragraph anchor chart. As you are writing, use "think-aloud" strategies to review and model how to revise sentences so they flow well together (e.g., adding appropriate transition words, flipping the order of the two main ideas, or simplifying a supporting detail to improve the overall flow of the summary paragraph). • As time allows, direct students to revise their work as they record their summary paragraphs on a clean page in their journals. Tell students that if they do not have time to complete their paragraphs, they should finish them for homework.	

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Work Time (continued)	Meeting Students' Needs

C. Using Antonyms to Understand Key Terms (10 minutes)
• Ask students to quickly locate their vocabulary cards from previous lessons, which are on the metal ring.
• Refocus students on the final learning target and ask them to read it aloud chorally:
  * "I can better understand words by analyzing their relationship to terms that are different."
• Draw students' attention to the familiar terms *analyze* and *relationship* then invite a few students to restate the target in their own words.
• Explain that students' vocabulary work today will have two parts. First, students will create new vocabulary cards, much as they have done in other lessons. Then, they will use their knowledge of their vocabulary terms to explore the relationships between them.
• Introduce the vocabulary terms *traditional*, *scarce*, and *artificial*.
• Display the following directions:
  1. Write each vocabulary term on its own index card.
  2. Work with your group members to determine a definition for each term, using context clues and other strategies.
  3. Record the definitions on your index cards.
  4. If time allows, determine and record at least one synonym for each general academic term.
• Clarify directions as needed.
• Distribute **index cards** and direct students to begin working.
• After 3 or 4 minutes, refocus students whole class. Invite several students to share definitions for each term. Listen for:
  – "'Traditional' means something that has been done in the same way for a long time."
  – "'Scarce' means rare, not very common."
  – "'Artificial' means made by humans, often a man-made version of something that occurs in nature."
• Remind students that in Lesson 3, they explored the relationship between vocabulary words that are synonyms. Explain that in today's lesson, they will explore the relationship between antonyms.
• Ask students to locate the vocabulary card for *traditional*. Tell students that *traditional* is an adjective (which describes), but that "tradition" is a noun from the same root word. Clarify both the connection and difference between the adjective and noun form as needed.
	• For students who struggle with language, provide access to dictionaries to help them determine the meaning of key terms.
	• Allow students who struggle to express their thinking about the meaning of key terms in written language to draw a pictorial representation of a definition or synonym for each word.
	• Consider working in a separate small group with students who may struggle with this task.

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Work Time (continued)	Meeting Students' Needs

• Encourage students to work with their group members to look for an antonym for "tradition" in their vocabulary cards.
• Listen for students to locate the term "innovations" (from Lesson 1 homework and Lesson 2 Opening).
• Ask students to consider the definition for each term as they discuss:
  * "How do you know these words are antonyms?"
  * "How does comparing the definitions of these two words help you better understand their meaning?"
• Student responses will vary, but listen for them to share ideas such as:
  – "They are antonyms because they have opposite meanings."
  – "A tradition is something people do the same way over time, but innovations are new ideas."
  – "Knowing that these words are antonyms helps me understand that doing something the same way—following a tradition—is different from using innovations, or new ways of doing things."
• Next, ask students to work with group members to discuss and determine antonyms for the remaining key terms: *scarce* and *artificial*. Allow students access to a **thesaurus** (with both synonyms and antonyms) as needed. Circulate to support.
• After 2 or 3 minutes, invite a few students to share their thinking with the class. Listen for:
  – "An antonym for 'scarce' is 'plentiful.'"
  – "An antonym for 'artificial' is 'real.'"
• Direct students to record an antonym for each term on the back of their index cards, and to write "(ant.)" next to each word they record so they can remember later that these words are antonyms. Students should then add each completed card to their metal ring.
• Congratulate students on their ability to think about and explain how knowing and understanding the antonym for a word can help them better understand its meaning.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Review Learning Targets: Adding to Resource Webs (5 minutes) • Ask students to read each learning target aloud together: ∗ "I can determine two of the main ideas from pages 18–19 of *The Inuit Thought of It* and explain how they are supported by key details from the text." ∗ "I can write a paragraph that summarizes pages 18–19 of *The Inuit Thought of It*, using quotes and paraphrased details from the text." ∗ "I can better understand words by analyzing their relationship to terms that are different." • Direct students to consider and discuss with a partner: ∗ "Which target do you feel most confident about? Explain." ∗ "Which target was the most challenging for you today? Explain." • After 1 or 2 minutes, invite several students to share their reflections whole class. Responses will vary. • Focus students' attention once again on the class Seal, Caribou and Walrus resource webs. • Invite students to look back to their notes and the text to locate details that could be added to each web. • After 4 or 5 minutes, cold call students to share their thinking whole group. As students share out, record their ideas onto the webs and encourage them to identify where in the text or their notes they were able to find the information. Answers will vary. • Tell students they will take the mid-unit assessment during the next lesson.	• If students have difficulty locating details to add to the class webs, consider pointing out specific passages from the text that may help them and asking them to read aloud.
Homework	**Meeting Students' Needs**
• Reread pages 18–19 of *The Inuit Thought of It* and add to the resource web. • If necessary, complete the summary paragraph. • Read your independent reading book for at least 15–20 minutes.	• Consider providing students with a dictionary and/or thesaurus to use as resources to support their vocabulary homework. • If possible, provide an audio version of the text to struggling readers.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 1: Lesson 4
Supporting Materials

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Main Ideas and Details Graphic Organizer:
Clothing

Name:

Date:

Main Idea 1

Initial:

Revised:

Detail 1

Detail 2

Detail 3

Detail 4

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Main Ideas and Details Graphic Organizer:
Clothing

Main Idea 2

Initial:

Revised:

Detail 1

Detail 2

Detail 3

Detail 4

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Main Ideas and Details Graphic Organizer:
"Clothing"
(Answers, for Teacher Reference)

Main Idea 1

Initial: **Animals were the only natural resource in the Arctic useful for making clothing.**

Revised: **The Inuit developed innovative techniques for making clothing because animals were the only useful natural resources available.**

Detail 1
Caribou fur and skin was used to make parkas and winter boots.

Detail 2
In areas where birds were easy to find but caribou was scarce, bird skin and feathers were the best materials for parkas.

Detail 3
Sealskin and caribou sinew were used to make boots. The materials were kept wet while working. As they dried, the boots tightened and become waterproof.

Detail 4
"The Inuit sometimes used a marine mammal's inside parts to make waterproof clothing."

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Main Ideas and Details Graphic Organizer:
"Clothing"
(Answers, for Teacher Reference)

Main Idea 2

Initial: **The Inuit made warm clothing from animal skins and furs to survive in the harsh Arctic.**

Revised: **Protective clothing was necessary for the Inuit to survive in the cold, harsh Arctic.**

Detail 1
"The traditional winter parka, called a qulittaq, was essential for protecting the upper body from dangerously cold temperatures."

Detail 2
Parkas were made from caribou hunted during the fall, when their fur was thick enough to keep the Inuit warm in the coldest weather

Detail 3
Boots were important to keep warm and dry in all weather. Sealskin boots kept their feet dry in the summer, and furry boots kept them warm in the winter.

Detail 4
Hunters needed waterproof clothing to protect them while hunting on the ocean.

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Summary Paragraph Anchor Chart
(For Teacher Reference)

Strategy for Outlining a Summary Paragraph

Topic Sentence:
- The first sentence in a paragraph
- Explains the main points of the paragraph

Main Idea 1:
- One of the most important or central ideas from the text (The revised main idea statement from your Main Idea and Details graphic organizer)

Key Supporting Detail(s):
- The one or two most important details that support the first main idea
- Could include quotes or paraphrased details
- Quotes need to be introduced; some ways to introduce quotes:
  - For example, on page ___, the text states, "..."
  - In the text it says, "..."

Main Idea 2:
- Another important or central idea from the text
- The revised main idea statement from your Main Idea and Details graphic organizer

Key Supporting Detail(s):
- The one or two most important details that support the second main idea
- Could include quotes or paraphrased details

Concluding Sentence:
- The final sentence in the paragraph
- Restates the topic sentence in a new way

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Summary Paragraph Anchor Chart
(For Teacher Reference)

Example Paragraph:

In order to survive in the Arctic, Inuit developed protective clothing from the materials they had available. Protective clothing was necessary for Inuit to survive in the cold, harsh Arctic. In the text it states, "The traditional winter parka, called a qulittaq, was essential for protecting the upper body from dangerously cold temperatures." Other protective clothing included waterproof coats and boots. Inuit developed innovative techniques for making clothing from the best natural resource they had available: animals. To make warm clothing from caribou, animals had to be hunted when the furs were the ideal thickness. Waterproof clothing was made from dried sealskin and caribou sinew, or sometimes from dried whale and walrus intestines. Inuit used natural resources in innovative ways to develop protective clothing that helped them survive in their harsh environment.

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Summary Paragraph Graphic Organizer

Topic Sentence:

Main Idea 1:

Key Supporting Detail(s):

Main Idea 2:

Key Supporting Detail(s):

Concluding Sentence:

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Summary Paragraph Graphic Organizer
(Answers, for Teacher Reference)

Topic Sentence:
In order to survive in the Arctic, the Inuit developed protective clothing from the materials they had available.

Main Idea 1:
Protective clothing was necessary for the Inuit to survive in the cold, harsh Arctic.

Key Supporting Detail(s):
In the text it states, "The traditional winter parka, called a qulittaq, was essential for protecting the upper body from dangerously cold temperatures." Other protective clothing included waterproof coats and boots.

Main Idea 2:
The Inuit developed innovative techniques for making clothing from the best natural resource they had available: animals.

Key Supporting Detail(s):
To make warm clothing from caribou, animals had to be hunted when the furs were the ideal thickness. Waterproof clothing was made from dried sealskin and caribou sinew, or sometimes from dried whale and walrus intestines.

Concluding Sentence:
The Inuit used natural resources in innovative ways to develop protective clothing that helped them survive in their harsh environment

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 1: Lesson 5

Mid-Unit Assessment: Text-Dependent and Short Answer Questions: “Arctic Fun”

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.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 determine the meaning of general academic and domain-specific words. (RI.5.4) I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) c. I can use the relationship between particular words to better understand each of the words.

Supporting Learning Targets	Ongoing Assessment
• I can explain how the Inuit people used resources to meet their needs, by quoting accurately from the text. • I can determine the main ideas of pages 20–21 from *The Inuit Thought of It* and explain how they are supported by key details. • I can determine the meaning of unfamiliar words and phrases by using a variety of strategies.	• Mid-Unit 1 Assessment • Tracking My Progress, Mid-Unit 1 recording form

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Agenda	Teaching Notes
1. Opening A. Reviewing Homework and Engaging the Reader (12 minutes) B. Introduce Learning Targets (3 minutes) 2. Work Time A. Mid-Unit 1 Assessment (35 minutes) B. Tracking My Progress (5 minutes) 3. Closing and Assessment A. Debrief: Sharing Reflections (5 minutes) 4. Homework A. Reread pages 12–21 of The Inuit Thought of It. B. Add to or revise your Seal, Caribou, or Walrus resource web using information from pages 12–21 of the text. C. Complete your Letter to a Partner.	• In this lesson, students take the Mid-Unit 1 Assessment. • During the Opening of this lesson, students refer to their notes and resource webs completed for homework (in Lessons 2–4) to participate in a Chalk Talk. This serves as an opportunity for students to review key concepts and vocabulary prior to taking the mid-unit assessment. • During the Debrief, students share reflections from their Tracking My Progress forms. • In advance: – Create and post Chalk Talk charts, one for each group (see example in supporting materials). – Review the Chalk Talk protocol (see Appendix). – Post all anchor charts for student reference during the assessment: Vocabulary Strategies anchor chart (from Lesson 2); Main Idea and Details anchor chart (from Lesson 3); and Seal, Caribou, and Walrus resource webs (from Lessons 2–4).

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Lesson Vocabulary	Materials
explain, Inuit, resources, needs, quoting, accurately, determine, main ideas, supported, key details, meaning, strategies	• Journal (one per student; begun in Lesson 1) • Markers (four colors; one of each color for every group) • Chalk Talk charts (new; teacher-created; one per group; see example in supporting materials) • *The Inuit Thought of It* (book; one per student) • Vocabulary Strategies anchor chart (from Lesson 2) • Main Ideas and Details anchor chart (from Lesson 3) • Mid-Unit 1 Assessment: Text-Dependent and Short Answer Questions: “Arctic Fun” (one per student) • Mid-Unit 1 Assessment: Text-Dependent and Short Answer Questions: “Arctic Fun” (answers, for teacher reference) • NYS 2-Point Rubric – Short Response (for teacher reference) • Tracking My Progress, Mid-Unit 1 recording form (one per student) • Letter to a Partner (one per student)

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Opening	Meeting Students' Needs
A. Reviewing Homework and Engaging the Reader (12 minutes) • Ask students to take out their **journals** and turn to the Seal, Caribou, and Walrus resource webs they have added to for homework. • Ask students to quickly join their group members at their group's **Chalk Talk chart**. • Distribute a **marker** to each student, being sure that each group has all four colors. • Review directions for the Chalk Talk protocol and point out to students that each chart has two questions. Explain that each question is related to the guiding questions for this unit and will help students focus their review of key ideas before they take the mid-unit assessment today. • Ask students to chorally read each of the Chalk Talk questions aloud with you: – A: How can resource webs help you understand the relationship between Inuit people and their environment? – B: How did native Inuit people use the resources that were available to meet their needs? • Give the following directions to students: 1. Focus on Question A first. Think about and restate the question silently in your head. 2. Refer to your resource webs to help you determine a response to the question and then write your answer on the chart, somewhere near the question circle. 3. Each group member rotates around the chart to read and write a response to the ideas that group members recorded (agreement, question, connection). 4. Once all group members have read and responded to the first question, repeat the above steps for Question B. • Answer any clarifying questions and then ask students to begin. Move throughout the room to offer guidance. • After 4 minutes, if students have not moved on to Question B, give them a 10-second warning. Then ask them to complete their thoughts and move on to Question B. • After another 4 or 5 minutes, refocus students whole group. Reread Question A aloud and ask group members to share ideas from their Chalk Talk charts with the class (answers will vary). Repeat for Question B.	• Consider assigning yourself or an aid as a scribe to work with students who struggle with the physical act of writing during the Chalk Talk protocol. • Circulating to all the groups while students work provides the opportunity to observe work and make adjustments as necessary.

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Opening (continued)	Meeting Students' Needs
• Tell students they will take the Mid-Unit 1 Assessment today to demonstrate what they have learned about how multiple ideas conveyed through an informational text can help them understand the relationship that existed between native Inuit people and their environment, as well as the ways in which the Inuit people used their resources to meet the needs of their community.	
B. Introduce Learning Targets (3 minutes) • Ask students to chorally read each of the learning targets aloud with you: * "I can explain how the Inuit people used resources to meet their needs, by quoting accurately from the text." * "I can determine the main ideas of pages 20–21 from *The Inuit Thought of It* and explain how they are supported by key details." * "I can determine the meaning of unfamiliar words and phrases by using a variety of strategies." • Underline each key term students are familiar with in these targets, from previous lessons and modules: *explain*, *Inuit*, *resources*, *needs*, *quoting*, *accurately*, *determine*, *main ideas*, *supported*, *key details*, *meaning*, and *strategies*. • Ask students to briefly review the meaning of each term and discuss with group members how they could restate each target in their own words, based on their understanding of key vocabulary. • After 1 or 2 minutes, cold call a few students to share out their thinking whole group.	• Consider displaying a student-paraphrased version of one or all three of the learning targets to support all students, especially during the Tracking My Progress portion at the end of this assessment.

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Work Time	Meeting Students' Needs
A. Mid-Unit 1 Assessment (35 minutes) • Help students locate the resources they will need for the assessment: – Their books, ***The Inuit Thought of It*** – Journals – Anchor charts: **Vocabulary Strategies** and **Main Ideas and Details** • Distribute the **Mid-Unit 1 Assessment: Text-Dependent and Short Answer Questions: "Arctic Fun."** Read the directions to students and ask them to skim the assessment questions. Answer any clarifying questions. • Ask students to turn to pages 20–21 of their texts and begin. Circulate to observe; since this is a formal on-demand assessment, do not provide support other than formally approved accommodations. • If students finish the assessment early, tell them that they may do the following: 1. Complete your vocabulary cards from Lessons 2–4. 2. Begin filling out your Tracking My Progress form. 3. Read your independent reading book.	• ELLs receive extended time as an accommodation on NY State assessments. • If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this assessment, as well as the goals of the assessment.
B. Tracking My Progress (5 minutes) • Distribute a **Tracking My Progress, Mid-Unit 1 recording form** to each student. Remind students this form is just like the progress trackers they completed after each assessment in Module 2; provide clarification as necessary. • Ask students to refer to their responses on the Mid-Unit 1 Assessment as they reflect on their ability to meet each of the targets. • Collect students' mid-unit assessments to review and score using the **Mid-Unit 1 Assessment: Text-Dependent and Short Answer Questions: "Arctic Fun," (answers, for teacher reference)** as a guide. Tell students to hold on to their progress forms to share with a partner during the debrief.	• Consider allowing students who struggle with written language to dictate their reflections to a partner or the teacher. This allows all students to participate in the self-reflection in a meaningful way.

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Closing and Assessment	Meeting Students' Needs

A. Debrief (5 minutes)
• Ask students to join a partner who is *not* a part of their regular small group to share reflections from their progress trackers.
• After 2 or 3 minutes, focus students whole group and pose the following questions:
  * "Which target(s) have you mastered? Explain your thinking."
  * "Which target(s) are you struggling with? Explain."
  * "How can you move toward mastery of the targets you are struggling with? What strategies might help you?"
• Invite several students to share their thinking aloud.
• Collect students' progress trackers to review.
• Congratulate students on their ability to demonstrate an understanding of how native Inuit people used available resources to meet the needs of their community, and to reflect on their learning.
• Distribute the **Letter to a Partner** homework. Read through the directions and sample letter; provide clarification as needed.
	• Offer sentence starters to support all students' participation in the debrief conversation. Examples: "I think I have mastered ... because ..." and "I'm still struggling with ... because ..."

Homework	**Meeting Students' Needs**
• Reread pages 12–21 of *The Inuit Thought of It*. • Add to or revise your Seal, Caribou, or Walrus resource web using information from pages 12–21 of the text. • Complete your Letter to a Partner.	• If possible, provide an audio version of the text to struggling readers. • Allow students who struggle with writing to dictate their revisions and letter to someone at home to act as a scribe.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 1: Lesson 5
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Chalk Talk Chart
(Example, for Teacher Reference)

Question A: How can resource webs help you understand the relationship between the Inuit people and their environment?

Question B: How did native Inuit people use the resources that were available to meet their needs?

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Mid-Unit 1 Assessment:
Text-Dependent and Short Answer Questions: "Arctic Fun"

Name:

Date:

Directions:

Independently, read through pages 20–21, "Arctic Fun," to determine the gist.

Skim the assessment questions below.

Reread the text in chunks to help you consider and respond to the assessment questions.

Answer short-response questions in complete sentences.

Cite evidence from the text to support your answers to short-response questions.

1. On page 21, the text states, "The stories might be accompanied by a string game called ***ajaraat***, similar to 'cat's cradle.' The string was used to create shapes that represented characters in the stories."

   What is the meaning of the term *ajaraat*, as it is described in the text?

   - ☐ A string used for building toys and telling stories
   - ☐ A string that was formed into a "cat's cradle"
   - ☐ A string game, where the string was formed into different shapes to illustrate the characters in story
   - ☐ A string game where the string was used to trick other players in the game

2. On page 20, the text states, "Outdoor games were popular in summer, and in winter when the weather **permitted**." What is the meaning of the term "permitted" in this sentence?

   - ☐ Allowed
   - ☐ Snowed
   - ☐ Changed
   - ☐ Invited

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Mid-Unit 1 Assessment:
Text-Dependent and Short Answer Questions: "Arctic Fun"

How did you use context and other clues to determine the meaning of the word "permitted"?

_____

_____

_____

_____

_____

3. On page 21, the text states, "The dolls also **encouraged** the hunter by reminding him of his children, who were waiting for him to return with food for the family."

Encouraged and *supported* are synonyms. Consider the specific dictionary definition for each term below.

Encourage: (verb) to give courage, hope, or confidence

Support: (verb) to give assistance or help

Why do you think the author chose to use the term *encouraged* instead of *supported* in this sentence?

_____

_____

_____

_____

_____

4. **Part A:** Which of the following statements is the *best example* of a main idea from "Arctic Fun"?

- ☐ Inuit children learned to tell stories about their culture.
- ☐ Games and pastimes helped Inuit children develop skills they would need as adults.
- ☐ Arctic winters are long and dark, leaving Inuit children with little to do.
- ☐ Every other year, the Inuit gather to compete in the Arctic Winter Games.

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Mid-Unit 1 Assessment:
Text-Dependent and Short Answer Questions: "Arctic Fun"

Part B: Use quotes or paraphrased details from the text to explain two key details that support the main idea you identified in Part A.

Detail 1:

Detail 2:

5. **Part A:** Which of the following statements is another main idea of "Arctic Fun"?

- ☐ Inuit children made dolls for entertainment.
- ☐ Inuit children participated in a variety of traditional contests to demonstrate their strength and endurance.
- ☐ Inuit children participated in a variety of traditional games and pastimes for entertainment and to learn about their culture.
- ☐ Inuit children enjoyed reading stories to pass the time.

Part B: Use quotes or paraphrased details from the text to explain two key details that helped you identify the main idea in Part A.

Detail 1:

Detail 2:

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Mid-Unit 1 Assessment:
Text-Dependent and Short Answer Questions: "Arctic Fun"

6. How did traditional games and pastimes meet the needs of Inuit communities? Use at least one quote and one paraphrased detail from the text to support your answer.

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Mid-Unit 1 Assessment:
Text-Dependent and Short Answer Questions: "Arctic Fun"
(Answers, for Teacher Reference)

1. On page 21, the text states, "The stories might be accompanied by a string game called ***ajaraat***, similar to 'cat's cradle.' The string was used to create shapes that represented characters in the stories."

   What is the meaning of the term *ajaraat*, as it is described in the text?

   ☐ A string used for building toys and telling stories

   ☐ A string that was formed into a "cat's cradle"

   X **A string game, where the string was formed into different shapes to illustrate the characters in story**

   ☐ A string game where the string was used to trick other players in the game

2. On page 20, the text states, "Outdoor games were popular in summer, and in winter when the weather **permitted**." What is the meaning of the term "permitted" in this sentence?

   X **Allowed**

   ☐ Snowed

   ☐ Changed

   ☐ Invited

How did you use context and other clues to determine the meaning of the word "permitted"?

I think "permitted" means "allowed" because it says games were popular in summer and winter when the weather permitted, which means when the weather in any season would allow people to play outside; the other words didn't make sense when I substituted them for "permitted" (or similar ideas).

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Mid-Unit 1 Assessment:
Text-Dependent and Short Answer Questions: "Arctic Fun"
(Answers, for Teacher Reference)

3. On page 21, the text states, "The dolls also **encouraged** the hunter by reminding him of his children, who were waiting for him to return with food for the family."

Encouraged and *supported* are synonyms. Consider the specific dictionary definition for each term below.

Encourage: (verb) to give courage, hope, or confidence

Support: (verb) to give assistance or help

Why do you think the author chose to use the term *encouraged* instead of *supported* in this sentence?

I think the author used the word "encouraged" because it is a better description of the purpose for the dolls—to give courage, hope, or confidence to the hunter by reminding him of his children (and similar suggestions).

4. **Part A:** Which of the following statements is the *best example* of a main idea from "Arctic Fun"? **(RI.5.1, RI.5.2)**

   ☐ Inuit children learned to tell stories about their culture.

   X **Games and pastimes helped Inuit children develop skills they would need as adults.**

   ☐ Arctic winters are long and dark, leaving Inuit children with little to do.

   ☐ Every other year, the Inuit gather to compete in the Arctic Winter Games.

   Part B: Use quotes or paraphrased details from the text to explain two key details that support the main idea you identified in Part A. **(Students may cite examples other than those listed below; look for details from the text that support the main idea.)**

   Detail 1:

"All the activities required strength and endurance."

   Detail 2:

Girls learned to cut and sew so that when they were older they could make clothes for their family.

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Mid-Unit 1 Assessment:
Text-Dependent and Short Answer Questions: "Arctic Fun"
(Answers, for Teacher Reference)

5. **Part A:** Which of the following statements is another main idea of "Arctic Fun"? **(RI.5.1, RI.5.2)**

   ☐ Inuit children made dolls for entertainment.

   ☐ Inuit children participated in a variety of traditional contests to demonstrate their strength and endurance.

   X **Inuit children participated in a variety of traditional games and pastimes for entertainment and to learn about their culture.**

   ☐ Inuit children enjoyed reading stories to pass the time.

Part B: Use quotes or paraphrased details from the text to explain two key details that helped you identify the main idea in Part A. **(Students may cite other examples than those listed below; look for details from the text that support the main idea.)**

Detail 1:

"Because winter was long and dark in the Arctic, the Inuit would come together to participate in a variety of fun contests.

Detail 2:

"Inuit legends and stories told about history and about the challenges of life in the Arctic, and offered lessons on how to be a good person."

6. How did traditional games and pastimes meet the needs of Inuit communities? Use at least one quote and one paraphrased detail from the text to support your answer.

Traditional games and pastimes met the need of Inuit communities by giving them fun things to do and ways to learn about their history and environment. Contests were a form of entertainment for the Inuit people during long dark winters in the Arctic. String games and storytelling helped Inuit people learn about their "history and about the challenges of life in the Arctic, and offered lessons on how to be a good person."

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2-Point Rubric: Writing from Sources/Short Response1

(for Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	The features of a 2-point response are:
	• Valid inferences and/or claims from the text where required by the prompt • Evidence of analysis of the text where required by the prompt • Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt • Complete sentences where errors do not impact readability

1-point Response	The features of a 1-point response are:
	• A mostly literal recounting of events or details from the text as required by the prompt • Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Incomplete sentences or bullets

0-point Response	The features of a 0-point response are:
	• A response that does not address any of the requirements of the prompt or is totally inaccurate • No response (blank answer) • A response that is not written in English • A response that is unintelligible or indecipherable

[1]From New York State Department of Education, October 6, 2012.

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Letter to a Partner

After rereading pages 12–21 of *The Inuit Thought of It*, add to and/or revise your web and then write a "letter" to a partner about your resource web, on a blank page in your journal.

- Be sure to start the letter "Dear Reader,"
- Be sure your letter answers the following questions:
  - How did the Inuit use this resource to adapt to their environment and meet their needs? Describe at least two ways.
  - What do you think is the *most important* Inuit need that is met by this resource? Explain your thinking.

Sample Letter:

Dear Reader,

The Inuit used seals for many things. The bowstring of a bow-drill is made from sealskin. Sealskin could be used to make many types of clothing that kept Inuit people warm and dry in the harsh Arctic climate. I think clothing was the most important need met by seals because the Arctic was a very harsh, cold, and dark environment, and without warm and dry clothes it would be hard to survive.

Your friend,
Savannah

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Tracking My Progress, Mid-Unit 1

Name:

Date:

Learning Target: I can explain how the Inuit people used resources to meet their needs, by quoting accurately from the text.

1. The target in my own words is:

_____

_____

_____

_____

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3.The evidence to support my self-assessment is:

_____

_____

_____

_____

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Tracking My Progress, Mid-Unit 1

Name:

Date:

Learning Target: I can determine the main ideas of pages 20–21 from *The Inuit Thought of It* and explain how they are supported by key details.

1. The target in my own words is:

_____

_____

_____

_____

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3.The evidence to support my self-assessment is:

_____

_____

_____

_____

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Tracking My Progress, Mid-Unit 1

Name:

Date:

Learning Target: I can determine the meaning of unfamiliar words and phrases by using a variety of strategies.

1. The target in my own words is:

_____

_____

_____

_____

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3.The evidence to support my self-assessment is:

_____

_____

_____

_____

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 1: Lesson 6

Synthesizing Text Details to Explain Relationships: “Hunting”

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3) I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) c. I can use the relationship between particular words to better understand each of the words.

Supporting Learning Targets	Ongoing Assessment
• I can explain the relationship between the Inuit and their natural environment, by quoting accurately from the text. • I can determine which synonymous terms most clearly convey information about the Inuit and hunting.	• Letter to a Partner (from homework) • Revised resource web in journal (from homework) • Resource Web graphic organizers: Wood and Stone • Vocabulary cards

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Agenda	Teaching Notes
1. Opening A. Reviewing Homework and Engaging the Reader (10 minutes) 2. Work Time A. Visualizing the Gist: *The Inuit Thought of It*, Pages 22–23 (10 minutes) B. Completing Resource Webs to Explain Relationships (20 minutes) C. Analyzing Synonymous Terms (15 minutes) 3. Closing and Assessment A. Debrief and Review Learning Targets: Adding to Resource Webs (5 minutes) 4. Homework A. Reread pages 22–23 of *The Inuit Thought of It*; record and define Inuit terms on index cards; create a new resource web in your journal. B. Read your independent reading book for at least 15 minutes.	• In this lesson, students read the section titled "Hunting" from *The Inuit Thought of It* to further develop their understanding of how native Inuit people adapted to life in the North American Arctic and used resources from their natural environment to meet the needs of their community. • After creating a visual gist of the text, students complete two new resource webs—one about stone and the other about wood—to help them visualize and explain native Inuit people's relationship with and dependence upon plant and land resources from their natural environment. • Students continue to work with synonyms for key words from the text, in order to analyze and make determinations about which words best convey information to the reader. This type of vocabulary work elicits meaningful discussions among students regarding how using one word over another better supports readers' understanding of a text; it also helps students make determinations about effective word choice in their writing. • In advance: – Create two new charts: Wood resource web and Stone resource web (see supporting materials). – Display the class versions of the Seal, Caribou, and Walrus resource webs (from Lessons 2–5). – Display the Group Norms anchor chart (from Lesson 1) for ongoing student reference. – Make sure each student or group has access to a print or online edition of a thesaurus. – Review: Popcorn protocol and Thumb-O-Meter in Checking for Understanding Techniques (Appendix).

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Lesson Vocabulary	Materials
relationship, natural environment, determine, synonymous terms, clearly, convey; crafted, observing, quietly, build	• Seal, Caribou, and Walrus resource webs (class versions; from Lessons 2–4) • *The Inuit Thought of It* (book; one per student) • Journal (from Lesson 1; one per student) • Group Norms anchor chart (from Lesson 1) • Natural Environment anchor chart (from Lesson 2) • Wood Resource Web graphic organizer (one per student) • Wood resource web (chart-sized; new; teacher-created; one for display) • Wood Resource Web graphic organizer (answers, for teacher reference) • Stone Resource Web graphic organizer (one per student) • Stone resource web (chart-sized; new; teacher-created; one for display) • Stone Resource Web graphic organizer (answers, for teacher reference) • Index cards (one-hole punched; eight per student: four for vocabulary, four for homework) • Thesaurus (one per student or small group) • Vocabulary cards on metal ring (begun in Lesson 2; one set per student) • Key Term Sentences (one for display)

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Opening	Meeting Students' Needs
A. Reviewing Homework and Engaging the Reader (10 minutes) • Ask students to take out the Letter to a Partner they completed for homework and quickly find a partner who is not a member of their regular group. • Tell students they are going to participate in a form of "legal note-passing." Give the following directions: 1. Silently read through the Letter to a Partner that you wrote for homework. 2. Exchange your letter with your partner. 3. Partners read each other's letters and write notes in the margin to ask questions and/or express something they agree or disagree with. 4. Be prepared to discuss the thoughts you express in your notes with your partner. • Clarify directions as needed and then ask students to begin. Circulate to offer support and guidance. • After 5 minutes, prompt students to complete their written notes and prepare for a partner discussion. • Tell students to do the following: 1. Return your partner's letter and then silently read what your partner wrote in the margin. 2. After you read your partner's notes, discuss: • "Do you have any clarifying questions about your partner's notes?" • "What questions did your partner have? How can you answer your partner's question(s)?" • "What does your partner agree or disagree with, and why?" • Circulate to offer support during partner discussions as needed. • After 2 or 3 minutes, focus students' attention whole group. Invite a few partners to share out ideas from their discussions by posing questions such as: * "Did the discussion with your partner help to clarify your thinking? Explain." * "What did you and your partner agree or disagree about? Explain." • After students have had an opportunity to share out thinking, direct their attention to the class **Seal, Caribou, and Walrus resource webs**.	• For struggling readers, allow partners to whisper-read their own letters to each other before writing notes. • Allow students who struggle with the physical act of writing to dictate their notes to you or another adult to act as a scribe; or, if adequate technology is available, allow students to speak and record their ideas for their partner to listen to. • Provide sentence starters as needed, to allow all students access to the conversation. Examples: "We agreed that ...," "We disagreed about ...," and "The notes and discussion with my partner helped me better understand ..."

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Opening (continued)	Meeting Students' Needs
• Ask students to get out their **journals** and turn to the resource webs they added to for homework. Then ask them, using the Popcorn protocol, to share out ideas that could be added to each web. Record students' thinking on the class resource webs. • Tell students that today's reading will continue to support their understanding of the relationship that existed between traditional Inuit and their environment. More specifically, the text will explain how the Inuit developed innovations that allowed them to meet the needs of their community through hunting.	

Work Time	Meeting Students' Needs
A. Visualizing the Gist: *The Inuit Thought of It*, Pages 22–23 (10 minutes) • Ask students to locate their copies of ***The Inuit Thought of It*** and their journals before meeting in their groups. • Review the **Group Norms anchor chart** as needed. • Direct students to open their books to page 22, the section titled "Hunting." • Tell students to independently whisper-read pages 22–23 and then discuss in groups what they believe is the gist of these pages. • After 5 or 6 minutes, direct students to sketch a visual gist of pages 22–23 on a clean page in their journals. • After 1 minute of sketching, encourage students to share their visual gist with group members. • Invite a few students to show and explain their visual gist whole class. Listen for responses such as: – "This section is about different hunting techniques, so I drew an Inuit man with a harpoon and a seal." – "This section is about how the Inuit studied animals to develop the best way to hunt them, so I drew a man watching a polar bear hunting seals at a breathing hole and another picture of the man hunting at the breathing hole." • Give students 1 minute to revise their visual gists and add a gist statement to the bottom of the page in their journal, based on ideas shared during the group discussion.	• Consider pulling a group of students who struggle to read grade-level text, to whisper-read pages 22–23 with them and support the creation of their visual gists. • Consider modifying the amount of text read by struggling readers. Make sure the abbreviated text selection provides enough information to build adequate understanding to support an accurate visual gist.

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Work Time (continued)	Meeting Students' Needs

B. Completing Resource Webs to Explain Relationships (20 minutes)
• Ask students to chorally read the first learning target aloud:
  * "I can explain the relationship between the Inuit and their natural environment, by quoting accurately from the text."
• Underline the familiar terms *relationship* and *natural environment* and then ask students to discuss in groups how they could restate the target based on their understanding of key words and phrases. Cold call a few students to share out with the class.
• Refer to the Caribou, Seal, and Walrus resource webs and invite students to explain what information these resource webs communicate. Listen for responses such as:
  – "The webs explain the items that the Inuit made from different animals they hunted from their environment."
  – "They communicate information about how Inuit people depended on the animals found in their natural environment, such as seals or walrus, to meet their needs."
• Point out or confirm that the resource webs students started in Lesson 2 explain how Inuit used different animals from their environment to adapt to their environment and meet their needs, but that animals were not the only natural resources available to the Inuit.
• Refer to the **Natural Environment anchor chart** and invite several students to point out other elements of the natural environment. Listen for them to name: air, water, plants, and land.
• Tell students that today they will complete two new webs about resources from the natural environment that the Inuit used to adapt to their environment and meet the needs of their community: stone and wood.
• On the Natural Environment anchor chart, draw a line from "plants" and record and circle the term "wood." Then, draw a line from "land" to record and circle the term "stone."
• Distribute the **Wood Resource Web graphic organizer** to each student and display the new chart-sized class version of the graphic organizer, the **Wood resource web**.
• Ask students to examine their graphic organizers and invite a few students to share their observations whole class.
• Confirm or explain that this graphic organizer is similar to the Seal, Caribou, and Walrus resource webs students created in their journals in previous lessons, but many parts of this web have already been completed for them. Tell students they will need to locate specific quotes from the text to complete the rest of the web accurately.
• Point out the first item created from wood: the "long shaft of a harpoon."
• Then ask students to chorally read aloud the question in the connected box: "How did this item meet the needs of the Inuit?"
	• To support visual learners and students grappling with understanding text features (such as subheadings, images, and captions), help readers locate important information, pointing directly to the text features as students name them, and explain how the text features help them locate the answer to their focus question: "How did the harpoon meet the needs of the Inuit?"
	• Consider supporting a small group of struggling readers as they attempt to complete their Stone Resource Web graphic organizer.
	• Consider modifying the amount of text the small group of struggling readers is asked to read by guiding them to use subtitles, images, and captions to home in on the part(s) of the text that will help them complete the Stone Resource Web graphic organizer.
	• To provide all learners with access to the discussion question, consider displaying a sentence frame: "The Inuit used the available resources such as _____ to adapt to life in the Arctic environment by _____."

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Work Time (continued)	Meeting Students' Needs
• Invite several students to share where in the text they might look for information to help them answer this question. Listen for responses such as: – "I notice there is a section called 'Parts of a Harpoon'; there might be important information in that section." – "There is also a section called 'Hunting with a Harpoon,' and I think that might be a good place to look." – "There are pictures of harpoons, so maybe we could look at the captions." • Point out or confirm that using text structures such as subheadings, images, and captions is a good way to locate specific information in the text. • Direct students to refer to relevant text structures as they consider and discuss with their group members the question about how the long shaft of the harpoon met the needs of the Inuit. • After 1 minute, cold call a few students to share their responses aloud. Refer to the **Wood Resource Web graphic organizer (answers, for teacher reference)** for possible student responses and record student ideas on the class Wood resource web. • Give students 1 minute to record an answer to the question on their own graphic organizers. • Then, using the class Wood resource web, direct students' attention to the "How did this item meet the needs of the Inuit?" box and ask them to read aloud chorally: "This special fishing spear allowed the Inuit to pull fish out of the water through a hole in the ice." • Ask students to refer to the text as they work with their group members to identify the item that could be used to complete the connected blank box on their graphic organizers. • After 1 minute, cold call a few students to share out. Listen for them to identify the handle of the kakivak. • Ask students to quickly record this term in the appropriate box on their graphic organizers. • Next, distribute a **Stone Resource Web graphic organizer** to each student. • Tell students they should work with their group members to complete the Stone Resource Web graphic organizers, in the same way they completed the Wood resource webs, by using specific details from the text. • Clarify directions as needed. Then release students to work in their groups. • Circulate to support student work. Remind students to use text structures to help locate relevant information. • After 5 or 6 minutes, refocus students whole class and display the new chart-sized class version of the graphic organizer, the **Stone resource web**.	

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Work Time (continued)	Meeting Students' Needs

• Cold call several students to share out the details they added to their Stone Resource Web graphic organizers. Refer to the **Stone Resource Web graphic organizer (answers, for teacher reference)** for possible student responses; record students' thinking on the class Stone resource web.
• Then, redirect students' attention to the Natural Environment anchor chart once again. Ask students to consider the anchor chart as well as all five resource webs (Seal, Caribou, Walrus, Wood, and Stone) as they discuss the following in groups:
  * "How have the Inuit used available resources to adapt to life in the Arctic environment and meet the needs of their community?"
• After 2 or 3 minutes, cold call several students to share their thinking whole class. Listen for responses such as:
  – "Life in the Arctic is very harsh, but the Inuit have learned to make protective clothing from animals, weapons from wood and bone, lamps from stone and seal oil, and even homes from snow. By using natural resources from the environment, Inuit adapted to and survived the harsh environment."
• After several students have shared aloud, direct them to turn to a clean page in their journal and record the question as well as a three-to-five-sentence response that includes quotes and paraphrased details from the text.
• As time allows, invite students to read their responses aloud to the class. Encourage students to offer specific and positive praise about their classmates' paragraphs.	

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Work Time (continued)	Meeting Students' Needs
C. Analyzing Synonymous Terms (15 minutes) • Ask students to chorally read aloud the second learning target: * "I can determine which synonymous terms most clearly convey information about the Inuit and hunting." • Direct students' attention to the phrase *synonymous terms*. Ask them to think about which parts of this phrase look familiar and then discuss with group members what they think it might mean. • After 1 minute, invite a few students to share their ideas with the class. Listen for suggestions such as: – "I think synonymous terms are words that mean basically the same thing, because I notice the word 'synonym' is part of the word 'synonymous' and synonyms are words that have the same/similar meanings." • Underline words and phrases students are familiar with from previous lessons and modules: *determine*, *clearly*, and *convey*. Ask students to consider and discuss the meaning of these words with group members then decide how they could restate the target in their own words. • After 1 minute, cold call members from different groups to share their restated targets aloud. • Remind students that in previous lessons they worked to determine the meaning of, and synonyms for, key terms from the text. Then, they considered how the author of *The Inuit Thought of It*, Alootook Ipellie, used specific terms to clearly convey information about how native Inuit people used resources to develop innovations that met their needs. • Explain that today students will record and write synonyms for four of the key academic words from pages 22–23 of *The Inuit Thought of It*, then they will work with group members to determine whether the author's original word choice or a different synonymous term would better support readers' understanding of the information presented. • List the key terms where all students can see: *crafted*, *observing*, *quietly*, and *build*. • Distribute four **index cards** and a **thesaurus** to each student. Ask students to record each word on its own index card then use the thesaurus to locate and record at least two synonyms for each key word. (Describe and model how to use a thesaurus if necessary. Focus students on determining the root of each word and the part of speech, so they are able to locate accurate synonymous terms.) • Give students 5 minutes to work in groups to complete their index cards. Circulate to support as needed. As students complete their cards, direct them to add the cards to the **vocabulary cards on metal ring** they have been using throughout this unit.	• For students who struggle with language, allow access to dictionaries to help them determine the slight differences between the meanings of synonymous terms. • For students who struggle to express their thinking about the meaning of key terms in written language, allow them to draw a pictorial representation of a synonym for each word. • Consider working in a separate small group with students who may struggle with this task. • Second-language learners may struggle to identify the root of the first two key words and therefore have difficulty looking up each term in a thesaurus. Consider providing the root words for these terms in advance (craft and observe). • Post directions for the Key Term Sentences activity, for students' reference.

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Work Time (continued)	Meeting Students' Needs
• Cold call students to share out synonyms they recorded for each key word. Listen for suggestions such as: – "Synonyms for 'crafted' are 'made,' 'created,' 'fashioned,' 'constructed,' and 'shaped.'" – "Synonyms for 'observing' are 'watching,' 'viewing,' 'studying,' 'monitoring,' and 'examining.'" – "Synonyms for 'quietly' are 'silently,' 'softly,' and 'gently.'" – "Synonyms for 'build' are 'construct,' 'make,' 'put together,' and 'assemble.'" • Display the **Key Term Sentences**. Explain that these are sentences from pages 22–23 of the text, with the key words italicized and in bold. Ask students to read each sentence aloud with you. Pause them after each sentence to pose questions such as: * "Why is the word 'crafted' a good choice for conveying information about the types of tools Inuit hunters made?" * "The fourth and fifth sentences both have the word 'build' in them. Do you think that's the best word choice for both sentences or that one or the other could be changed to better describe how the *Inuksuk* was used?" * "How do you think audience, age, and interest of the reader might affect an author's word choice?" * "If you were rewriting this information to be read by students in younger grades, would different word choices be better? Explain." * "How can you improve your own writing by thinking about the words you choose?" • Responses will vary, but listen for students to suggest that although synonymous terms have similar meanings, there are slight differences that can convey information more or less clearly to the reader. • Congratulate students on their growing understanding of how to clearly convey information to readers through specific word choice.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Review Learning Targets: Adding to Resource Webs (10 minutes) • Read the learning targets aloud and ask students to use a Thumb-O-Meter to demonstrate their level of mastery toward each target. • Then, draw students' attention to the five class resource webs: Seal, Caribou, Walrus, Wood, and Stone. • Ask students to refer to the text and their notes and then talk with nearby partners about what details could be added to any of the five webs. • After 4 or 5 minutes, invite students to share their suggestions whole group. Record students' ideas on each of the five class resource webs. • Distribute four index cards to students for homework.	• Consider rereading relevant portions of the text aloud to students who struggle with reading the text independently. • Provide sentence starters for students who have difficulty expressing their ideas aloud. Examples: "The Inuit used stone to make ...," "An item created from this resource was ...," "This item met Inuit people's needs by ..."

Homework	Meeting Students' Needs
• Reread pages 22–23 of *The Inuit Thought of It*. Record and define the following Inuit terms on your index cards: *avataq*, *kakivak*, *Inuksuk*, and *Inuksuit*. • Create a new resource web on the next blank page in your journal for either stone or wood. Record the names of at least two items that were made from this resource and how the items were used to meet Inuit people's needs. • Read your independent reading book for at least 15 minutes.	• In advance, draw a web for students who may struggle to create one independently. • If possible, provide an audio version of pages 22–23 of the book for students who struggle with reading independently. • Allow students who struggle with writing to dictate their web ideas and vocabulary definitions to someone at home to scribe for them.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 1: Lesson 6
Supporting Materials

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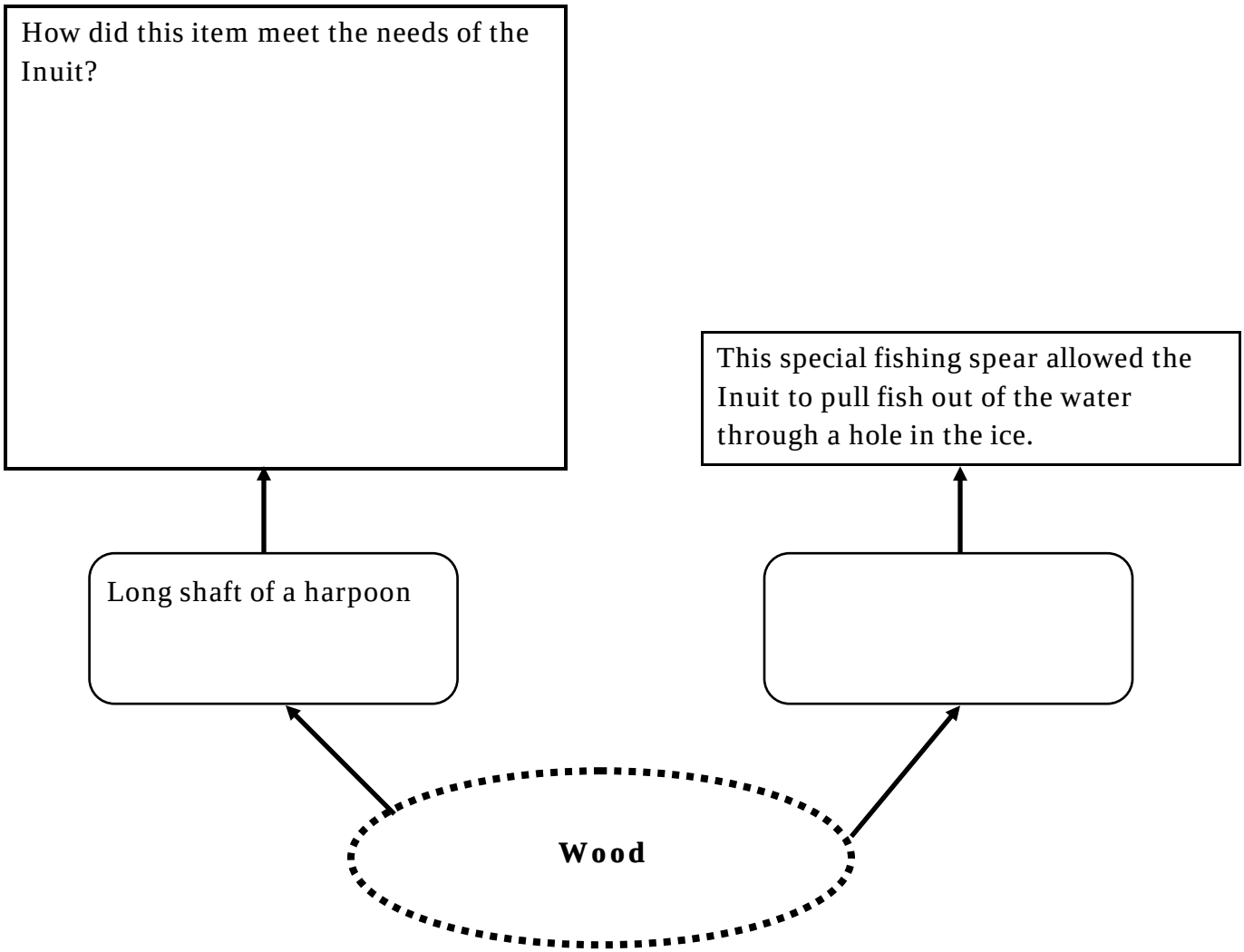
Wood Resource Web Graphic Organizer



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Wood Resource Web Graphic Organizer
(Answers, for Teacher Reference)

How did this item meet the needs of the Inuit?
The long shaft was the part of the harpoon that a hunter held when he threw the harpoon. It separated from the fore-shaft, and since it was made of wood, it floated and could be used many times. The Inuit needed the long shaft of the harpoon to hunt large animals, such as seal or whale.

This special fishing spear allowed the Inuit to pull fish out of the water through a hole in the ice.

Long shaft of a harpoon

Kakivak

Wood

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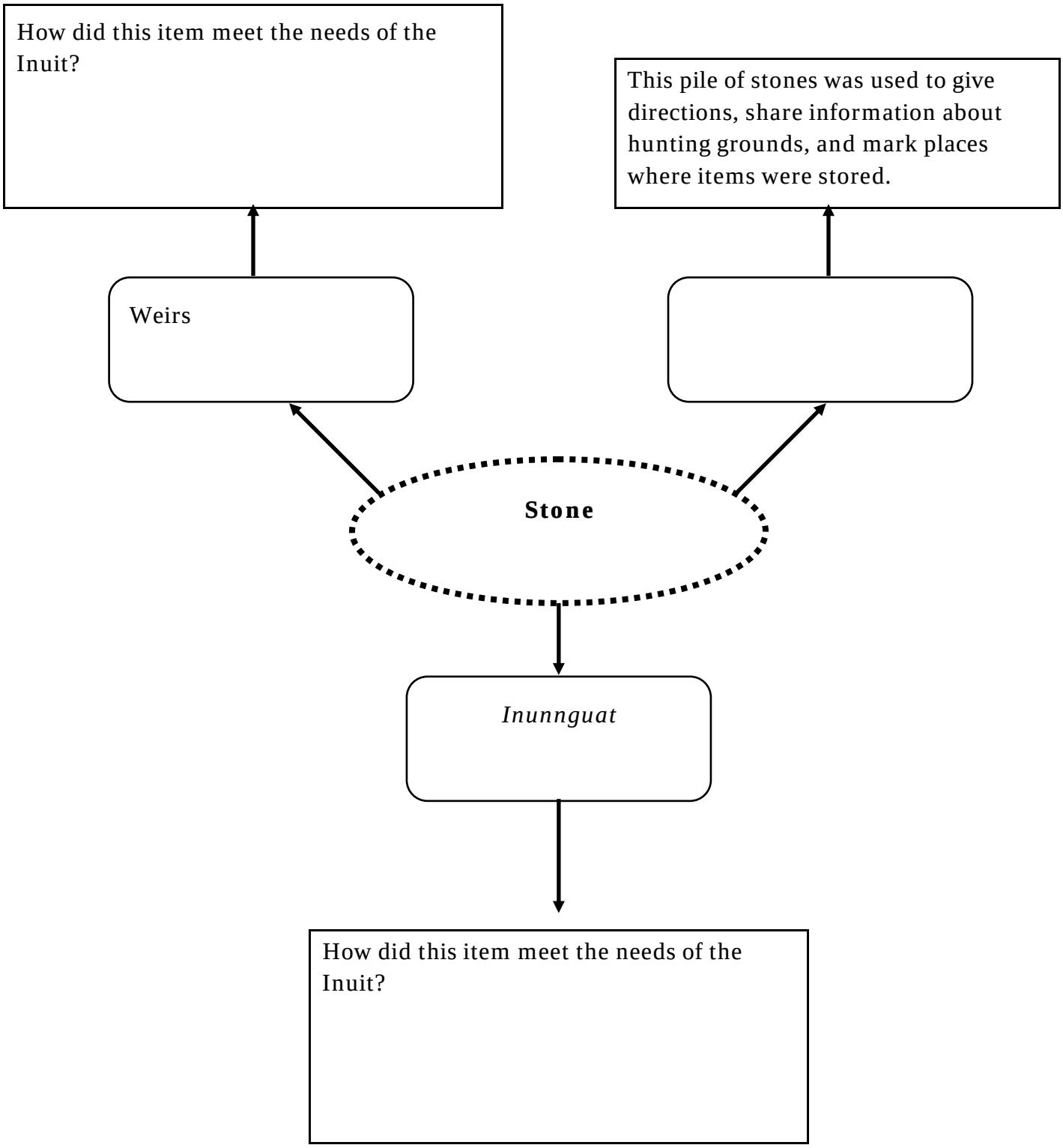
Stone Resource Web Graphic Organizer



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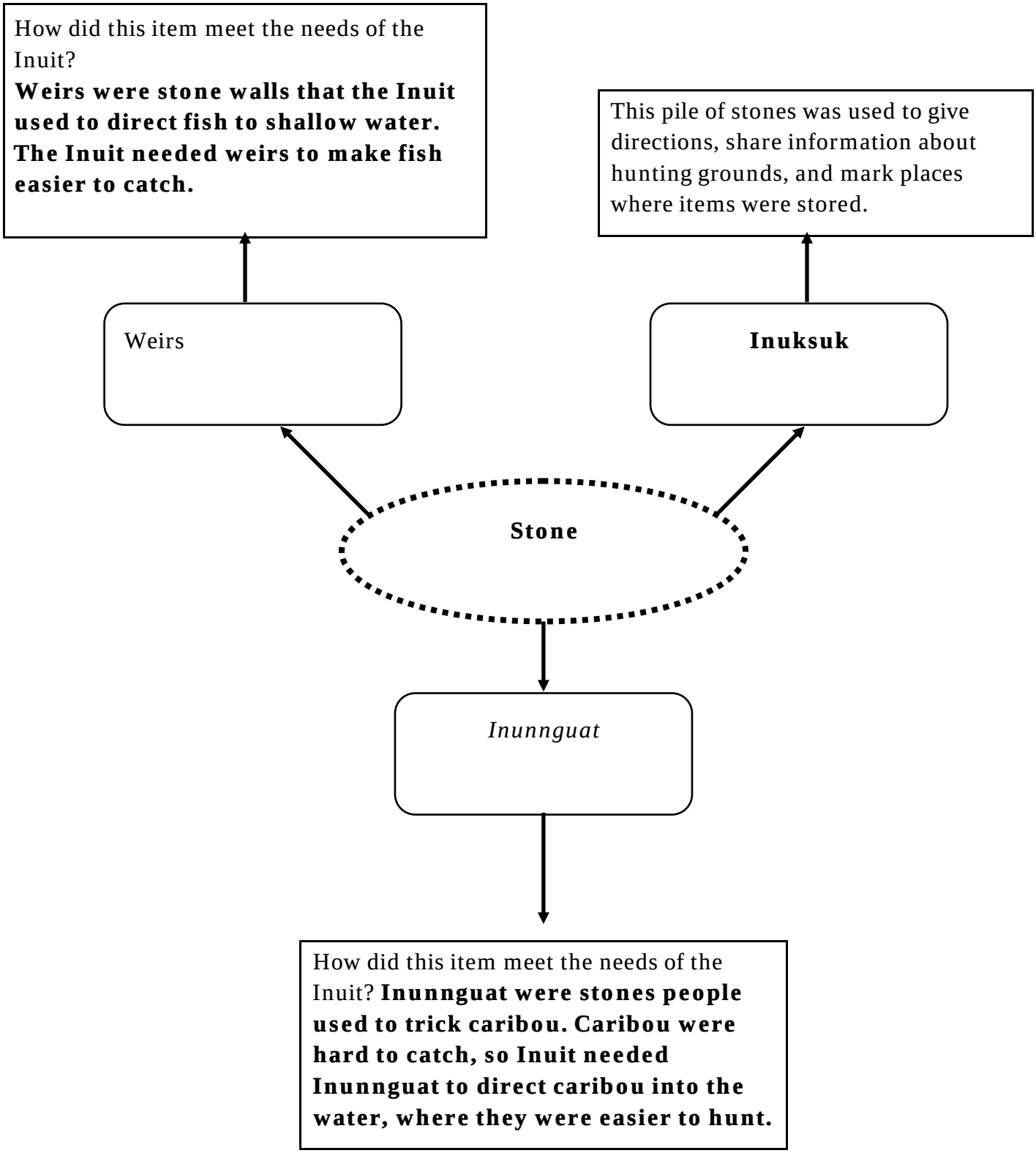
Stone Resource Web Graphic Organizer
(Answers, for Teacher Reference)



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Key Term Sentences

1. "The Inuit ***crafted*** a variety of tools for hunting different animals."

2. "By carefully ***observing*** each kind of animal, they discovered the best way to hunt it."

3. "It was important to sit ***quietly*** without moving, sometimes for hours at a time, so as not to scare away any seals."

4. "A traditional Inuit might ***build*** an *Inuksuk* to offer directions or to give information about good places to hunt caribou."

5. "A hunter might ***build*** a temporary *Inuksuk* to mark the place he has stored his caribou meat."

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 1: Lesson 7

Determining Main Ideas and Supporting Details to Write a Summary Paragraph: “Food”

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GRADE 5: MODULE 3B: UNIT 1: LESSON 7

Determining Main Ideas and Supporting Details to Write a Summary Paragraph:

"Food"

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.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) I can determine the meaning of general academic and domain-specific words and phrases in a text. (RI.5.4) I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) c. I can use the relationship between particular words to better understand each of the words.

Supporting Learning Targets	Ongoing Assessment
• I can determine two of the main ideas from pages 24–25 of *The Inuit Thought of It* and explain how they are supported by key details from the text. • I can write a paragraph that summarizes pages 24–25 of *The Inuit Thought of It*, using quotes and paraphrased details from the text. • I can better understand words by completing a Frayer Model with group members.	• Resource web in journal (from homework) • Main Ideas and Details graphic organizer • Summary paragraph • Group Frayer Model charts

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Agenda	Teaching Notes
1. Opening A. Reviewing Homework and Engaging the Reader (5 minutes) 2. Work Time A. Visualizing the Gist: *The Inuit Thought of It*, Pages 24–25 (10 minutes) B. Determining Main Ideas and Supporting Details and Writing a Summary Paragraph (25 minutes) C. Analyzing Key Terms: The Frayer Model (15 minutes) 3. Closing and Assessment A. Debrief and Review Learning Targets: Adding to Resource Webs (5 minutes) 4. Homework A. Reread pages 24–25 of *The Inuit Thought of It* and add to at least one of the resource webs in your journal. B. Complete your Frayer vocabulary card. C. Read your independent reading book for at least 15–20 minutes.	• This lesson is similar to Lesson 4 in that students will once again determine main ideas and details and then write a summary paragraph. The primary difference between this and the earlier lesson is that students are asked to write their summary paragraphs without a given outline, which allows students more flexibility in organizing their ideas and increases independence. • During the Opening, students refer to the vocabulary cards they have created throughout this unit to participate in a word sort activity. Asking students to sort words into categories helps them revisit their understanding of key terms and recognize connections between words, which will support their ability to more closely analyze the meaning of terms during Work Time C. • Vocabulary work in this lesson focuses on helping students understand the meaning of words by describing their relationship to other terms. Students use the Frayer Model, a graphic organizer used for word analysis and vocabulary building. This five-square version prompts students to think about and describe the meaning of a word or concept by defining the term; sketching a pictorial representation; and listing synonyms, antonyms, and concrete examples of the word from the reading. • In advance: – Display the Seal, Caribou, Walrus, Wood, and Stone resource webs. – Display anchor charts for student reference: Group Norms (from Lesson 1), Vocabulary Strategies (from Lesson 2), Main Ideas and Details (from Lesson 3), and Summary Paragraph (from Lesson 4). – Review Work Time B for suggestions about locating examples of summary paragraphs that structure elements differently, for student reference. – Review Frayer Model chart: Traditional as well as Work Time C to be able to support students with this method for analyzing word meaning. – Create one Frayer Model chart for each group (see example in supporting materials). Some groups may have the same word.

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Lesson Vocabulary	Materials
determine, main ideas, supported, key details, summarizes, quotes, paraphrased, Frayer Model, characteristics, examples, non-examples; store, valuable, effective	• Vocabulary cards on metal ring (from Lessons 1–6) • Seal, Caribou, Walrus, Wood, and Stone resource webs (class versions; from Lessons 2–6) • *The Inuit Thought of It* (book; one per student) • Journal (begun in Lesson 1; one per student) • Main Ideas and Details anchor chart (from Lesson 3) • Main Ideas and Details graphic organizer (from Lesson 3; one new blank copy per student) • Main Ideas and Details graphic organizer (answers, for teacher reference) • Summary Paragraph anchor chart (from Lesson 4) • Summary Paragraph Requirements (one for display) • Document camera • Vocabulary Strategies anchor chart (from Lesson 2) • Frayer Model chart: Traditional (one to display) • Frayer Model chart (one per group; teacher-created; see example in supporting materials) • Thesaurus (one per group) • Frayer Model chart (answers, for teacher reference) • Frayer vocabulary card (one per student)

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Opening	Meeting Students' Needs
A. Reviewing Homework and Engaging the Reader (5 minutes) • Ask students to take out the index cards they completed for homework as well as the **vocabulary cards on metal ring** that they have completed during this unit and then quickly join their regular small groups. • Focus students' attention on the class **Seal, Caribou, Walrus, Wood, and Stone resource webs**. Explain that students will revisit their understanding of key Inuit and academic terms by sorting their vocabulary cards into categories related to each of these resource webs. • Give the following directions: 1. Work with group members to briefly review the definition, synonym, antonym, and/or sketch on each of your vocabulary cards. Then, determine if each term is related to seal, caribou, walrus, wood, or stone resources. 2. As you make your determinations, sort the words by removing them from the metal ring and placing them into one of five piles related to one resource or another. 3. Be prepared to share your thinking whole group. • Clarify as needed and prompt students to begin. Students may not be able to sort all their cards during this time; however, encourage them to try to locate at least one word related to each of the five resources. Circulate to offer support. • After 3 minutes, cold call members from different groups to share out at least one word they sorted and explain why they think it is related to a particular resource. • Ask students to place all their vocabulary cards back on the metal rings. • Then, explain that in today's lesson, they will read about the types of food resources that traditional Inuit people depended on for their survival in the North American Arctic region.	• For students who struggle with organizing multiple materials, consider preselecting five of their vocabulary cards for them to sort. • Consider providing a sentence frame to allow all students the opportunity to share their thinking: "We sorted the word ____ into the resource _____ because ____."

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Work Time	Meeting Students' Needs
A. Visualizing the Gist: *The Inuit Thought of It*, Pages 24–25 (10 minutes) • Ask students to get their copies of ***The Inuit Thought of It*** and their **journals** and then rejoin their groups. • Display the following directions: 1. Open your copy of *The Inuit Thought of It* to pages 24 and 25. 2. Work with your group to read these two pages. Decide if you will take turns reading aloud or whisper-read chorally. 3. Discuss the gist of the text. 4. Draw a quick visual gist on a clean page in your journal. 5. Record a gist statement below the visual gist in your journal. • Clarify directions as needed. • After 6 or 7 minutes, cold call several students to share their visual gists and gist statements with the class. Student responses could include: – "The Inuit ate food that was raw, cooked, or dried, so I drew three quick pictures of each type of food." – "The Inuit found ways to store food for times when meat was scarce; I drew a picture of food stored in sealskin bags." • After several students have shared, give students 1 minute to revise the visual gists and gist statements they recorded in their journals.	• Consider pulling a group of struggling readers to support their collaborative read of pages 24–25, which is the section titled "Food," and the production of their visual gists. • Consider modifying the amount of text read for struggling readers of the section titled "Food." Make sure the abbreviated selection provides enough information to build adequate understanding to support an accurate visual gist. • Encourage students with strong visual gists to display them under the document camera and point out the parts of the texts that supported their thinking.

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Work Time (continued)	Meeting Students' Needs
B. Determining Main Ideas and Supporting Details and Writing a Summary Paragraph (25 minutes) • Ask students to read the first learning target aloud chorally: * "I can determine two of the main ideas from pages 24–25 of *The Inuit Thought of It* and explain how they are supported by key details from the text." • Revisit the **Main Ideas and Details anchor chart** as needed. • Draw students' attention to the familiar terms: *determine*, *main ideas*, *supported*, and *key details*. Invite a few students to use their knowledge of these terms to restate the learning target in their own words. • Distribute a new blank copy of the **Main Ideas and Details graphic organizer**. • Display the following directions: 1. Work with your group to determine two main ideas from the text. Record the main ideas next to the word "Initial" in each Main Idea box of your Main Ideas and Details graphic organizer. 2. Work with your group to determine four key supporting details for each main idea. Record details in the appropriate spaces on your graphic organizer. Include at least one quote and one paraphrased detail under each main idea. 3. Use the details you recorded to revise your initial main idea statements. Record the new statements next to the word "Revised" in each Main Idea box. • Clarify directions as needed before releasing students to work in their groups. • Circulate to provide support as needed. Note that in this section of text, students may determine two main ideas from the introductory paragraph, or they may identify a main idea that is not introduced in the first paragraph. Consider supporting students' thinking by asking questions such as: * "How could you group the details in this section to support two different main ideas?" * "What are the most important ideas you learned about the Inuit and food from reading this section?" • After 8–10 minutes, refocus students whole class. Cold call several students to share the main ideas and examples of supporting details they recorded on their graphic organizers. Refer to the **Main Ideas and Details graphic organizer (answers, for teacher reference)** for possible student responses.	• Consider working with a small group of students who struggle to read grade level texts to guide them through these steps with an abbreviated text. • Consider providing one main idea and charging this small group with finding the other main idea. • Consider providing one or two key supporting details and challenging this small group to find the rest. • Encourage students to display their Main Ideas and Details graphic organizer under a document camera to provide a model. • Provide a few minutes for students to revise their graphic organizers after the whole group share-out. • Consider displaying the target restated in students' language to support all students, especially ELLs. • Consider pulling a small group of students who struggle with writing to guide them through the process of writing a summary paragraph together.

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Work Time (continued)	Meeting Students' Needs

• Ask students to read the second learning target aloud chorally:
* "I can write a paragraph that summarizes pages 24–25 of *The Inuit Thought of It*, using quotes and paraphrased details from the text."
• Draw students' attention to the familiar terms: *summarizes*, *quotes*, and *paraphrased*.
• Cold call a few students to restate this target in their own words.
• Remind students that they worked toward a similar learning target in Lesson 4 of this unit as well as in Module 2. Explain that in past lessons, students used a graphic organizer to outline their paragraphs, but today's lesson requires them to organize their thinking more independently and will allow them more flexibility in their writing.
• Refer students to the displayed **Summary Paragraph anchor chart**. Review the organizational structure of the paragraph on the anchor chart, highlighting key elements such as a topic sentence and restated main ideas.
• Explain that the anchor chart represents one way to clearly organize a summary paragraph, but there are other ways to organize information. Consider providing examples of different summary paragraph structures, including a paragraph that starts or ends with a quotation from the text or a paragraph where one main idea is more developed than others.
• Point out that students have the opportunity to organize and write their own summary of pages 24–25, but that each student's summary paragraph must include the same elements.
• Display the **Summary Paragraph Requirements**:
  • A topic sentence that explains what these pages are mostly about
  • Two main ideas, explained and supported with key details from the text
  • A combination of quotes and paraphrased details from the text to explain each main idea
  • A conclusion sentence that restates the topic in a new and interesting way
• Clarify the required elements as needed.
• Direct students to work with their group members to plan and write a summary paragraph of pages 24–25 of *The Inuit Thought of It*. Students should record their summary paragraphs on a clean page in their journal.	

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Work Time (continued)	Meeting Students' Needs
• Remind students that group discussion around writing is intended to support and push their thinking, but that each group member makes the final decisions about his or her own writing. The work of each group member does not need to be identical to that of the others. • Encourage students to refer to their Main Ideas and Details graphic organizer, as well as the displayed Summary Paragraph Requirements and Summary Paragraph anchor chart as they work with their group. • After 8–10 minutes, refocus students whole class. • Invite several students to share their summary paragraphs aloud. Consider allowing students to share their summary paragraphs under a **document camera** so others can follow along. • Encourage students to share respectful feedback to acknowledge ways their peers have successfully met the Summary Paragraph Requirements and to offer specific suggestions to improve clarity or flow. • After several students have shared, give all students 1 or 2 minutes to revise their summary paragraphs based on understandings gleaned from the class discussion.	

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Work Time (continued)	Meeting Students' Needs

C. Analyzing Key Terms: The Frayer Model (15 minutes)
• Read the third learning target aloud:
  * "I can better understand words by completing a Frayer Model with group members."
• Revisit the **Vocabulary Strategies anchor chart** as needed.
• Remind students they have been working to better understand words by analyzing their relationship to other words, either to antonyms or synonyms. Underline *Frayer Model* and explain that today, students will analyze words even more closely by completing a Frayer Model for key terms from the text.
• Use the document camera to display **Frayer Model chart: Traditional**. Ask students to review the example and then discuss in groups:
  * "What do you notice about how a Frayer Model is used to describe the meaning of the word 'traditional'?"
  * "What do you wonder about the Frayer Model?"
• After 2 minutes, invite a few students to share their thinking aloud. Listen for ideas such as:
  – "I notice there are five spaces on the model to record a definition; sketch a picture; and write synonyms, antonyms, and examples of 'traditional.'"
  – "I wonder which part of the Frayer Model should be completed first."
• Point to the Sketch box on this chart. Ask students to think about and then briefly discuss in groups:
  * "How can drawing a picture of a word help us understand its definition?"
• After 1 minute, invite a few students to share out. Listen for suggestions such as:
  – "Drawing a picture can help us 'see' what the word means before trying to put it into words."
• Refer to the example chart once again, pointing to the Definition box, and then ask students to chorally read the definition aloud with you. Ask students to consider and discuss in groups:
  * "How does this definition describe the picture?"
• After 1 minute, cold call a few students to share out (answers will vary, but listen for students to mention that the kayak was a traditional method of transportation for native Inuit).
	• Post directions for completing the Frayer Model chart for student reference.
	• For students who struggle with multistep directions, encourage them to highlight then complete one step at a time.
	• Consider more closely guiding small groups of students who struggle with language.
	• Allow students who struggle with the physical act of writing, or who have IEP or other accommodation considerations, to dictate or type their responses.

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Work Time (continued)	Meeting Students' Needs
• Point to the Synonyms and Antonyms boxes and ask students to read the examples aloud with you. Then, ask students to briefly discuss: * "How do synonyms and antonyms help us better understand the meaning of 'traditional'?" • After 1 minute, cold call a few students to share out. Listen for: – By understanding more familiar words that are similar to the word traditional, such as the word 'usual', I was able to better understand that it's something that's done regularly, or repeatedly; – By understanding what traditional is not, that it's not new, I was able to understand that traditional means something that is old or has been done the same, usual way," etc. • Finally, point to the Examples box and ask students how the examples listed help them better understand what "traditional" means. • After 2 minutes, invite a few students to share their ideas with the class. Responses will vary, but listen for ideas such as: – "Naming specific examples from the text helps me understand what this word means in the context of what we're studying." • Clarify any misconceptions to ensure students understand each element of the Frayer Model. • Then, list each of the key terms on the board: *store*, *valuable*, and *effective*. • Explain that each group will complete a Frayer Model for one of these words from pages 24-25 of *The Inuit Thought of It* (some groups will have the same word). Then, groups will share their charts whole class to reach a collective understanding about the meaning of each key term. • Distribute a **Frayer Model chart** and a **thesaurus** to each group and give the following directions: 1. Discuss with group members what kind of images would show what this word means, then draw no more than three small sketches in the Sketches box of your chart to help you "see" what the word means. 2. Work with group members to write a definition of your key term. Record a definition of your word in the Definition box on your chart. 3. With group members, discuss synonyms for your key term, referring to the text and/or a thesaurus as needed. Record at least two synonyms for your word in the Synonyms box on your chart.	

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Work Time (continued)	Meeting Students' Needs
4. With group members, discuss antonyms for your key term, referring to the text and/or a thesaurus as needed. Record at least two antonyms for your word in the Antonyms box on your chart. 5. With group members, discuss examples of your key term, referring to the text as needed. Record at least two examples of your word in the Examples box on your chart. • Clarify directions as needed and ask students to begin. Circulate to offer guidance and support. • After 6 or 7 minutes, focus students' attention whole group. Cold call one member from each group to explain their group's Frayer Model—see **Frayer Model chart (answers, for teacher reference)** for possible student responses. • As students share out, pose questions to the class such as: * "How does this group's model help you better understand the key term?" * "Which part of this model best helps you understand the meaning of this word? Explain." * "Would you add anything to the chart to further describe the meaning of this word? Explain." • Praise students for their ability to work collaboratively with group members to analyze and explain the meaning of key terms using the Frayer Model.	

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Closing and Assessment	Meeting Students' Needs

A. Debrief and Review Learning Targets: Adding to Resource Webs (5 minutes)
• Ask students to read each learning target aloud chorally:
  * "I can determine two of the main ideas from pages 24–25 of *The Inuit Thought of It* and explain how they are supported by key details from the text."
  * "I can write a paragraph that summarizes pages 24–25 of *The Inuit Thought of It*, using quotes and paraphrased details from the text."
  * "I can better understand words by completing a Frayer Model with group members."
• Direct students to consider and discuss:
  * "Which target do you feel most confident about? Explain."
  * "Which target was the most challenging for you today? Explain."
• After 1 or 2 minutes, invite several students to share their reflections whole class. Student responses will vary.
• Directs students' attention once again to the five class resource webs. Ask students to refer to the text and think about and then discuss with a nearby partner:
  * "What food resources were most valuable to the Inuit? Why?"
• After 3 or 4 minutes, invite students to share their thinking with the class. Listen for suggestions such as:
  – "I think seals were the most valuable resource because traditional Inuit could eat them, store food with the skin, and use seal oil to cook."
  – "I think wood was most valuable because there are many pictures and captions that show meat drying on wooden racks; the handle of the effective *ulu* tool looks like it's made of wood; and wood could be used to store meat high above the ground so it was kept safe from hungry animals."
• Add students' ideas to the class resource webs.
• Distribute the **Frayer vocabulary card** with directions for homework. Review and clarify directions as needed.
	• Consider rereading relevant portions of the text aloud to students who struggle with reading the text independently.
	• Provide sentence starters for students who have difficulty expressing their ideas aloud.

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Homework	Meeting Students' Needs
• Reread pages 24–25 of *The Inuit Thought of It* and add to at least one of the resource webs in your journal. • Complete your Frayer vocabulary card. • Read your independent reading book for at least 15–20 minutes.	• If possible, provide an audio version of pages 24–25 of the book for students who struggle reading independently. • Allow students who struggle with writing to dictate their web and Frayer vocabulary card ideas to someone at home to scribe for them. • Consider providing a partially filled-in Frayer vocabulary card to students who struggle with language.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 1: Lesson 7
Supporting Materials

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Main Ideas and Details Graphic Organizer:
"Food"
(Answers, for Teacher Reference)

Main Idea 1

Initial: **Because the next successful hunt was never certain, Inuit had to invent methods for storing food.**

Revised: **Inuit developed many ways to store food because the success of the next hunt was never certain.**

Detail 1
"In the winter, the freezing of food kept it from going bad."

Detail 2
In summer months, the Inuit dried meat in the sun by draining all of the blood, cutting the meat into strips, and hanging it from wooden racks.

Detail 3
"Meat and fish were sometimes preserved by storing them in an airtight sealskin bag with some seal blubber oil."

Detail 4
To keep food away from animals, it was sometimes buried and covered with stones, and sometimes it was stored on a platform high above the ground.

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Main Ideas and Details Graphic Organizer:
"Food"
(Answers, for Teacher Reference)

Main Idea 2

Initial: **The Inuit prepared food by cooking it, and sometimes they ate it raw.**

Revised: **The Inuit used innovative techniques to prepare their food.**

Detail 1
"For traditional Inuit, eating raw meat had two benefits: None of the meat's vitamins were destroyed during cooking, and Inuit did not have to use up valuable seal oil as cooking fuel."

Detail 2
The Inuit did most of their cooking in the summer because they could make fires out of driftwood and brush.

Detail 3
In the winter, the Inuit cooked meat in a soapstone pot over the qulliq. Because seal oil was sometimes scarce, the Inuit cooked only with the qulliq in winter if they had a lot of oil available.

Detail 4
Inuit invented a special knife, called a ulu, that could cut through frozen meat.

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Summary Paragraph Anchor Chart
(For Teacher Reference)

Strategy for Outlining a Summary Paragraph

Topic Sentence:
- The first sentence in a paragraph
- Explains the main points of the paragraph

Main Idea 1:
- One of the most important or central ideas from the text (The revised main idea statement from your Main Idea and Details graphic organizer)

Key Supporting Detail(s):
- The one or two most important details that support the first main idea
- Could include quotes or paraphrased details
- Quotes need to be introduced; some ways to introduce quotes:
  - For example, on page ___, the text states, "..."
  - In the text it says, "..."

Main Idea 2:
- Another important or central idea from the text
- The revised main idea statement from your Main Idea and Details graphic organizer

Key Supporting Detail(s):
- The one or two most important details that support the second main idea
- Could include quotes or paraphrased details

Concluding Sentence:
- The final sentence in the paragraph
- Restates the topic sentence in a new way

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Summary Paragraph Requirements

- A topic sentence that explains what these pages are mostly about
- Two main ideas, explained and supported with key details from the text
- A combination of quotes and paraphrased details from the text to explain each main idea
- A conclusion sentence that restates the topic in a new and interesting way

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Frayer Model Chart:
Traditional

Sketch:

Definition:

- An old way of doing something; something that is done the same way for a long time

Traditional

Synonyms:
- Customary
- Usual
- Established

Antonyms:
- Innovative
- New
- Modern

Examples:
- Use of kayak for transportation
- Inuit string games
- Inuit sports
- Storytelling

Bradford, William.,Inuit Man Holding Oars in a Kayak at Shore". Prints and Photographs Division, Library of Congress. http://www.loc.gov/pictures/resource/cph.3a07849/

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Frayer Model Chart

Write one of the following key terms in the center circle for each group chart (some groups may have the same key word): *store*, *valuable*, *effective*.

Sketch:	**Definition:**

Traditional

Synonyms:	**Antonyms:**	**Examples:**

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Frayer Model Chart
(Answers, for Teacher Reference)

Store

- **Definition: Put away, set aside for later**
- **Examples: Food put away for the winter; preserved meats; using sealskin bags to preserve meat and fish**
- **Synonyms: Stock; supply; hoard**
- **Antonyms: Use up; consume; waste**

Valuable

- **Definition: Necessary; worth a lot**
- **Examples: Seal oil; *ulu*; heating fuel; *qulliq***
- **Synonyms: Precious; important; priceless**
- **Antonyms: Cheap; worthless; useless**

Effective

- **Definition: Works well**
- **Examples: *Ulu*; tools; sealskin bags; drying/preserving/storing food; eating raw meat for nutrients.**
- **Synonyms: Useful; helpful; successful**
- **Antonyms: Useless; unsuccessful; weak**

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Frayer Vocabulary Card

Choose one of the key words that your group *did not* create a Frayer Model chart for today: *store, valuable, effective*.

Write the key word you chose in the center circle. Then complete this card to analyze and describe the meaning of the word. Record at least two ideas in the Synonyms, Antonyms, and Examples boxes.

Sketch:	**Definition:**

Synonyms:	**Antonyms:**	**Examples:**

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 1: Lesson 8

Synthesizing Text Details to Explain Relationships: “Medicine and Healing”

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3) I can determine the meaning of general academic and domain-specific words and phrases in a text. (RI.5.4) I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) c. I can use the relationship between particular words to better understand each of the words.

Supporting Learning Targets	Ongoing Assessment
• I can explain the relationship between the Inuit and their natural environment, using details from the text. • I can better understand words by completing Frayer Models.	• Frayer vocabulary card (from homework) • Synthesizing My Thinking note-catcher • Frayer Models of Key Terms

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Agenda	Teaching Notes
1. Opening A. Reviewing Homework and Engaging the Reader (5 minutes) 2. Work Time A. Visualizing the Gist: *The Inuit Thought of It*, Pages 26–27 (10 minutes) B. Synthesizing Details to Explain Relationships: World Café (25 minutes) C. Analyzing Key Terms: The Frayer Model (15 minutes) 3. Closing and Assessment A. Debrief and Review Learning Targets (5 minutes) 4. Homework A. Reread pages 26–27 of *The Inuit Thought of It* and add to your resource webs. B. As needed, complete the Frayer Models of Key Terms. C. Read your independent reading book for at least 15–20 minutes.	• In this lesson, students read the section titled "Medicine and Healing" from *The Inuit Thought of It*. • During Work Time B, students participate in the World Café protocol to synthesize information they have learned throughout this unit about how traditional Inuit adapted to their environment by using the natural resources that were available to them. • Students continue to work with the Frayer Model (introduced in Lesson 7) for the purposes of analyzing and describing the meaning of key terms. Unlike in the previous lesson, students complete their models independently rather than with group members. This independent work serves not only to deepen individual students' ability to analyze the meaning of key words from the text but helps to prepare students for the on-demand End of Unit 1 Assessment in the next lesson. • In advance: – Display the five class resource webs: Seal, Caribou, Walrus, Wood, and Stone. – Create and display signs labeled Seal, Caribou, Walrus, Wood, and Stone for the World Café protocol. – Review the World Café protocol (see Appendix) in order to facilitate student discussions during Work Time B. – Review Milling to Music and Fist to Five in Checking for Understanding Techniques (see Appendix).

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Lesson Vocabulary	Materials
relationships, natural, environment, Frayer Models; remedy, damage, prevent	• Vocabulary cards on metal ring (one set per student; begun in Lesson 2) • *The Inuit Thought of It* (book; one per student) • Journal (one per student; begun in Lesson 1) • Timer • Seal, Caribou, Walrus, Wood, and Stone resource webs (class versions; from Lessons 2–6) • Natural Environment anchor chart (from Lesson 2) • White boards (one per group) • White board markers (one per student) • Synthesizing My Thinking note-catcher (one per student) • Document camera • World Café protocol directions (one for display; see Appendix) • Frayer Models of Key Terms (one per student) • Frayer Model charts (from Lesson 7; student-created) • Frayer Models of Key Terms (answers, for teacher reference)

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Opening	Meeting Students' Needs
A. Reviewing Homework and Engaging the Reader (5 minutes) • Ask students to take out the Frayer vocabulary card they completed for homework. • Briefly review directions for Milling to Music if necessary and then ask students to "mill" and locate a peer who created a Frayer vocabulary card for the same key term. • Once students are partnered, ask them to share their cards with each other and discuss the similarities and differences between their ideas. • After 2 or 3 minutes, focus students whole group and invite a few partners to share out ideas from their discussions. • Ask students to add their Frayer vocabulary card to their **vocabulary cards on metal ring** that they have been collecting throughout this unit. • Tell students that today they will read the section titled "Medicine and Healing" from *The Inuit Thought of It* to learn about the innovative ways traditional Inuit treated various injuries and diseases by using available resources.	• Provide sentence starters to allow all students access to partner discussions. Example: "I notice my model is similar to/different from yours because ..."

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Work Time	Meeting Students' Needs
A. Visualizing the Gist: *The Inuit Thought of It*, Pages 26–27 (10 minutes) • Ask students to collect their copies of ***The Inuit Thought of It*** and their **journals** before meeting in their groups. • Direct them to open their books to page 26, the section titled "Medicine and Healing." • Have students read pages 26 and 27 in their small groups. Groups should decide if they would prefer to whisper-read chorally or take turns reading aloud. • As students finish, they should begin discussing the gist of the text. • After 4 or 5 minutes or as students have completed the task, refocus students whole class. • Have students divide a clean page in their journal into four sections. • Ask students to select one subsection from the text for which they would like to draw a visual gist. • Give students 30 seconds to sketch a visual gist of the subsection into one quadrant of their journal page. Set a **timer**. • Have students select a second subsection from the text, and give them 30 seconds to sketch a visual gist. • Repeat this activity two more times to have students create a total of four 30-second sketches that represent visual gists of the four subsections from pages 26–27. • Invite several students to share their visual gist sketches whole class. • Encourage students to consider and explain: * "What *one* idea or statement ties all four sketches together?" • After several students have shared, give students 1 minute to revise their visual gists and add a gist statement to the bottom of the page in their journal.	• Consider pulling a group of struggling readers to support their collaborative read of pages 26–27, which is the section titled "Medicine and Healing," and the production of their visual gist. • Consider modifying the amount of text read by struggling readers. Make sure the abbreviated selection provides enough information to build adequate understanding to support an accurate visual gist for all four subsections. • Encourage students with strong visual gists to display them under a document camera and point out the parts of the text that supported their thinking.

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Work Time (continued)	Meeting Students' Needs

B. Synthesizing Details to Explain Relationships: World Café (25 minutes)
• Direct students to read today's first learning target aloud chorally:
  * "I can explain the relationship between the Inuit and their natural environment, using details from the text."
• Draw students' attention to the familiar terms: *relationships*, *natural*, and *environment*.
• Refer to the **Seal, Caribou, Walrus, Wood, and Stone resource webs** and the **Natural Environment anchor chart** as you cold call a few students to restate the target in their own words.
• Distribute **white boards** to each group and a **white board marker** to each student.
• Direct students to work with group members to reread pages 26–27 in order to identify and record details onto their white boards that could be added to any of the five class resource webs. Remind students to consider information from titles, subsection paragraphs, images, and captions as well as the main text.
• Clarify as needed and then circulate to provide support.
• After 4 or 5 minutes, refocus students whole class. Cold call several students to share ideas their group recorded on the white board. Add strong student examples to the class webs.
• Ask students to consider the details on all five resource webs as they discuss the following with group members:
  * "In your opinion, which natural resource was the *most important* for helping the Inuit adapt to the Arctic environment? Explain."
• Circulate to support student discussions. Encourage students to thoroughly consider the five options, and remind them that they do not have to agree with their group members. Probe student thinking with questions such as:
  * "What information makes you think that this resource is more important than the others?"
  * "Is it more important that a natural resource is used for many different purposes or that a natural resource is used for a few critical purposes?"
  * "What is it that traditional Inuit needed most to successfully adapt to life in the Arctic?"
• After 2 or 3 minutes, distribute the **Synthesizing My Thinking note-catcher**. Clarify directions as needed.
• Have students circle the resource they think best answers the question at the top of the note-catcher.
• Refer to the five natural resource signs displayed around the classroom. Direct students to quickly move to the area of the room with a sign for the natural resource they circled.
	• Display the target restated in students' language to support all students, especially ELLs.
	• Consider working with a small group of students who struggle to read grade-level texts to guide them in adding to their resource web and Natural Environment anchor charts.
	• Display a sentence starter to allow all students access to the discussion: "The natural resource that has been the most important for Inuit survival is _____ because _____."
	• Consider pulling a small group of students who struggle with writing to guide them through the process of completing the remaining sections on the Synthesizing My Thinking note-catcher.
	• Consider previewing the World Café protocol with students who find it difficult to navigate multistep protocols.

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Work Time (continued)	Meeting Students' Needs
• Give students 4 or 5 minutes to work with the other students in their new resource group to complete the remaining sections on the Synthesizing My Thinking note-catcher. • After 4 or 5 minutes, refocus students whole class. • Use a **document camera** to display the **World Café protocol directions** and clarify as needed. Explain that during the World Café, groups will rotate three times. During each rotation, students will discuss one of the numbered questions from their Synthesizing My Thinking note-catcher. Point out that there is space on the back of the Synthesizing My Thinking note-catcher for the leader of each discussion to record notes. • Direct students to meet in groups of three or four to begin the World Café by discussing Question 1 from their note-catchers. • Give students 3 or 4 minutes to work in each World Café group before changing to meet with a new discussion group. • Circulate as needed. Consider supporting student discussions by ensuring that all students have the opportunity to contribute, and encourage students to cite evidence from the resource webs to support their thinking. • After 10–12 minutes or three group rotations, refocus students whole class. • Have the leader from each of the final World Café tables share their group's notes whole class. Student responses will vary, but listen for students to cite specific examples from the resource webs that support their understanding of the relationship between the Inuit and resources from their natural environment.	

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Work Time (continued)	Meeting Students' Needs
C. Analyzing Key Terms: The Frayer Model (15 minutes) • Ask students to rejoin their regular groups then chorally read aloud the second learning target: * "I can better understand words by completing Frayer Models." • Underline *Frayer Models* and ask students to think about and discuss in groups what they recall about how a Frayer Model can be used to better understand the meaning of a word. • After 1 minute, cold call a few students to share out. Listen for them to mention specific ways that sketching a picture of the word, defining a word, listing synonyms and antonyms, and noting examples of the term helps them better understand the meaning of key terms. • Remind students that in the previous lesson they completed a chart-sized Frayer Model with group members. Explain that today students will complete Frayer Models for three key words independently, before sharing their work with group members and revising based on new understandings from group discussions. • Display and distribute the **Frayer Models of Key Terms**. Read the directions aloud and answer any clarifying questions. • Ask students to begin working independently. Circulate to offer guidance, and encourage students to refer to their group **Frayer Model charts** from Lesson 7 for ideas. • After 8–10 minutes, pause students in their work and ask them to share and discuss their completed models with group members. Direct students to add to or revise their models based on new understandings from the group discussion. • After 2 or 3 minutes, cold call students to share their ideas whole group. See **Frayer Models of Key Terms (answers, for teacher reference)** for ideas students may share.	• Allow students who struggle with language to use a dictionary and/or thesaurus to complete the Frayer Models. • For second language learners, consider limiting the number of words they create a Frayer Model for, to one or two key terms. • Allow students who struggle with the physical act of writing, or who have IEP and other accommodation needs to dictate their ideas to you or another adult to act as a scribe. • Consider more closely guiding small groups of students who struggle with language.

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Review Learning Targets (5 minutes) • Bring students together whole group. Ask them to consider then discuss with a nearby partner who is not a member of their regular group: * What are some innovative ways that traditional Inuit used resources from their natural environment to meet their needs? • After 2 or 3 minutes, invite a few partners to share their thinking with the class. • Ask students to chorally read aloud each learning target and then demonstrate their level of mastery toward the target by using a Fist to Five. • Inform students they will take the End of Unit 1 Assessment in the next lesson.	• Provide sentence starters for students who have difficulty expressing their ideas aloud.

Homework	Meeting Students' Needs
• Reread pages 26–27 of *The Inuit Thought of It* and add to your resource webs. • As needed, complete the Frayer Models of Key Terms. • Read your independent reading book for at least 15–20 minutes.	• If possible, provide an audio version of pages 26–27 of the book for students who struggle reading independently. • Allow students who struggle with writing to dictate their web and Frayer Model ideas to someone at home to scribe for them. • Consider providing partially filled-in Frayer Models of Key Terms to students who struggle with language.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 1: Lesson 8
Supporting Materials

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Synthesizing My Thinking Note-catcher

Name:

Date:

Directions:

- Circle the natural resource that best answers the focus question below.
- Use specific details from the class resource webs to answer the remaining questions.
- Be prepared to share your thinking with the whole class.

Focus Question: In your opinion, which natural resource was most important for helping traditional Inuit adapt to the Arctic environment? (Circle one.)

Seal Caribou Walrus Wood Stone

1. In what ways did the natural resource you selected help traditional Inuit adapt to life in the Arctic?

2. Why was the resource you selected more important to native Inuit than the other four resources you have studied?

3. How would you describe the relationship between traditional Inuit and the resources that were available in their natural environment?

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Synthesizing My Thinking Note-catcher

World Café Notes

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Frayer Models of Key Terms

Complete the following:

1. Independently, refer to the text and your notes to help you complete each square of the three Frayer Models of Key Terms.
2. Discuss your thinking with group members.
3. Add to or revise your Frayer Models of Key Terms based on new understandings from your group discussion.

Sketch:	**Definition:**	
Synonyms:	**Antonyms:**	**Examples:**
Sketch:	**Definition:**	
Synonyms:	**Antonyms:**	**Examples:**
Sketch:	**Definition:**	
Synonyms:	**Antonyms:**	**Examples:**

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Frayer Models of Key Terms
(Answers, for Teacher Reference)

Remedy
- **Definition: Cure for something**
- **Synonym: Medicine; cure; therapy**
- **Antonym: Illness; disease; infection**
- **Examples: Mosquito repellant; dog droppings/urine; cranberries**

Damage
- **Definition: Cause harm**
- **Synonyms: Injure; hurt; harm**
- **Antonyms: Repair; fix; mend; restore**
- **Examples: Frostbite; snow blindness; mosquito bites**

Prevent
- **Definition: Keep something from happening**
- **Synonyms: Stop; avoid; inhibit**
- **Antonyms: Allow; permit; let**
- **Examples: Snow goggles to prevent snow blindness; parkas used to keep hunters from being bitten by swarms of mosquitoes**

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 1: Lesson 9

End of Unit Assessment: “The Inuit Today”

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.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) I can identify the relationships between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text. (RI.5.3) I can determine the meaning of general academic and domain-specific words and phrases in a text. (RI.5.4) I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5) c. I can use the relationship between particular words to better understand each of the words.

Supporting Learning Targets	Ongoing Assessment
• I can determine two of the main ideas from the last pages of *The Inuit Thought of It* and explain how they are supported by key details from the text. • I can explain the relationship between the Inuit and modern technologies, using details from the text. • I can determine the meaning of key terms using a variety of strategies.	• End of Unit 1 Assessment • Tracking My Progress, End of Unit 1 recording form

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Agenda	Teaching Notes
1. Opening A. Reviewing Homework and Engaging the Reader (12 minutes) B. Review Learning Targets (3 minutes) 2. Work Time A. End of Unit Assessment (30 minutes) B. Tracking My Progress (10 minutes) 3. Closing and Assessment A. Debrief and Sharing Reflections (5 minutes) 4. Homework A. Read your independent reading book for at least 15–20 minutes.	• Students take the on-demand End of Unit 1 Assessment in this lesson. • During the Opening, students participate in a "legal note-passing" activity to help them review their notes and synthesize their thinking before they take the end of unit assessment. • In advance: Display all charts for student reference during the assessment: See materials list below.

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Lesson Vocabulary	Materials
main ideas, supported, key details, relationship, modern, technologies, variety, strategies	• Journal (begun in Lesson 1; one per student) • Vocabulary cards on metal ring (begun in Lesson 2; one set per student) • Seal, Caribou, Walrus, Wood, and Stone resource webs (class versions; from Lessons 2–6) • *The Inuit Thought of It* (book; one per student) • End-of-Unit 1 Assessment: Main Ideas and Details graphic organizer (one per student) • End of Unit 1 Assessment: "Inuit Today" (one per student) • Vocabulary Strategies anchor chart (from Lesson 2) • Natural Environment anchor chart (from Lesson 2) • Main Ideas and Details anchor chart (from Lesson 3) • Summary Paragraph anchor chart (from Lesson 4) • Frayer Model charts (from Lesson 7) • Tracking My Progress, End of Unit 1 recording form (one per student) • End of Unit 1 Assessment: "Inuit Today" (answers, for teacher reference) • Main Ideas and Details graphic organizer (answers, for teacher reference)

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Opening	Meeting Students' Needs
A. Reviewing Homework and Engaging the Reader (12 minutes) • Ask students to take out their **journals** and **vocabulary cards on metal ring** and then find a partner who is not a member of their regular group and prepare for a "legal note-passing" activity. • Once students are partnered, explain that each student will write a two-or-three-sentence note to their partner that explains: * "How did traditional Inuit use their resources in innovative ways to adapt to life in the Arctic?" • Tell students they should refer to the class **Seal, Caribou, Walrus, Wood, and Stone resource webs** as well their notes, summaries, and vocabulary cards to help them determine and craft a response to the question. • Clarify as needed and then ask students to begin reviewing their resources and writing a note to their partner. • After 5 minutes, prompt students to complete their thoughts and exchange notes with their partner. • Then ask students to silently read their partner's note and in the margin write: agreements, disagreements, and/or questions they have about their partner's note. • After 2 or 3 minutes, ask students to return their partner's note, with comments added to the margin. • Tell students to review their partner's comments and then discuss questions and areas of agreement or disagreement. • After 2 or 3 minutes, invite a few students to share ideas from their partner notes and discussion with the group. • Congratulate students on their ability to thoughtfully discuss with partners all they have learned about how traditional Inuit people adapted to their environment and found innovative ways to meet the needs of their community. • Tell students that today they will read the final two pages of *The Inuit Thought of It*. Then they will demonstrate their understanding of the text by determining main ideas and supporting details, summarizing, explaining the relationships described, and analyzing word meanings for the end of unit assessment.	• For struggling readers, allow partners to whisper-read their own letters to each other before they write notes. • Allow students who struggle with the physical act of writing to dictate their notes to you or another adult to act as a scribe; or, if adequate technology is available, allow students to speak and record their ideas for their partner to listen to. • Provide sentence starters as needed to allow all students access to the conversation. • Consider displaying a student-paraphrased version of one or all three of the learning targets to support all students, especially during the Tracking My Progress portion at the end of this lesson.

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Opening (continued)	Meeting Students' Needs
B. Review Learning Targets (3 minutes) • Ask students to read each learning target aloud with you: ∗ "I can determine two of the main ideas from the last pages of *The Inuit Thought of It* and explain how they are supported by key details from the text." ∗ "I can explain the relationship between the Inuit and modern technologies, using details from the text." ∗ "I can determine the meaning of key terms using a variety of strategies." • Underline the following key terms from the targets, most of which students are familiar with from previous lessons and modules: *main ideas*, *supported*, *key details*, *relationship*, *modern*, *technologies*, *variety*, and *strategies*. • Ask students to talk with nearby peers about how they could restate each target in their own words, based on their understanding of key words. • After 1 or 2 minutes, cold call a few students to share their thinking whole group.	

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Work Time	Meeting Students' Needs
A. End of Unit Assessment (30 minutes) • Ask students to collect their journals and their copies of ***The Inuit Thought of It***. • Distribute an **End-of-Unit 1 Assessment: Main Ideas and Details graphic organizer** and the **End of Unit 1 Assessment: "Inuit Today"** to each student. • Read through the directions and answer students' clarifying questions. Encourage students to refer to the resource webs, the **Vocabulary Strategies anchor chart**, **Natural Environment anchor chart**, **Main Ideas and Details anchor chart**, **Summary Paragraph anchor chart**, and **Frayer Model charts** as needed, for support during the assessment. • Ask students to turn to pages 28–29 of their texts and begin. Circulate to observe; because this is a formal on-demand assessment, do not provide support other than formally approved accommodations. • If students finish the assessment early, they may do the following: 1. Complete your vocabulary cards from this unit. 2. Complete your Frayer Models of Key Terms from Lesson 8. 3. Begin filling out your Tracking My Progress forms. 4. Read your independent reading book.	• ELLs receive extended time as an accommodation on NY State assessments. • If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.
B. Tracking My Progress (10 minutes) • Distribute a **Tracking My Progress, End of Unit 1 recording form** to each student. Ask students to refer to their responses on the End-of-Unit 1 Assessment as they reflect on their ability to meet each of the targets. • Collect students' assessments to review and score. See **End of Unit 1 Assessment: "Inuit Today" (answers, for teacher reference)** and **Main Ideas and Details graphic organizer (answers, for teacher reference)** to score students' assessments. • Tell students to hold on to their progress forms to share with a partner during the debrief.	• Consider allowing students who struggle with written language to dictate their reflections to a partner or the teacher. This allows all students to participate in the self-reflection in a meaningful way.

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Closing and Assessment	Meeting Students' Needs

A. Debrief and Sharing Reflections (5 minutes)
• Ask students to join a partner who is *not* a part of their regular small group to share reflections from their progress trackers.
• After 2 or 3 minutes, focus students whole group and pose the following questions:
  * "Which target(s) have you mastered? Explain your thinking."
  * "Which target(s) are you struggling with? Explain."
  * "How can you move toward mastery of the targets you are struggling with? What strategies might help you?"
• Invite several students to share their thinking aloud.
• Collect students' progress trackers to review.
• Congratulate students on their ability to demonstrate an understanding of how today's Inuit people use a combination of traditional methods and modern conveniences to meet the needs of their community and to reflect on their learning.
	• Offer sentence starters to support all students in accessing the debrief conversation: "I think I have mastered ... because ..." and "I'm still struggling with ... because ..."

Homework	**Meeting Students' Needs**
• Read your independent reading book for at least 15–20 minutes.	• If available, provide an audio version of independent reading books for struggling readers.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 1: Lesson 9
Supporting Materials

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End-of-Unit 1 Assessment:
Main Ideas and Details Graphic Organizer

Main Idea 1

Initial:

Revised:

Detail 1

Detail 2

Detail 3

Detail 4

Main Idea 2

Initial:

Revised:

Detail 1

Detail 2

Detail 3

Detail 4

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End of Unit 1 Assessment:
Main Ideas and Details Graphic Organizer
(Answers, for Teacher Reference)

Main Idea 1

Initial: **Inuit today use modern conveniences and technology.**

Revised: Life for the Inuit today is very different because they can use modern technologies and conveniences that make many things easier.

Detail 1
The Inuit get their food, medicines, and clothing from stores, so they do not have to rely on hunting animals or finding other natural resources.

Detail 2
"Instead of living in igloos or tents, we have modern heated homes with electricity."

Detail 3
The Inuit use cars, snowmobiles, and motorboats instead of dog sleds and kayaks.

Detail 4
The Inuit use modern forms of entertainment, "such as TVs, MP3 players, CD and DVD players, and computer and video games."

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End of Unit 1 Assessment:
Main Ideas and Details Graphic Organizer
(Answers, for Teacher Reference)

Main Idea 2

Initial: **Some new technologies are helpful for preserving Inuit traditions.**

Revised: **The Inuit continue to demonstrate their spirit of innovation as they use modern technologies in new ways to preserve Inuit traditions.**

Detail 1
"Today, the Inuit show the same spirit of innovation in the ways in which we work to preserve our traditional culture while living a modern lifestyle."

Detail 2
Many children go to modern schools but study and share the traditional language of Inuktitut, using computers.

Detail 3
Inuit still hunt for caribou, seals, walruses, and whales, but they use modern technology.

Detail 4
Inuit elders used to teach children about their culture by telling stories, but now the Inuit are using computers and websites to teach many people about Inuit culture.

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End of Unit 1 Assessment:
"The Inuit Today"

Name:

Date:

Directions:

- Independently read through "Inuit Today," pages 28–29 of *The Inuit Thought of It*, to determine the gist.
- Use the details from the introductory paragraph, subsections, and images to complete your Main Ideas and Supporting Details note-catcher. (RI.5.1, RI.5.2)
- Use the text and the information on your note-catcher to respond to the assessment questions.

1. On page 28, the text states, "And we no longer depend on Arctic animals for survival; food, clothes, medicine, and all the **conveniences** of modern life can be purchased from stores." (RI.5.4, L.5.5 c)

   What is the meaning of the term *conveniences* as it is used in the text?

   - ☐ Shelters
   - ☐ Things that are needed to survive
   - ☐ Transportation
   - ☐ Items that make life easier

2. On page 29, the text states, "Today, Inuit show the same **spirit** of innovation in the ways in which we work to preserve our traditional culture while living a modern lifestyle."

   What is a synonym for the word *spirit* in this sentence? (L.5.5 c)

   - ☐ Strength
   - ☐ Quality
   - ☐ Energy
   - ☐ Ghost

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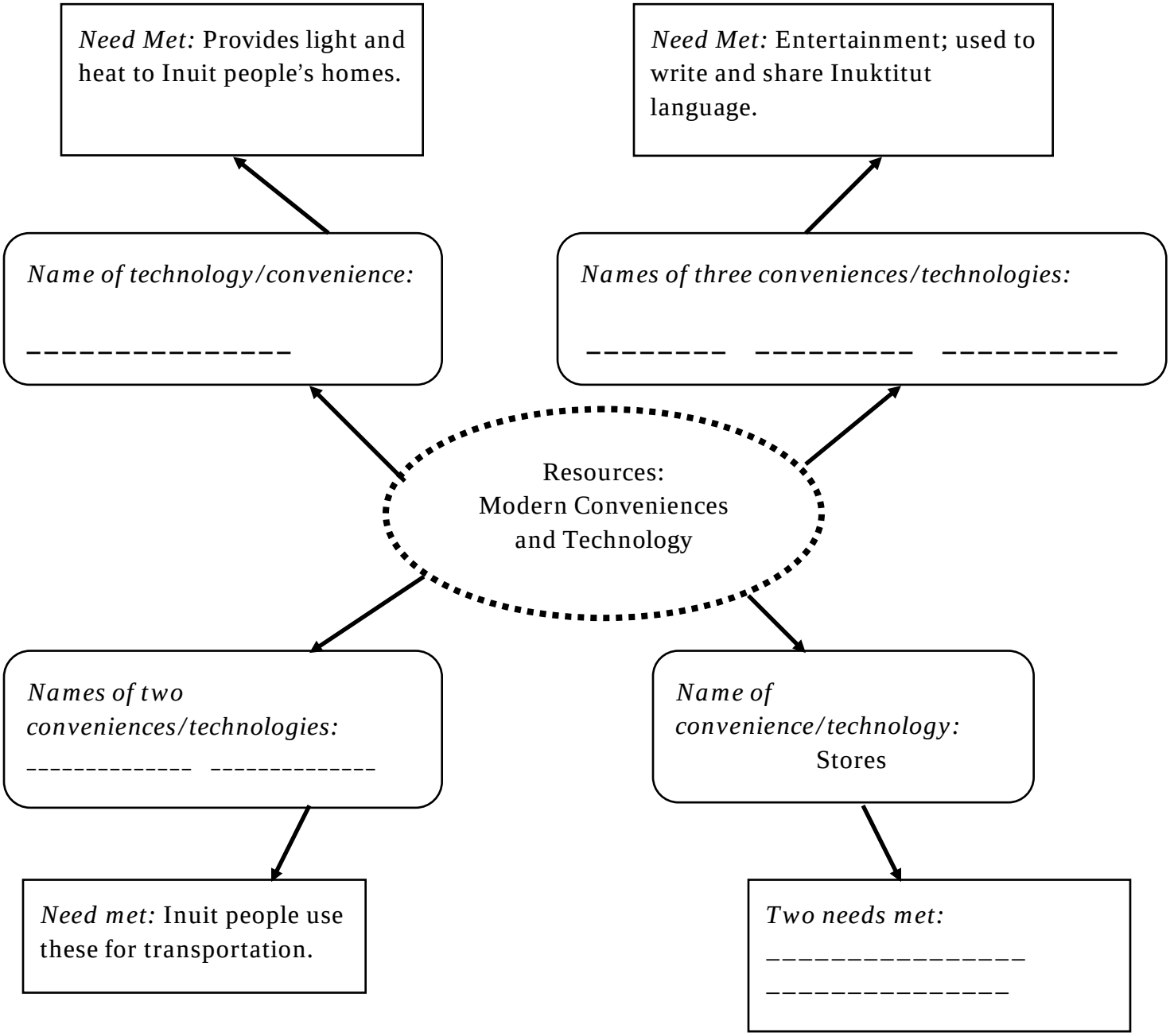
End of Unit 1 Assessment:
"The Inuit Today"

3. Fill in the lines on the resource web to show how today's Inuit use modern conveniences and technology to meet their needs. (RI.5.1, RI.5.3)



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End of Unit 1 Assessment:
"The Inuit Today"

4. In the space below, use information from the text and your note-catcher to write a 7–9 sentence paragraph that summarizes pages 28–29 of *The Inuit Thought of It*. (RI.5.2)

   Your summary paragraph should include:

   - A topic sentence that explains what these pages are mostly about
   - Two main ideas, explained and supported with key details from the text
   - A combination of quotes and paraphrased details from the text to explain each main idea
   - A conclusion sentence that restates the topic in a new and interesting way

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End of Unit 1 Assessment:
"The Inuit Today"
(Answers, for Teacher Reference)

Directions:

- Independently read through "Inuit Today," pages 28–29 of *The Inuit Thought of It*, to determine the gist.
- Use the details from the introductory paragraph, subsections, and images to complete your Main Ideas and Supporting Details note-catcher. (RI.5.1, RI.5.2)
- Use the text and the information on your note-catcher to respond to the assessment questions.

1. On page 28, the text states, "And we no longer depend on Arctic animals for survival; food, clothes, medicine, and all the **conveniences** of modern life can be purchased from stores." (RI.5.4, L.5.5 c)

   What is the meaning of the term *conveniences* as it is used in the text?

   ☐ Shelters

   ☐ Things that are needed to survive

   ☐ Transportation

   X **Items that make life easier**

5. On page 29, the text states, "Today, Inuit show the same **spirit** of innovation in the ways in which we work to preserve our traditional culture while living a modern lifestyle."

   What is a synonym for the word *spirit* in this sentence? (L.5.5 c)

   ☐ Strength

   ☐ Quality

   X **Energy**

   ☐ Ghost

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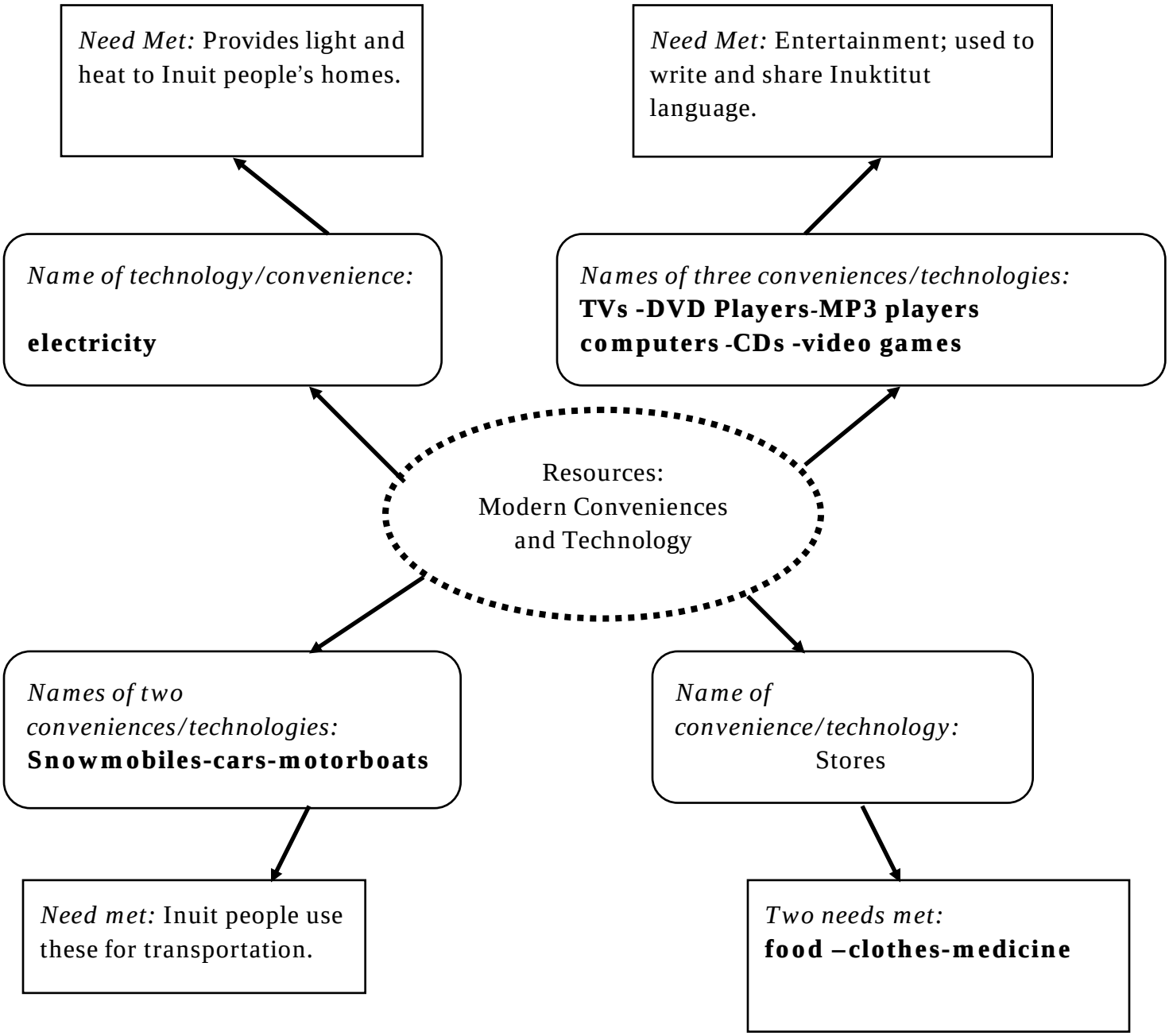
End of Unit 1 Assessment:
"The Inuit Today"
(Answers, for Teacher Reference)

6. Fill in the lines on the resource web to show how today's Inuit use modern conveniences and technology to meet their needs. (RI.5.1, RI.5.3)



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End of Unit 1 Assessment:
"The Inuit Today"
(Answers, for Teacher Reference)

7. In the space below, use information from the text and your note-catcher to write a 7–9 sentence paragraph that summarizes pages 28–29 of *The Inuit Thought of It*. (RI.5.2)

   Your summary paragraph should include:

   - A topic sentence that explains what these pages are mostly about
   - Two main ideas, explained and supported with key details from the text
   - A combination of quotes and paraphrased details from the text to explain each main idea
   - A conclusion sentence that restates the topic in a new and interesting way

Inuit today are both similar to and different from traditional Inuit. Life for the Inuit today is very different because they can use modern technologies and conveniences that make many things easier. For example, most Inuit today do not need to build igloos or move camps with the seasons because they live in modern homes with heating and electricity. In addition, they buy clothes, food, and medicine from stores instead of relying on animals or other natural resources. Although many things have changed, Inuit continue to demonstrate their spirit of innovation as they use modern technologies in new ways to preserve Inuit traditions. In the text it says, "Today, the Inuit show the same spirit of innovation in the ways in which we work to preserve our traditional culture while living a modern lifestyle." Modern schools and computers are used to teach about Inuit culture and traditional language, and modern weapons are used for hunting. Inuit people are learning to adapt to new technologies, while trying to preserve parts of their traditional culture.

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Tracking My Progress, End of Unit 1

Name:

Date:

Learning Target: I can determine two of the main ideas from the last pages of *The Inuit Thought of It* and explain how they are supported by key details from the text.

1. The target in my own words is:

_____

_____

_____

_____

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3.The evidence to support my self-assessment is:

_____

_____

_____

_____

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Tracking My Progress, End of Unit 1

Name:

Date:

Learning Target: I can explain the relationship between the Inuit and modern technologies, using details from the text.

1. The target in my own words is:

_____

_____

_____

_____

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3.The evidence to support my self-assessment is:

_____

_____

_____

_____

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Tracking My Progress, End of Unit 1

Name:

Date:

Learning Target: I can determine the meaning of key terms using a variety of strategies.

1. The target in my own words is:

_____

_____

_____

_____

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3.The evidence to support my self-assessment is:

_____

_____

_____

_____

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 2:
Overview

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Unit 2: How Canada's Resources Are Used to Meet People's Needs and Wants Today

In this unit, students transition from learning about how native Inuit people of the past used the natural resources available in the Arctic to adapt and meet the needs of their community, to learning about how resources found in Canada today are used to meet the needs and wants of people (both locally and in other areas of the Western Hemisphere). In the first half of the unit, students closely read excerpts of text about the natural resources found in Canada and how they are used to make products that meet people's needs and wants. Students work in groups to closely read and answer text-dependent questions in order to build background knowledge on the topic, as well as continue practicing how to quote accurately and use the relationships between words to better understand the meaning of key terms. For the mid-unit assessment, students read and view an unfamiliar informational article then answer text-dependent and short answer questions in order to demonstrate they can support their ideas with evidence from the text and analyze the meaning of key words by completing Frayer Models (RI.5.1, L.5.4 a and c, and L.5.5 c). In the second half of the unit, students research to answer the questions: "How are Canada's available resources used to meet the needs and wants of people today?" and "How do natural resource industries modify the physical environment?" They practice research skills in preparation for Part 1 of the End of Unit 2 assessment, in which students perform an independent research simulation using a variety of visual, quantitative, and text-based resources to answer questions about how extractive industries in Canada meet modern needs as well as how these major industries modify the physical environment (RI.5.1, RI.5.3, W.5.7 and W.5.8). Students also practice speaking and listening skills in preparation for the second part of the End of Unit 2 Assessment, in which they orally summarize and discuss their research with a small group of their peers (RI.5.3, RI.5.9 and SL.5.2).

Guiding Questions and Big Ideas

- **How are Canada's available resources used to meet people's needs and wants today?**
- **How can I integrate information from a variety of texts and media to build knowledge about a topic?**
- **How do natural resource industries modify the physical environment?**
- *Canada's natural resources are used to meet the needs and wants of people in the Western Hemisphere.*
- *Analyzing information from different types of media can deepen my understanding of an idea.*

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Mid-Unit 2 Assessment	**Text-Dependent and Short Answer Questions: Excerpts from "A Limited Supply"** This assessment centers on NYSP12 ELA CCCLS RI.5.1, L.5.4 (a, c), and L.5.5c. students read a new excerpt of text then answer text-dependent and short answer questions by quoting accurately from the text. Students also analyze the meaning of key words from the excerpt by completing Frayer Models to show the relationships between words.
End of Unit 2 Assessment	**Research and Response** This is a two-part assessment. Part 1 centers on NYSP12 ELA CCLS RI.5.1, RI.5.3, RI.5.9, W.5.7, and W.5.8. For this part of the assessment, students are presented with research resources in a variety of formats (charts, graphs, images, text, videos, etc.) about natural resources found in Canada, how they are used to meet people's needs and wants, as well as how extractive industries modify the environment in ways that both benefit and harm local communities. Students collect information on the graphic organizer they will have been using throughout the second half of the unit. Part 2 of this assessment centers on NYSP12 ELA CCLA SL.5.1 and SL.5.2. Students orally summarize and discuss their research from Part 1 of the assessment with small groups of peers, using the World Café protocol.

Content Connections

This module is designed to address English Language Arts standards as students read informational text about resource use and distribution in Canada. However, the module intentionally incorporates Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content.
These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework: http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf

5.1 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.

5.1c The physical environment influences human population distribution, land use, and other forms of economic activity.

- Students will use physical, climate, and vegetation maps in combination with population density maps and land-use and resource distribution maps to discern patterns in human settlement and types of economic activity.

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Texts
1. Minerals and Metals in Your Life, http://www.pdac.ca/mining-matters/resources/education/mining-matters-publications/articles
2. Video: Ground Rules: Chapter 3, http://www.youtube.com/watch?v=xmXT1YgfoTA&feature=c4-overview-vl&list=PL31F52074D345CEA2
3. Natural Resources and Canada's Economy, http://actionplan.gc.ca/en/page/r2d-dr2/overview
4. Video and Transcript: Developing a Vital Resource for Canadians and the World, http://www.actionplan.gc.ca/en/blog/r2d-dr2/developing-vital-resource-canadians-and-world
5. A Limited Supply, http://www.ecokids.ca/pub/eco_info/topics/canadas_north/nature/resources.cfm
6. Deforestation in Canada, http://cfs.nrcan.gc.ca/pages/391
7. Get Energy Wise, page 1, http://www.ecokids.ca/pub/eco_info/topics/energy/intro/index.cfm; page 2, http://www.ecokids.ca/pub/eco_info/topics/energy/intro/intro_02.cfm

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This unit is approximately 2 weeks or 10 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Building Background Knowledge: How Canada's Natural Resources Meet the Needs and Wants of People Today	• I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1) • I can explain the relationships between two or more individuals, events, ideas, or concepts in a technical text based on specific information in the text. (RI.5.3) • I can read and comprehend informational texts, including history/social studies, science, and technical texts, independently and proficiently. (RI.5.10)	• I can explain how natural resources found in Canada meet the needs and wants of people today. • I can use established criteria to select a text for independent reading.	• Gist annotations • Chalk Talk charts • Independent reading selection	• Guiding Questions anchor chart • Natural Environment anchor chart • Group Norms anchor chart • Vocabulary Strategies anchor chart • Criteria for Selecting Texts anchor chart • Big Ideas anchor chart • Canada's Natural Resources anchor chart • Popcorn Read protocol
Lesson 2	Close Reading and Viewing: Minerals and Metals	• I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) • I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (L.5.4) • I can use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5c) • I can summarize information presented in diverse formats. (SL.5.2)	• I can explain how Canada's available natural resources are used to meet the needs and wants of people today, by quoting accurately from the text and video. • I can determine the meaning of unfamiliar words and phrases, using context clues and other strategies. • I can summarize information presented in diverse formats.	• Resource web (from homework) • Text-Dependent Questions: Minerals and Metals	• Canada's Natural Resources anchor chart • Group Norms anchor chart • Natural Environment anchor chart • Popcorn Read protocol

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Close Reading: "Natural Resources and the Canadian Economy"	• I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) • I can gather relevant information from print and digital sources by paraphrasing information in notes. (W.5.8) • I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (L.5.4) • I can use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5c)	• I can explain how Canada's available natural resources are used to meet the needs and wants of Canadians, by quoting accurately from the text. • I can determine the meaning of unfamiliar words and phrases, using context clues and other strategies. • I can gather relevant information about how Canada's natural resources meet Canadians' needs and wants, by paraphrasing information in notes.	• Minerals and Metals resource web (from homework) • Text-Dependent Questions: "Natural Resources and the Canadian Economy"	• Canada's Natural Resources anchor chart • Popcorn Read protocol
Lesson 4	Video and Close Reading: "Developing a Vital Resource for Canadians and the World"	• I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) • I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (L.5.4) • I can use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5c) • I can summarize information presented in diverse formats. (SL.5.2)	• I can summarize information presented in diverse formats. • I can explain how Canada's available natural resources are used to meet the needs and wants of people today, by quoting accurately from the video transcript. • I can determine the meaning of unfamiliar words and phrases, using context clues and other strategies.	• "Natural Resources and the Canadian Economy" resource web (completed for homework) • "Developing a Vital Resource for Canadians and the World" note-catcher	• Canada's Natural Resources anchor chart • Popcorn Read protocol

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Mid-Unit Assessment: Text-Dependent and Short Answer Questions: Excerpts from "A Limited Supply"	• I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) • I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (L.5.4) • I can use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4a) • I can consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.5.4c) • I can use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5c)	• I can explain how Canada's available natural resources are used to meet the needs and wants of people today, by quoting accurately from the text. • I can determine the meaning of unfamiliar words and phrases, using context clues and other strategies.	• "Developing a Vital Resource for Canadians and the World" resource web (from homework) • Mid-Unit 2 Assessment: Text-Dependent and Short Answer Questions: Excerpts from "A Limited Supply" • Tracking My Progress, Mid-Unit 2 recording form	• Canada's Natural Resources anchor chart

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	Research Skills, Part 1: Natural Resource Development and How It Modifies the Physical Environment	• I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences. (RI.5.1) • I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3) • I can integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9) • I can conduct short research projects that use several sources to build knowledge about multiple aspects of a topic. (W.5.7) • I can gather relevant information from print and digital sources, summarize information in notes and finished work, and provide a list of sources. (W.5.8)	• I can build knowledge about how Canada's resources meet people's needs and wants and how resource industries modify the environment, by using several types of sources to conduct research. • I can explain how Canada's resources meet people's needs and wants and how resource industries modify the environment, by quoting accurately from sources. • I can synthesize my research by paraphrasing information from a variety of texts and providing a list of sources.	• "A Limited Supply" resource web (from homework) • Research notes	• Canada's Natural Resources anchor chart • Quote/Paraphrase anchor chart • Research Skills and Processes anchor chart • Popcorn Read protocol

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	Research Skills, Part 2: Natural Resource Development and How It Modifies the Physical Environment	• I can quote accurately from a text when explaining what the text says using explicitly and when drawing inferences. (RI.5.1) • I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text (RI.5.3) • I can integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9) • I can conduct short research projects that use several sources to build knowledge about multiple aspects of a topic. (W.5.7) • I can gather relevant information from print and digital sources, summarize information in notes and finished work, and provide a list of sources. (W.5.8)	• I can build knowledge about how Canada's resources meet people's needs and wants and how resource industries modify the environment, by using several sources to conduct research. • I can explain how Canada's resources meet people's needs and wants and how resource industries modify the environment, by quoting accurately from sources. • I can synthesize my research by paraphrasing information from a variety of texts and providing a list of sources.	• Modifying the Physical Environment research web (from homework) • Research notes	• Canada's Natural Resources anchor chart • Research Skills and Processes anchor chart • Popcorn Read protocol
Lesson 8	• Speaking and Listening Skills: Practice	• I can engage effectively in a range of collaborative discussions with diverse partners. (SL.5.1) • I can summarize information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2)	• I can explain how Canada's natural resources are used to meet people's needs and wants and how resource industries modify the environment, by engaging in collaborative discussions with peers. • During peer discussions, I can support my ideas by summarizing information from a variety of sources, including my notes.	• Modifying the Physical Environment: Lesson 7 resource web (from homework) • Self-assessment on research and response rubric	• Canada's Natural Resources anchor chart • World Café protocol

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 9	End of Unit Assessment, Part 1: Research and Response	• I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1) • I can explain the relationships between two or more individuals, events, ideas, or concepts in a technical text based on specific information in the text. (RI.5.3) • I can integrate information from several texts on the same topic in order to speak about the subject knowledgeably. (RI.5.9) • I can conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7) • I can gather relevant information from print and digital sources. (W.5.8) • I can paraphrase information in notes and finished work, and provide a list of sources. (W.5.8)	• I can explain how Canada's natural resources meet people's needs and wants and how resource industries modify the environment, by quoting accurately from a variety of sources. • I can synthesize my research by paraphrasing information from a variety of texts and providing a list of sources. • I can prepare to speak knowledgeably about how Canada's natural resources meet people's needs and wants and how resource industries modify the environment, by integrating information from a variety of sources.	• End of Unit 2 Assessment, Part 1: Research and Response	• Canada's Natural Resources anchor chart
Lesson 10	End of Unit Assessment, Part 2: Research and Response	• I can engage effectively in a range of collaborative discussions with diverse partners. (SL.5.1) • I can summarize information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2)	• I can explain how Canada's natural resources are used to meet people's needs and wants today and how resource industries modify the environment, by engaging in collaborative discussions with peers. • I can support my ideas by summarizing information from a variety of sources.	• Modifying the Physical Environment: Lesson 9 resource web (from homework) • End of Unit 2 Assessment, Part 2: Research and Response	• Canada's Natural Resources anchor chart • World Café protocol

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Optional: Experts, Fieldwork, and Service

Experts:

- Invite a geologist to bring mineral artifacts and share with the class how minerals are formed, extracted, and used to make products that people want and/or need.

Fieldwork:

- Arrange for a visit to a local natural history and science museum with a minerals exhibit so students can explore first-hand what minerals are, where and how they are mined, as well as how the various products that people want and need are developed from them.

Service:

- As students learn about the impact that resource industries can have on the physical environment, encourage them to research and/or become involved with local organizations working on reclamation and/or public awareness projects.

Optional: Extensions

- The focus of this unit is related to Social Studies rather than Science content; therefore, instructional time spent addressing the meaning of relatively synonymous terms mentioned throughout various texts in this unit (e.g. *minerals*, *metals*, *coal*, *gas*, *oil*, *petroleum*, *energy*, and so forth) serves primarily to support students' understanding of how natural resources meet the needs and wants of people today and how their related industries modify the physical environment. In the "Preparation and Materials" section of this unit overview, a "Glossary of Terms: Teacher Resource" document has been included for your reference (see page below). Use this as needed to ensure that students' comprehension of big ideas is not hindered by their lack of understanding of scientific terminology.
- Consider conducting a scientific investigation with students about the similarities and differences between the resources mentioned and/or extending students' work with Frayer Models to help them recognize how the terms are both related and different.

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Preparation and Materials

This unit includes a number of routines that involve stand-alone documents.

- Closely review the **Canada's Natural Resource anchor chart (complete, for teacher reference)**, provided below, to become familiar with the arrangement of information on the web and how it is added to during the Opening of Lessons 2–9.
- Review and refer to the **Glossary of Terms: Teacher Resource**, also provided below, to help students access key information from text and media sources included in this unit.
- Determine whether students will remain in their same groups from Unit 1 or whether you will assign them to new groups of four.
- Review the Recommended Texts list for this unit and consider working with a media specialist to collect a variety of books for students to choose from for independent reading, starting with Lesson 1.

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Canada's Natural Resources Anchor Chart
Completed, for Teacher Reference

Canada's Natural Resources

Mining: Minerals and Metals
Lesson 2: Minerals and Metals

Lesson 4: Potash

Products made from minerals …
Lesson 1: Batteries, musical instruments, circuitry, sports equipment, computer and televisions screens, sun protection and medical ointments, cosmetics and jewelry, surgical instruments, electricity, vehicles and tires, eyeglasses, housing construction, fertilizer, car components
Lesson 2: batteries, jet engines, surgical instruments, TVs, cell phones, fixtures, construction materials (floor, plumbing, rooftop), paint, cosmetics, jewelry, sculptures, glass, plastics

How minerals meet people's needs and wants …
Lesson 1: Used to make things we need
Lesson 2: Used to make everyday items; provide energy and heat; help us grow and keep our bodies healthy and clean; make buildings strong and safe; make life more beautiful; used to grow and season food, keep roads safe and extinguish fires
Lesson 3: Jobs for 1.8 million people, growth, 18% of the GDP, including the sectors that serve the natural resource industry

Lesson 4: Provide good jobs, more food by being a fertilizer that makes more crops grow in less land, and generating money that goes back into the Canadian, specifically the province of Saskatchewan.

Lesson 5: Bring jobs

Lesson 6: Provide jobs and money

Forestry: Trees

How the forestry industry meets people's needs and wants …
Lesson 3: Jobs for 1.8 million people, growth, 18% of the GDP, including the sectors that serve the natural resource industry

Lesson 5: Brings jobs

Lesson 6: Provides jobs and money

Energy: Oil, Gas, Petroleum

Products made from oil, gas, petroleum …
Lesson 1: Any from the Auto, Clothing, Electronics, and Sports lists

How oil and gas meet people's needs and wants …
Lesson 1: Used to make things we need
Lesson 3: Jobs for 1.8 million people, growth, 18% of the GDP, including the sectors that serve the natural resource industry

Lesson 5: Bring jobs

Lesson 6: Provide jobs and money

Lesson 9: Electricity, heating, cooling, transportation, and they provide energy to make things

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How it modifies the physical environment …
Lesson 6: Disrupts wildlife, pollutes water, cuts down trees that are slow to regrow and totally changes the landscape
Lesson 7: Cut down trees, pollute water with lead

How it modifies the physical environment …
Lesson 6: Disrupts wildlife, pollutes water, cuts down trees that are slow to regrow and totally changes the landscape
Lesson 7: Cut down trees

How it modifies the physical environment …
Lesson 6: Disrupts wildlife, pollutes water, cuts down trees that are slow to regrow and totally changes the landscape; reclamation projects try to return the land to its natural state

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Glossary of Terms:
Teacher Resource

Term	Definition
Mining products "Mining products provide many of the essential items that we use every day."	Mining is the extraction, or pulling out, of a variety of minerals or geologic materials. The materials miners are mining for are sometimes in their raw form and must be processed or refined before they can be used for consumer goods.
Petroleum, oil, and gas "What products are made from oil and gas? What's the first thing that comes to mind when you think about something made from petroleum?"	Petroleum is a crude material extracted from the ground. It can be separated and refined into oil and gas.
Petroleum-based products "Even if you don't drive a car or carry your groceries home in plastic bags, you still use dozens—or even hundreds—of petroleum-based products every day."	These are any products that are derived from petroleum—they all come from the same mining product (petroleum).
Minerals and metals "Minerals and metals are a part of everyday life."	Minerals are chemical compounds—they can be found in rocks, underground. There are a large number of minerals, and they can be identified by studying their shape, color, structure, and properties. Minerals are chemical substances. Some, like gold or silver, are made of only one element. Other minerals, like quartz, are combinations of elements. Metal is an element. Most metals are naturally present as minerals. Metals are more reactive than minerals. Metals and the respective materials of those metals have different appearances. Pure metals cannot be broken down into anything else.

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Reserves of energy "This country has enormous natural wealth, from huge reserves of energy to massive tracts of forest and an abundance of minerals and metals."	Estimated quantities of energy (in the form of oil, coal, or gas) that are known, with reasonable certainty, to exist and can be recovered with present technology
Energy, mining, and forestry industries "The energy, mining, and forestry industries provide over $30 billion a year in revenue to governments—money that supports critical social programs such as health, education, and public pensions."	Forest industry = logging Mining industry = extraction of resources (coal, iron) Energy industries = drilling for petroleum, refinement of coal (i.e., turning it into electricity), hydropower
Resource extraction "As more areas of the north are opened up for resource extraction, more roads are needed for transportation."	This means pulling crude oil (petroleum) out of ground, mining for coal, drilling for natural gas.
Ore "Metallic ores including iron, copper, lead, zinc, gold, and silver are mined in the Arctic, as well as limestone, diamonds, and uranium."	An ore is a type of rock that contains minerals with important elements including metals. Ores are extracted through mining; then they are refined to extract the valuable metal.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 2:
Recommended Texts

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The list below includes texts with a range of Lexile® text measures about the resources found in Canada today. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:
(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L
- Grades 6–8: 925–1185L

Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (under 740L)			
Using Coal, Oil, and Gas	Sharon Katz Cooper (author)	Informational	500*
National Geographic Readers: Rocks and Minerals	Kathleen Weidner Zoehfeld (author)	Informational	630*
Oil Spills! The Perils of Petroleum	Jane Duden and Susan Walker (authors)	Informational	660
Fossil Fuels	Marcia Zappa (author)	Informational	725*

*Lexile based on a conversion from Accelerated Reading level.

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Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (740L–1010L)			
Fossil Fuels	Andrew Solway (author)	Informational	790
Oil and Coal	Nikole Brooks Bethea (author)	Informational	820
Forestry	Jane Drake and Ann Love (authors) Pat Cupples (illustrator)	Informational	840
Minerals, Rocks, and Soil	Barbara J. Davis (author)	Informational	850
Life in a Forestry Community	Lizann Flatt (author)	Informational	870
Harmony Children's Edition: A Vision for Our Future	Prince of Wales Charles (author)	Informational	900*
Lexile text measures above band level (over 1010L)			
Northern Industries	Heather C. Hudak (author)	Informational	1025*
Scholastic Discover More: Rocks and Minerals	Dan Green (author)	Informational	1050
Energy in Crisis	Catherine Chambers (author)	Informational	1060
Is There a Future for Fossil Fuels?	Ellen Rodger (author)	Informational	1090

*Lexile based on a conversion from Accelerated Reading level.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 2: Lesson 1

Building Background Knowledge: How Canada's Natural Resources Meet the Needs and Wants of People Today

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1) I can explain the relationships between two or more individuals, events, ideas, or concepts in a technical text based on specific information in the text. (RI.5.3) I can read and comprehend informational texts, including history/social studies, science, and technical texts, independently and proficiently. (RI.5.10)	
Supporting Learning Targets	**Ongoing Assessment**
• I can explain how natural resources found in Canada meet the needs and wants of people today. • I can use established criteria to select a text for independent reading.	• Gist annotations • Chalk Talk charts • Independent reading selection

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader: Natural Resources in Canada (10 minutes) 2. Work Time A. Annotating the Gist: Products Made from Mineral, Oil, and Gas Resources (15 minutes) B. Second Read: Creating Resource Webs to Explain How Canada's Natural Resources Meet People's Needs and Wants (20 minutes) C. Independent Reading Selection (10 minutes) 3. Closing and Assessment A. Debrief and Review of Learning Targets (5 minutes) 4. Homework A. Reread the article "Products of Mining in Canada: From Batteries to Vehicles." B. Complete your Homework: Resource Web	• In this second unit, students shift their focus from learning about how Inuit people of the past used the natural resources available in the Arctic to adapt and meet the needs of their community, to learning about the types of resources currently found in Canada, how they are used to meet the needs and wants of people today, and the ways that resource industries can modify the physical environment. • The first half of the unit focuses solely on the types of natural resources found in Canada and how they are used to develop products that meet the needs of people throughout the Western Hemisphere. The second half of the unit continues to build students' understanding of how people's needs and wants are met through natural resources but adds an additional focus on ways that resource industries can modify (affect, change) the physical environment. • Note that throughout this unit, every effort has been made to locate a variety of texts and images at a fifth-grade level that offer a balanced perspective regarding the use of natural resources as well as the effects of resource extraction. The texts and media intentionally blend information not only about negative effects on surrounding land, air, and water but also ways that resource industries implement reclamation projects aimed at returning areas to their natural condition. • During the Opening, students revisit the guiding questions from Unit 1 to synthesize their learning and share out big ideas. Then, students are introduced to the new guiding questions that will ground their work for the first half of the unit (the third guiding question for this unit will be introduced in Lesson 6). • After reading to determine and annotate the gist of two new informational articles about mineral, oil, and gas resources in Canada, and how they are used to meet people's needs and wants, students work within groups to complete Chalk Talk charts to show and explain how minerals, oil, and gas are used to create products that people want and/or need. Then, students share out ideas from their Chalk Talk charts to help create a new class anchor chart titled Canada's Natural Resources. Students will refer to this anchor chart and add to it throughout the unit to help them "see" the multiple ways in which natural resources are used to meet people's daily needs and wants. • During the final part of Work Time, students use the Criteria for Selecting Texts anchor chart from Unit 1 to help them choose a new independent reading text. • In advance: – Add the first two Unit 2 guiding questions to the Guiding Questions anchor chart from Unit 1 (see Unit 2 Overview as well as the Opening of this lesson).

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Agenda	Teaching Notes (continued)
	– Prepare technology for students to explore the "Products" website found at http://www.oilandgasinfo.ca/oil-gas-you/products/ or for you to display this website for students to read with you. – Review the Popcorn Read protocol and Thumb-o-Meter in Checking for Understanding techniques (Appendix 1). – Create a new anchor chart: Big Ideas. – Preview Glossary of Terms: Teacher Resource in "Preparation and Materials" from the Unit 2 Overview to support students' understanding of the topics addressed in this unit. – Create a new anchor chart titled Canada's Natural Resources (see blank example in supporting materials and the complete teacher resource in Unit 2 Overview). – Create one Chalk Talk chart for each group (see example in supporting materials). – Have a variety of independent reading texts for students to choose from. – Determine whether you will have students remain in their same groups from Unit 1 or whether you will assign students to new groups of four; display groups, for student reference. – Post: Learning targets; anchor charts from Unit 1: Guiding Questions, Natural Environment, Group Norms, Vocabulary Strategies, Criteria for Selecting Texts.

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Lesson Vocabulary	Materials
available, resources, needs, wants, integrate, media, build, knowledge, explain, criteria, select; provide, essential, products, consumer goods, infrastructure, central role	• Guiding Questions anchor chart (from Unit 1, Lesson 1) • Big Ideas anchor chart (new; teacher-created) • Natural Environment anchor chart (from Unit 1, Lesson 2) • Document camera • Oil and Gas map (one to display) • Glossary of Terms: Teacher Resource (see Unit 2 Overview, "Preparation and Materials") • Minerals map (one to display) • Group Norms anchor chart (from Unit 1, Lesson 1) • "Products of Mining in Canada: From Batteries to Vehicles" (one per student) • "Products" website and technology to display it (found at http://www.oilandgasinfo.ca/oil-gas-you/products/) • Vocabulary Strategies anchor chart (from Unit 1, Lesson 2) • Chalk Talk chart (one per group; teacher-created) • Chalk Talk task card (one per group) • Canada's Natural Resources anchor chart (new; teacher-created) • Criteria for Selecting Texts anchor chart (from Unit 1, Lesson 1) • Homework: Resource Web (one per student)

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Opening	Meeting Students' Needs

A. Engaging the Reader: Natural Resources in Canada (10 minutes)
• Congratulate the class on completing the first unit of this module, during which they learned about how the native Inuit people of the past used animal, plant, and land resources to adapt to the harsh Arctic environment and to meet the needs of their community.
• Focus students' attention on the **Guiding Questions anchor chart** and read the Unit 1 guiding questions aloud:
  * "How do people adapt to their environment and use the resources that are available to meet their needs?"
  * "How do the ideas conveyed through informational texts help us understand complex relationships?"
• Then, direct students to the new **Big Ideas anchor chart** and ask them to think about and discuss with nearby peers:
  * What do you think were the big ideas of Unit 1?"
• After 1 or 2 minutes, invite a few students to share their thinking aloud. Listen for suggestions such as:
  * "The Inuit people adapted to their environment and used natural resources such as animals, plants and stone to meet the needs of their community; they used natural resources to build homes, make clothing and tools.
  * "The ideas conveyed through features found in informational texts such as images, captions, italicized font, and section titles texts can help us understand complex relationships."
• Record a synthesis of students' ideas on the Big Ideas anchor chart.
• Point out and ask students to chorally read the new Unit 2 guiding questions on the Guiding Questions anchor chart:
  * "How are Canada's available resources used to meet people's needs and wants today?"
  * "How can I integrate information from a variety of texts and media to build knowledge about a topic?"
• Underline the words *available*, *resources*, *needs*, *wants*, *integrate*, *media*, *build*, and *knowledge*.
• Ask students to think about and discuss with a partner what they think these terms mean, based on context and previous understandings of familiar terms.
• After 2 or 3 minutes, cold call a few students to share their thinking with the class. Listen for ideas such as:
  – "*Available* means something you can get; it exists and is obtainable."
  – "*Resources* are supplies—things people need or want to use."
  – "*Needs* are what people need to survive; they are requirements."
	• Provide sentence starters to support students who have difficulty expressing their ideas orally.
	• Locate and display pictorial representations of key terms from the guiding questions to support ELLs and visual learners.

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Opening (continued)	Meeting Students' Needs
– "*Wants* are things that people wish for and would like to have." – "*Integrate* means to combine, put together." – "*Media* refers to the different ways we get information, such as articles, videos, images, and maps." – "*Build* in this context means to develop." – "*Knowledge* means information, facts." • If students are not able to define the meaning of these words, define for them. • Ask students to think about the meaning of key terms, review the Unit 2 guiding questions, and then discuss with nearby classmates: * "What do you think we will learn about in this unit?" • After 1 or 2 minutes, invite a few students to share out whole group. • Bring students' attention to the **Natural Environment anchor chart** from Unit 1. Then say something like: "In Unit 1, we learned about the animal, plant, and land resources the native Inuit used to meet their needs and adapt to life in the Arctic. In this unit, we are going to focus on the natural resources that are currently found in Canada and how they are used to meet the needs and wants of people in Canada as well as the United States today." • Using a **document camera**, display the **Oil and Gas map**. Ask students to review the map and then share with a partner what they notice and wonder. • After 2 or 3 minutes, cold call students to share their thinking with the class. Listen for: – "I notice there are images that represent oil and gas found in Canada." – "I wonder how oil and gas are used to meet people's needs." • Ask students to consider and then share what they think the definitions of "oil" and "gas" are (see **Glossary of Terms: Teacher Resource** to reinforce students' definitions and/or clarify any misconceptions that students may have; i.e. students may think that "gas" is the same as gasoline). • Next, display the **Minerals map** and ask students to review and share with a nearby peer what they notice and wonder.	

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Opening (continued)	Meeting Students' Needs
• After 2 or 3 minutes, cold call students to share their thinking aloud. Listen for ideas such as: – "I notice a lot of different kinds of minerals." – "I notice minerals are found all over Canada." – "I wonder what these minerals are used for, and how they meet people's needs and wants." • Invite students to share out a definition for the word "minerals" (again refer to Glossary of Terms: Teacher Resource). • Draw students' attention back to the Natural Environment anchor chart and point to "land." Tell students that during the next part of Work Time, they will read to learn about how minerals, gas, and oil found in areas of Canada are used to meet the needs and wants of people today. • Draw two arrows from "land" on the Natural Environment anchor chart. Write and circle "minerals" below one arrow and "oil and gas" below the other arrow.	

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Work Time (continued)	Meeting Students' Needs
A. Annotating the Gist: Products Made from Mineral, Oil, and Gas Resources (15 minutes) • Display student groups and then ask students to join group members. Review and refer students to the **Group Norms anchor chart** as necessary to remind them of the criteria for successful collaborative work. • Distribute the article **"Products of Mining in Canada: From Batteries to Vehicles."** • Ask students to skim the texts and notice the bolded words: *provide*, *essential*, *products*, *consumer goods*, *infrastructure*, and *central role*. • Tell students that as they read for the gist, they should try to determine the meaning of bolded words and phrases, from context, to help them determine what these passages are mostly about. Remind students to refer to the **Vocabulary Strategies anchor chart** as needed. • Instruct students to follow along silently as you read aloud the article, "Products of Mining in Canada: From Batteries to Vehicles." Read the first paragraph, then pause and ask students to think about the gist, briefly discuss it in groups, and then write the gist of the first paragraph in the margin. • Continue with the chart in this text; read the name of each product and the minerals it is made from. Ask students to consider the text and key words, discuss the gist of the chart, and record the gist in the margin of the article. • Cold call a few students to share out the meaning of key words and the gist statements they wrote. Listen for suggestions such as: – "*Provide* means to supply, make available, or offer." – "*Essential* means things people need—these things are necessary and important." – "*Products* are things that are made, goods." – "*Consumer goods* are things that people buy." – "*Infrastructure* means highways, roads, communications, and housing." – "The gist of the first paragraph is that minerals are used to make products that are essential to people, things that people need." – "The gist of the chart is that it takes a lot of different minerals to make the things people want or need—for example, homes, batteries, circuits, fertilizer, and glasses." • Next, either display or invite students to read the first page of the **"Products" website** on their internet technology. Ask them to follow along silently as you read the page aloud.	• Allow students who struggle with writing to dictate their gist statements to an adult or peer who can scribe for them. • Allow students who struggle with language to create pictorial representations for the gist, in the margin of their articles. • Provide sentence starters to support students during group discussions: "The gist of this section of the text is ____," and "Mineral, oil, and gas resources meet people's needs because _____." • Consider rereading challenging passages from the text to support students who have difficulty processing oral information.

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Work Time (continued)	Meeting Students' Needs
• Ask students to think about the gist and discuss it in groups. • Select students to share the gist. Listen for students to explain that the gist is that lots of products, including things we use around the house are made from oil and gas. • Go through and read each of the pages linked in the list of categories on the right side of the page. Invite students to discuss the gist of each one in their groups. • Ask students to discuss in groups: * "How do mineral, oil, and gas resources found in Canada meet people's needs today?" • After 1 or 2 minutes, cold call a few groups to share out with the class (answers will vary, but listen for students to mention that land resources such as minerals, oil, and gas are used to make products that people depend on). • Explain to students that during the next part of Work Time, they will participate in group Chalk Talks to further build their understanding of how Canada's mineral, oil, and gas resources are used to make products that meet people's needs and wants.	

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Work Time (continued)	Meeting Students' Needs
B. Second Read: Creating Resource Webs to Explain How Canada's Natural Resources Meet People's Needs and Wants (20 minutes) • Ask students to read the first learning target aloud with you: * "I can explain how natural resources found in Canada meet the needs and wants of people today." • Underline the key words from the target students are familiar with from the Opening and previous units: *explain*, *natural resources*, *needs*, and *wants*. • Ask students to think about what each term means and then discuss with group members what they think they will be learning about during this part of Work Time. After 1 minute, cold call a few students to share their thinking with the class. • Distribute a **Chalk Talk chart** and a **Chalk Talk task card** to each group. Review the chart prompts and task card directions with students and answer any clarifying questions. • When students are ready, ask them to begin. Circulate to offer guidance. • After 10–12 minutes, or when most students have completed their charts, pause students in their work and ask them to consider and discuss in groups: * "Based on the sketches and information you recorded in each square of your charts, in what ways do you think Canada's natural resources meet people's needs and wants?" • After 2 minutes, cold call a few groups to share their thinking with the class. Listen for: – "Minerals, oil, and gas are used to make things that people use every day, such as clothing, housing, glasses, sports equipment, and other items." – "The minerals, oil, and gas found in Canada are used to make essential products such as medicine, shelter, and roads." • Ask students to review their charts and consider ideas shared out by their peers. Then they should discuss with group members how they could write a statement at the bottom of their charts to explain how natural resources in Canada are used to meet the needs and wants of people today. • Display the new **Canada's Natural Resources anchor chart**. Point out that this chart is very similar to the resource webs students created in Unit 1 about seals, caribou, walruses, wood, and stone. • Review the Popcorn Read protocol with students and clarify as needed. • Point out the circle "Minerals" and then focus students on the square "Products made from minerals." Explain to students that they will refer to the Chalk Talk charts they completed in groups to "popcorn" share information that could be added to this square. Cold call one student to begin the popcorn, and add students' ideas to the anchor chart (listen for students to share the names of items from the minerals article, such as batteries, musical instruments, etc.).	• Locate and display pictorial representations of key terms from the targets to support ELLs and visual learners. • Consider working with a small group of struggling learners to offer additional support with completing the Chalk Talk chart. • For students who have difficulty following multistep directions, consider asking them to highlight and complete one step of the task card at a time. • Provide sentence frames to allow all students access to the conversation. Example: "Minerals are used to make ____, so they meet people's need for _____."

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Work Time (continued)	Meeting Students' Needs

• Ask students to refer to the products now listed on the Canada's Natural Resources anchor chart and discuss in groups:
  * "Based on the number and types of products made from minerals, what can you infer about how minerals meet people's needs and wants?"
• After 1 or 2 minutes, cold call a few groups to share out. Listen for suggestions such as:
  – "Minerals are used to make products that entertain people and provide things they need, such as shelter and roads."
• Record a strong example or synthesis of students' thinking in the box "How minerals meet people's needs and wants."
• Repeat the above steps for the oil and gas sections of the anchor chart. Listen for students to share specific examples of products made from oil and gas that are mentioned on the "Products" website (e.g., sports equipment, vehicle parts) and to make an inference such as:
  – "Oil and gas is used for many everyday needs and wants such as clothing, transportation, and entertainment."
• Explain to students that as they closely read and view a variety of media and texts about how Canada's natural resources meet the needs and wants of people today, they will continue to add to this resource chart to build their understanding of the relationship between people's needs and wants and the resources that are currently available in Canada.	

C. Independent Reading Selection (10 minutes) • Tell students that today they will choose a new independent reading book to read for homework throughout this second unit. • Read the second learning target aloud: * "I can use established criteria to select a text for independent reading." • Remind students that to become better readers and writers, they should read a variety of books—and that the more students read, the more they are able to learn about their world. • Display the **Criteria for Selecting Texts anchor chart**. Remind students this is the same criteria they used in Module 2B to self-select appropriate texts for independent reading (review criteria as needed). • Give students 7 or 8 minutes to choose a book. If any students are unable to choose a book in the time allotted, find other times during the day for them to review the independent reading choices and select a text.	• For struggling readers who may have trouble selecting appropriate texts based on multiple criteria, consider asking them to choose one criterion from the anchor chart to focus on as they make their selection. • If some students are not able to choose a text in the time given, consider finding time later in the day for them to select a text.

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Review of Learning Targets (5 minutes) • Focus students' attention whole group. Ask students to consider and discuss with a partner who is not a member of their regular group: * "How did the various types of media, including maps, images, charts and text, help you understand how Canada's natural resources meet the needs and wants of people today?" • After 1 or 2 minutes, invite a few students to share out. Answers will vary, but listen for students to refer to specific features of the maps, images of minerals, bulleted lists, charts, highlighted, and/or small chunks of text and how these features supported their understanding of the ideas presented. • Ask students to read the learning targets aloud with you and pause after each to show their level of mastery using a Thumb-O-Meter. • Distribute **Homework: Resource Web** and read the directions with students. Answer any clarifying questions.	• Provide sentence starters or frames to support student discussions.
Homework	**Meeting Students' Needs**
• Reread the article "Products of Mining in Canada: From Batteries to Vehicles." • Complete your Homework: Resource Web.	• Consider providing struggling readers with a partially completed resource web. • Allow struggling writers to dictate their ideas to someone at home to scribe for them. • Consider providing an audio recording of the articles.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 2: Lesson 1
Supporting Materials

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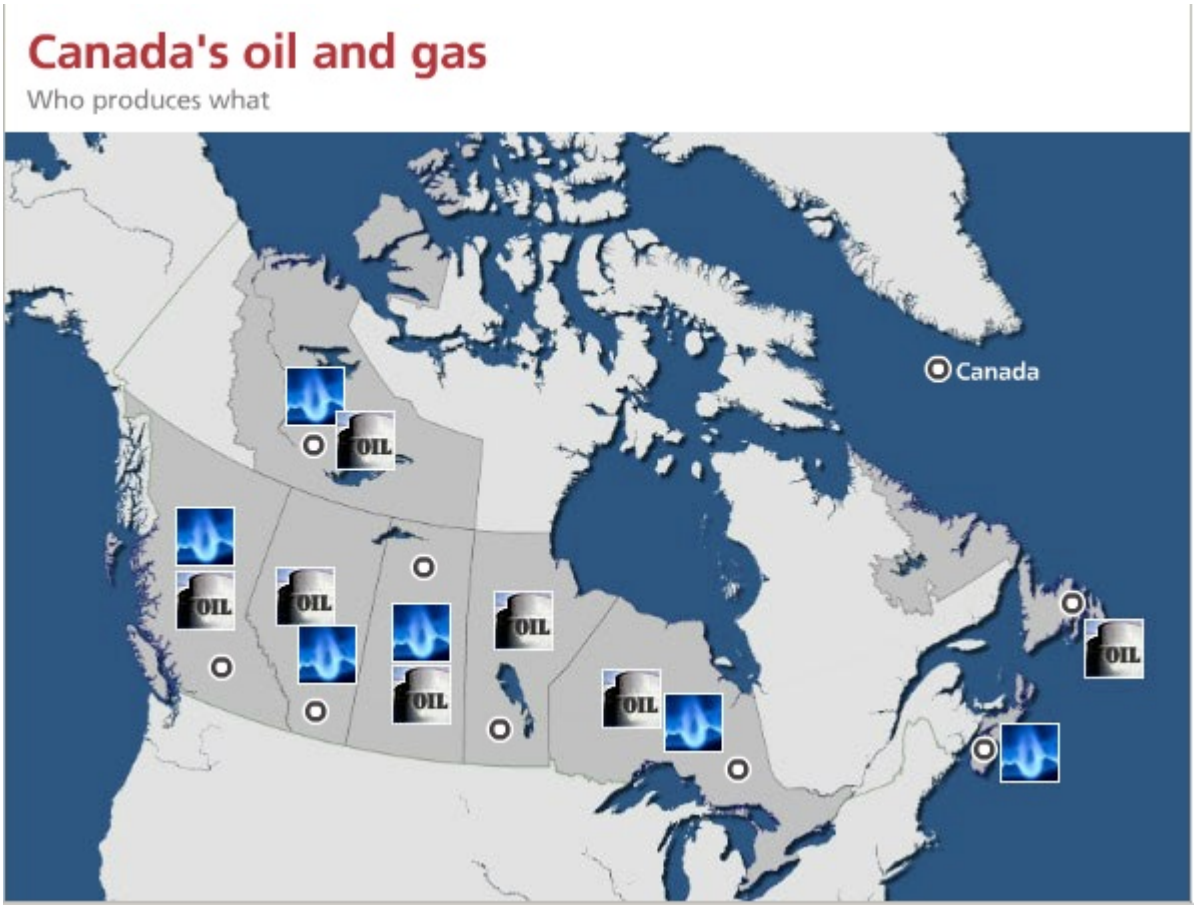
Oil and Gas Map



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Minerals Map

http://www.mineralogicalassociation.ca/poster/ (download the larger version of this poster, for display)

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Products of Mining in Canada: From Batteries to Vehicles

Did you know? Mining products **provides** many of the **essential** items that we use every day. The **products** of mining provide not only many of the **consumer goods** we use, but also much of the **infrastructure** that we rely on daily—highways, electrical and communications networks, and housing, to name a few. It's difficult to imagine a world without them! Check out the following examples of mining products in action:

	Batteries – cadmium, lithium, nickel, and cobalt		**Musical instruments** – copper, silver, steel, nickel, brass, cobalt, copper, iron, and aluminum
	Circuitry – gold, copper, aluminum, steel, silver, lead, and zinc		**Sports equipment** – graphite, aluminum, and titanium
	Computer and television screens – silicon, boron, lead, phosphorus, and indium		**Sun protection and medical ointments** – zinc
	Cosmetics and jewelry – gold, diamonds, iron oxide, zinc, and titanium dioxide		**Surgical instruments** – stainless steel

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Products of Mining in Canada: From Batteries to Vehicles

	Electricity – coal and uranium		**Vehicles and tires** – steel, copper, zinc, barium, graphite, sulphur, and iodine
	Eyeglasses – limestone, feldspar, and soda ash		**Housing construction** – gypsum, clay, limestone, sand, and gravel
	Fertilizer – phosphate, nitrogen, sulphur, and potash		**Hybrid car components** – rare earth elements such as dysprosium, lanthanum, neodymium, and samarium

Mining Industry Human Resources Council (MiHR)

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Chalk Talk Chart
(Example, for Teacher Reference)

Guiding Question: How are Canada's available resources used to meet people's needs and wants today?

Sketch and list 5 examples of products made from minerals.	Sketch and list 5 examples of products made from oil and gas.
Synthesize: Write a statement to explain how products made from minerals meet people's needs and wants.	Synthesize: Write a statement to explain how products made from oil and gas/petroleum meet people's needs and wants.

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Chalk Talk Task Card

1. With group members, refer to the article "Products of Mining in Canada: From Batteries to Vehicles" to locate and circle 5–10 examples of products made from minerals.
2. Focus on the upper-left square, **"Sketch and list 5–10 examples of products made from minerals."** Work with group members to draw a quick sketch of each product you located and circled, and then write the name of each product next to each sketch in this square.
3. Focus on the lower-left square, **"Synthesize: Write a statement to explain how products made from minerals meet people's needs and wants."** Review the product sketches and names you added to your chart, and then work collaboratively with group members to write one to two sentences that explain how products made from minerals meet people's needs and wants.
4. With group members, refer to the article "Products" to locate and circle 5–10 examples of products made from oil and gas.
5. Focus on the upper-right square, **"Sketch and list 5-10 examples of products made from oil and gas."** Work with group members to draw a quick sketch of each product you located and circled, and then write the name of each product next to each sketch in this square.
6. Focus on the lower-right square, **"Synthesize: Write a statement to explain how products made from oil and gas meet people's needs and wants."** Review the product sketches and names you added to the oil and gas square of your chart, and then work collaboratively with group members to write one to two sentences that explain how products made from oil and gas meet people's needs and wants.
7. After completing each square, discuss in groups: How are Canada's natural resources used to meet the needs and wants of people today? Be prepared to share your thinking with the class.

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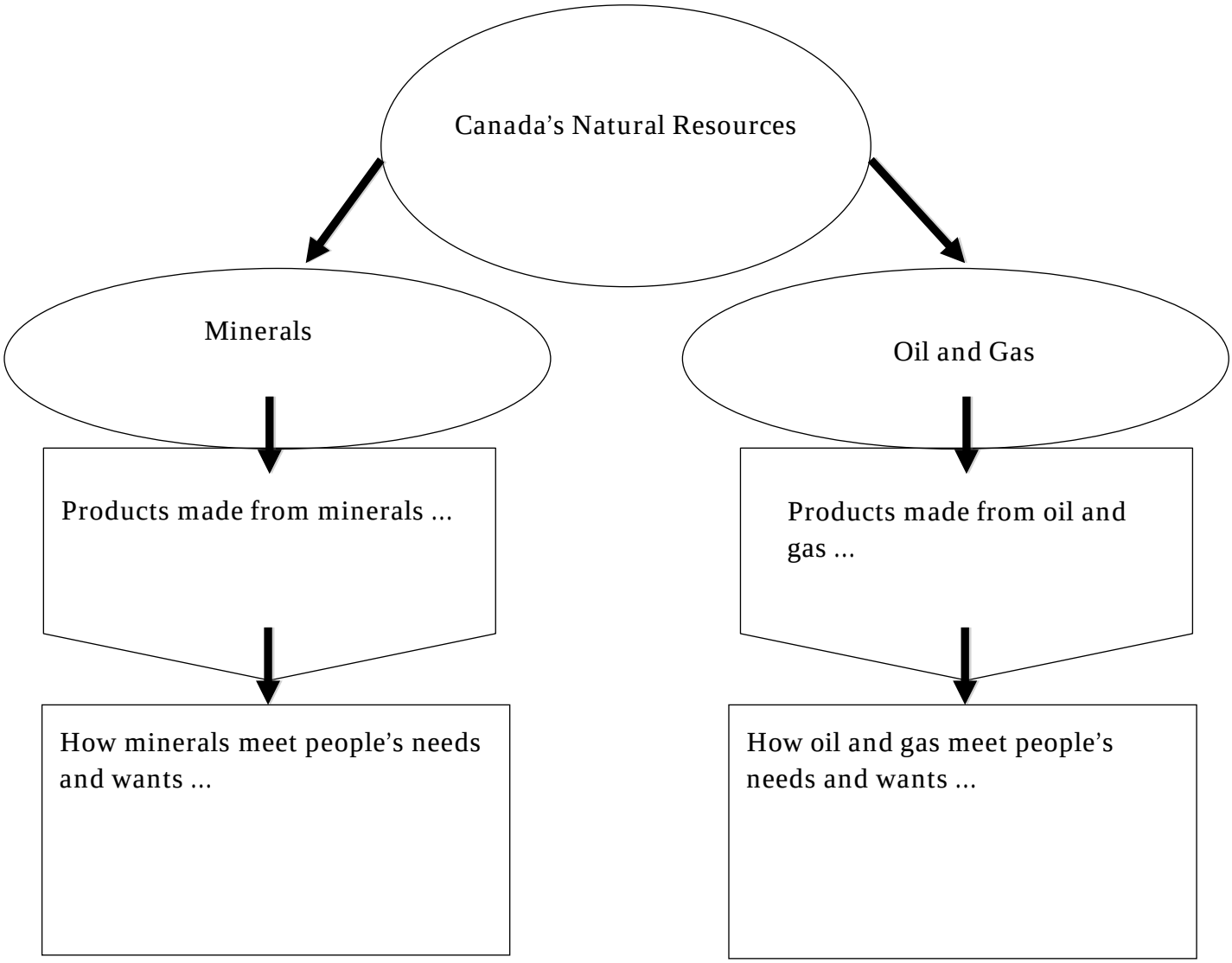
Canada's Natural Resources Anchor Chart

(Blank Example, for Teacher Reference)



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Criteria for Selecting Texts Anchor Chart

- The book interests me.
- I can make connections between this book and other texts read, topics explored, or experiences I have had.
- I know many, but not all of the words in the book.
- The book contains some text or images I don't understand, but I am able to get a sense of what the book is mostly about.

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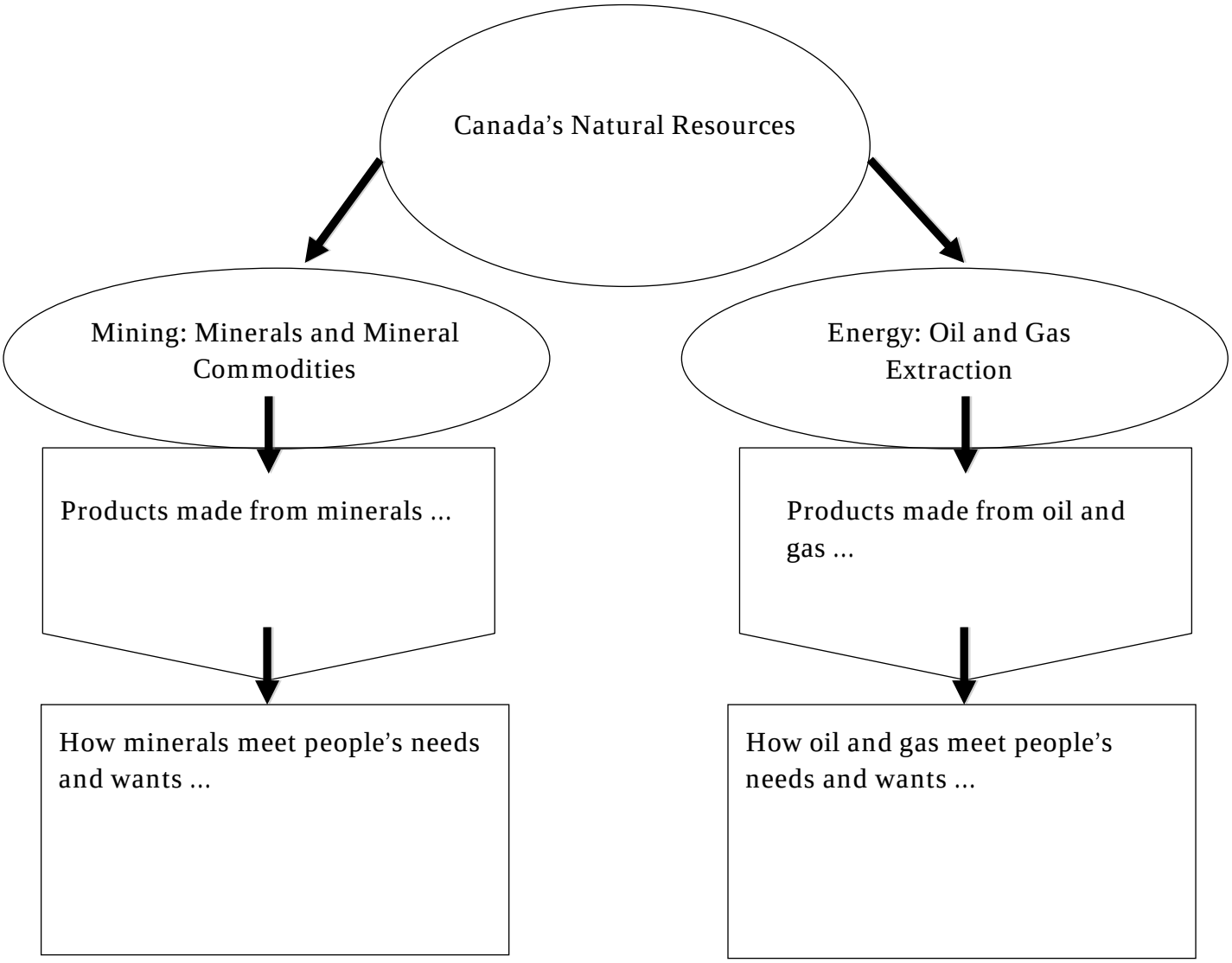
Homework:
Resource Web

- Reread the text(s) to locate information that helps you complete the web.
- Record the names of at least two products made from minerals in the box "Products made from minerals." Then write a short sentence to explain how minerals meet people's needs and wants.
- Record the names of at least two products made from oil and gas in the box "Products made from oil and gas." Then write a short sentence to explain how oil and gas meet people's needs and wants.



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EXPEDITIONARY LEARNING

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

Close Reading and Viewing: Minerals and Metals

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (L.5.4) I can use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5c) I can summarize information presented in diverse formats. (SL.5.2)	
Supporting Learning Targets	**Ongoing Assessment**
• I can explain how Canada's available natural resources are used to meet the needs and wants of people today, by quoting accurately from the text and video. • I can determine the meaning of unfamiliar words and phrases, using context clues and other strategies. • I can summarize information presented in diverse formats.	• Resource web (from homework) • Text-Dependent Questions: Minerals and Metals

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader: Resource Web (5 minutes) 2. Work Time A. Annotating the Gist: Minerals and Metals (10 minutes) B. Close Reading and Viewing Guide: Minerals and Metals (40 minutes) 3. Closing and Assessment A. Synthesizing Information (5 minutes) 4. Homework A. Reread the text "Minerals and Metals in Your Life" and complete your resource web. B. Read your independent reading book for at least 15–20 minutes.	• In this lesson, students closely read an informational text and view a short video about how minerals mined in Canada are used to meet the needs and wants of people today. • During Work Time A, students hear the text read aloud and annotate for the gist. Then, they view a brief video and record a gist statement in their journals before moving on to a close read and viewing each resource in Work Time B (note that students complete the "Text-Dependent Questions: Minerals and Metals" as you lead them through a close read and view, using the "Close Reading and Viewing Guide.") • At the end of the lesson, students synthesize their learning in relation to the guiding question through group and whole group discussions. This information is not recorded on an anchor chart until the beginning of the next lesson because students synthesize this information first in writing for their homework. • In advance: – Read the excerpt of "Minerals and Metals in Your Life" – Watch the video "Ground Rules: Chapter 3" (0:00–1:36), found at http://www.youtube.com/watch?v=xmXT1YgfoTA&feature=c4-overview-vl&list=PL31F52074D345CEA2. – Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as www.safeshare.tv, for actually viewing these links in the classroom. – Review the Close Reading and Viewing Guide. – Be sure technology for viewing and listening to the video is available and in working order. – Review the Popcorn Read protocol (see Appendix). • Post: Learning targets.

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Lesson Vocabulary	Materials
explain, natural resources, meet, needs, wants, quoting, meaning, strategies, diverse formats; multi-taskers, cosmetics, sculptures, improving, filtering, wants, needs, literally, connected	• Canada's Natural Resources anchor chart (begun in Lesson 1) • Canada's Natural Resources anchor chart (complete, for teacher reference; see Unit 2 Overview) • Journal (one per student; begun in Unit 1) • Group Norms anchor chart (from Unit 1, Lesson 1) • "Minerals and Metals in Your Life" (one per student and one for display) • Glossary of Terms: Teacher Resource (see Unit 2 Overview, "Preparation and Materials") • Computer, LCD and speakers (for viewing and listening to video) • "Ground Rules: Chapter 3" video (0:00–1:36), found at http://www.youtube.com/watch?v=xmXT1YgfoTA&feature=c4-overview-vl&list=PL31F52074D345CEA2. (Used with permission © 2013 Caterpillar All Rights Reserved) • Dictionaries (enough for students to refer to as needed) • Thesauruses (enough for students to refer to as needed) • Text-Dependent Questions: Minerals and Metals (one per student) • Index cards (four per student) • Highlighters (one per student; any color) • Close Reading and Viewing Guide: Minerals and Metals (for teacher reference) • Natural Environment anchor chart (from Unit 1, Lesson 2) • Sample Thesaurus Entry: "Want" (one for display) • Homework: Minerals and Metals resource web (one per student)

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Opening	Meeting Students' Needs
A. Engaging the Reader: Resource Web (5 minutes) • Remind students that for homework they were to reread the texts "Products of Mining in Canada: From Batteries to Vehicles" and "Products" to complete a resource web for homework. Ask students to locate their homework and join group members. • Invite students to briefly share their resource webs with their group, and to make any additions or revisions based on what they see and hear from others. • Refocus the whole group. Invite volunteers to share their responses with the whole group. Add appropriate student suggestions to the **Canada's Natural Resources anchor chart**. Refer to the **Canada's Natural Resources anchor chart (completed, for teacher reference)** for how the anchor chart should look.	• Consider allowing students who have difficulty expressing their ideas aloud to write their ideas on a white board to hold up and share during the whole group discussion.

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Work Time	Meeting Students' Needs
A. Annotating the Gist: Minerals and Metals (10 minutes) • Remind students of the guiding questions: * "How are Canada's available natural resources used to meet people's needs and wants today?" * "How can I integrate information from a variety of texts and media to build knowledge about a topic?" • Tell students that today they will read a short text and watch a brief video to build their knowledge about how Canada's mineral and metal resources are used to create products that meet people's needs and wants. Then ask students to collect their **journals** and briefly confer with group members to determine and quickly share out a group norm they will focus on to ensure their collaborative work today is successful (refer students to the **Group Norms anchor chart** as needed). • Display and distribute **"Minerals and Metals in Your Life."** Tell students the first read is aloud; so they are going to follow along silently, pausing to annotate for the gist in the margin of the text. • Begin with the title and pause at the end of the first paragraph. Ask students to think about and discuss in groups: what is the gist of the first paragraph?. • After 1 minute, cold call a few students to share out. Listen for ideas such as: "It's about how we use minerals and metals in our everyday lives." • Clarify the meaning of minerals versus metals for students as needed, using the **Glossary of Terms: Teacher Resource**. • After several students share out, direct all students to record the gist of the first paragraph in the margin of the text. • Then ask students to follow along silently as you read the second paragraph aloud. Pause once again to ask them to think about and discuss: what is the gist of the second paragraph? • After 1 minute, cold call members from two or three groups to share out. Listen for ideas such as: "The second paragraph is about how minerals and metals are used to make buildings and keep us healthy." • Direct students to annotate the gist of the second paragraph in the margin, and then go on to read the third paragraph aloud as students follow along silently. Give students a brief moment to discuss the gist of the third paragraph and then cold call students to share out. Listen for: "The third paragraph is about how minerals and metals are used to make life beautiful," or other ideas supported by the text. Again, tell students to record a gist statement in the margin. • Focus students on the bullet point, read it aloud as students follow along, and then ask them to discuss the gist of the bullet point in groups. After 1 minute, cold call students to share aloud. Listen for: "The gist of the third bullet is that Halite (salt) is used for many things," and similar suggestions.	• Allow students who struggle with language to draw a sketch of the gist with a one- to three-word caption, or to scribe their gist statements to you or another adult.

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Work Time (continued)	Meeting Students' Needs

• Once several students have shared out, ask students to record the gist of the bullet point in the margin of the text. Then ask:
  * "So what is this article mostly about?"
• Tell students to quickly refer to each gist statement they wrote, discuss their thinking with group members, and then prepare to share out whole group. After 1 minute, cold call a few students to share out. Listen for them to synthesize the gist statement they recorded by sharing answers like: "Minerals and metals are used to make things we want and need, things that make life easier, better."
• Ask students to quickly write an overall gist statement for the article at the bottom of the text. Then tell students to prepare to watch and listen to a short video.
• Tell students they will have an opportunity to watch the video twice before considering the gist.
• Use a **computer, LCD** and **speakers** to play the "**Ground Rules: Chapter 3" video (0:00–1:36)** for the first time.
• Pause briefly for students to discuss their initial thinking about the gist in groups.
• Then replay the video.
• Ask students to consider and discuss the gist of the video with group members. Then, cold call a few groups to share out with the class. Listen for suggestions such as:
  – "The video is about how many minerals we use every day."
  – "It's about how minerals are found in products we use, in our homes, and used to make roads and buildings."
• Ask students to turn to the next blank page in their journals to record the gist of the video.	

B. Close Reading and Viewing Guide: Minerals and Metals (40 minutes)
• Note that you will need the **Sample Thesaurus Entry: "Want"** on hand during this portion of the lesson.
• Focus students on the learning targets. Invite the class to read them with you:
  * "I can explain how Canada's available natural resources are used to meet the needs and wants of people today, by quoting accurately from the text and video."
  * "I can determine the meaning of unfamiliar words and phrases, using context clues and other strategies."
  * "I can summarize information presented in diverse formats."
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

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Work Time (continued)	Meeting Students' Needs
• Ask students to review the targets and to notice they are similar to targets they have worked toward in previous units and modules. Cold call a few students to share out what they think they will be doing during this part of Work Time, based on previous experiences and their knowledge of key terms such as *explain*, *natural resources*, *meet*, *needs*, *wants*, *quoting*, *meaning*, *strategies*, and *diverse formats*. • Tell students they will now be led through a close reading of the text and close viewing of the video to further their understanding of the natural resources available in Canada and how those resources are used to meet people's everyday needs and wants. • Distribute **dictionaries**, **thesauruses**, **Text-Dependent Questions: Minerals and Metals**, **index cards**, and a **highlighter** to each student. When students are ready, lead them through a close reading of the text and close viewing of the video, using the **Close Reading and Viewing Guide: Minerals and Metals (for teacher reference)**. Be sure to lead the class through the activities in the Close Reading and Viewing Guide by following the teaching notes in the right-hand column. Discuss and monitor student responses to each question, and model strategies for navigating complex sections of the text as needed.	• Learning targets are a research-based strategy that helps all students, especially challenged learners. • See suggested accommodations in the "Teaching Notes" column of the Close Reading Guide: Minerals and Metals (for teacher reference). These include: Define key terms that may interfere with students' understanding of relevant content, and reread and replay the video as needed. • Consider working with a small group of students who may need more support understanding ideas conveyed through the text and video, key terms, and/or crafting responses to the note-catcher questions. • Provide a scribe for students who struggle to record their thinking in writing, or consider allowing them to record their responses into a recording device.

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Closing and Assessment	Meeting Students' Needs

A. Synthesizing Information (5 minutes)
• Focus students whole group and direct them to the guiding questions. Ask students to refer to the text and their notes and discuss in groups:
  * "What natural resources do the text and video suggest are available in Canada?"
• After 1 or 2 minutes, ask students to "popcorn" share their ideas. Listen for: minerals, metals, nickel, calcium, iron, magnesium, phosphorus, Halite (salt).
• Ask students to refer to the text and their notes and discuss in groups:
  * "How are those natural resources used to meet the needs and wants of people today?"
• After 1 or 2 minutes, ask students to popcorn share their ideas. Listen for:
  – "They are used to make a lot of items we use every day, like batteries and buildings."
  – "They are used to grow food and keep us healthy."
  – "They are used to make things that make life beautiful, such as art."
  – "Halite is used to season food and keep roads safe; minerals keep us connected."
• Tell students they will synthesize their thinking in writing for homework on the next resource web.
• Distribute **Homework: Minerals and Metals resource web**.
	• Consider designating one student to start the popcorn share or start it yourself, to model for students.

Homework	Meeting Students' Needs
• Reread the text "Minerals and Metals in Your Life" and complete your resource web. • Read your independent reading book for at least 15–20 minutes.	• For students who have difficulty reading or completing tasks independently, consider providing an audio recording of the text and/or a partially completed resource web.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 2: Lesson 2
Supporting Materials

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Minerals and Metals in Your Life

Minerals and metals are a part of everyday life. They are the original multi-taskers. For example, nickel is in batteries, jet engines, surgical tools, color televisions, cell phones, and kitchen and bathroom fixtures!

We use minerals and metals to make homes and schools, to generate heat and power, and for everyday comfort items like shampoo and toothpaste. Minerals keep us healthy—we need calcium, iron, magnesium, phosphorus, and many more minerals to grow and stay healthy. Minerals help our food grow too—you can find up to 14 minerals in fertilizer. Minerals and metals make our homes and buildings strong and safe—from the floors to the plumbing to the rooftop, construction materials are all based on minerals and metals.

We even use minerals and metals to make life beautiful! There are minerals in paint and cosmetics, and we use metals to make jewelry and sculptures. Minerals and metals are also used to help keep our environment clean by improving our cars, and filtering the air we breathe and the water we drink.

- Halite, or salt, is used to flavor food, keep roads safe in the winter, and even to extinguish fires. Halite is also used in glass, paint, plastics, and cosmetics.

PDAC Mining Matters News, September 2004, Issue 4 (excerpts)

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Text-Dependent Questions: Minerals and Metals

Name:

Date:

Guiding Questions:

What are Canada's available resources?
How are Canada's available resources used to meet people's needs and wants today?

*Refer to the text "Minerals and Metals in Your Life" as well as the video "Ground Rules: Chapter 3" to help you respond to the following questions.

Directions	Questions
Focus on the **first paragraph** and highlight the first sentence: *"Minerals and metals are a part of everyday life."* Read the entire first paragraph aloud with your group members. Then work together to respond to the questions on the right.	Locate and record the word "multi-taskers" in the center of one of your index cards. What familiar words or parts of words do you see in this word? What do you think "multi-taskers" might mean? Write a short definition for "multi-taskers" in the upper left-hand corner of your index card. Sketch and label at least three examples of how the mineral nickel is a multi-tasker.

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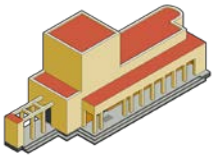
Text-Dependent Questions: Minerals and Metals

Directions	Questions
Whisper-read **the second paragraph** as your teacher reads it aloud. Then, work with group members to answer the questions on the right.	How are minerals and metals used in buildings? Write at least three examples on the lines next to the image below.  _____ _____ _____ How do minerals help our bodies? Write at least three examples on the lines next to the image below. _____ _____ _____

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Text-Dependent Questions: Minerals and Metals

Directions	Questions
Independently read **Paragraph 3**. Then, work with group members to answer the questions on the right.	How do minerals and metals "make life beautiful?" Sketch and label at least two examples of items made from minerals and metals that "make life beautiful." Write a statement to explain how the items you sketched above might make life beautiful. Record a quote from the text to explain how minerals and metals help keep our environment clean. In your own words, explain how minerals and metals help keep our environment clean.

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Text-Dependent Questions: Minerals and Metals

Directions	**Questions**
Whole class, read aloud the **bullet point**. Then, work with group members to answer the question on the right.	Complete the chart by listing at least two ways that Halite (salt) meets *people's wants*, and at least two ways it meets *people's needs*. Wants | Needs
With group members, chorally read and then restate the question to the right. Keep the question in mind as you view and listen to the **video excerpt (0:00–1:05),** twice. During each viewing and listening, record details from the video in the margin of this page of text-dependent questions, to remind you of key details that will help you answer the question. You will discuss your thinking in groups before recording a response.	At the beginning of the video, the narrator says, "Our world is literally held together by the materials that come out of mines." What do you think he means? Explain your thinking.

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Text-Dependent Questions: Minerals and Metals

Directions	Questions
With group members, chorally read then restate the question on the right. Keep the question in mind as you view and listen to the **video excerpt (1:05–1:36),** twice. During each viewing and listening, record details from the video in the margin of this page of text-dependent questions, to remind you of key details that will help you answer the question. You will discuss your thinking in groups before recording a response.	The narrator says, "Nearly everything is connected to mining in some way." What does he mean? Explain your thinking.
Synthesis Question: Refer once again to the article and your response to each of the questions above to determine your answer to the question on the right.	Why are minerals and metals an important part of people's lives? Support your response with at least one example from the article and one example from the video.

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Close Reading and Viewing Guide: Minerals and Metals
(For Teacher Reference)

Guiding Questions:

What are Canada's available resources?
How are Canada's available resources used to meet people's needs and wants today?

Total Time: 40 minutes

Directions	Questions	Teaching Notes
Focus on the **first paragraph** and highlight the first sentence: "*Minerals and metals are a part of everyday life.*" Read the entire first paragraph aloud with your group members. Then work together to respond to the questions on the right.	Locate then record the word "multi-taskers" in the center of one of your index cards. What familiar words or parts of words do you see in this word? What do you think "multi-taskers" might mean? Write a short definition for "multi-taskers" in the upper left-hand corner of your index card. Sketch and label at least three examples of how the mineral nickel is a multi-tasker.	Ask students to read the title of the article aloud with you, "Minerals and Metals in Your Life." Then focus them on the first paragraph and read the directions aloud. Prompt students to go ahead and highlight the first sentence, then ask: "How does this first sentence relate to our guiding question: 'How are Canada's natural resources used to meet people's needs and wants today?'" After students briefly consider and discuss their thinking in groups, invite a few groups to share out. Listen for ideas such as: *"It says minerals and metals are a part of everyday life, which means they are used by people daily, to meet their needs and wants."* Confirm or help clarify students' thinking. Then ask them to read the full first paragraph aloud with group members. Direct students to record "multi-taskers" onto an index card, and then ask students to share out what they know about the familiar prefix "multi." *Listen for students to say: "many."*

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Close Reading and Viewing Guide: Minerals and Metals
(For Teacher Reference)

Directions	Questions	Teaching Notes
		Then, ask students if they recognize any part of the second half of the word. *Listen for students to mention: "task,"* and then ask them to define "task." *Listen for: "job or chore."* Ask: "So what might 'multi-taskers' do?" *Listen for: "Something that does many jobs."* Direct students to record a definition in the upper left of their index card. Ask them to read the third question and locate examples of how the mineral nickel is a multi-tasker. After 1 or 2 minutes, ask students to hold up their sketches and popcorn share their ideas. Look and listen for students to name multiple items made from nickel: *batteries, jet engines, surgical tools, color televisions, cell phones, kitchen and bathroom fixtures.* Focus students on the highlighted sentence and then ask: "So how is the mineral nickel 'part of our everyday lives'?" Listen for students to say: "*Nickel is used to make things people use regularly or daily, such as batteries or phones.*"

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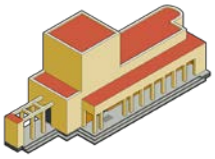
Close Reading and Viewing Guide: Minerals and Metals
(For Teacher Reference)

Directions	Questions	Teaching Notes
Whisper-read **the second paragraph** as your teacher reads it aloud. Then, work with group members to answer the questions on the right.	How are minerals and metals used in buildings? Write at least three examples on the lines next to the image below.  _____ _____ _____ How do minerals help our bodies? Write at least three examples on the lines next to the image below. _____ _____ _____	Direct students' attention to the second paragraph and then begin to read aloud as students whisper-read with you. Clarify the pronunciation of likely unfamiliar terms such as "calcium," "magnesium," and "phosphorous." Use this as an opportunity to point out common letter-sound combinations such as: *ci (see); ph (f); -ous (us)*. Direct students to work within groups to answer the first question by referring to the text and then recording three examples of how minerals and metals are used *in buildings* (emphasize the word "in" to help focus students on the type of information they should list). After 2 minutes, cold call a few students to share out. Listen for: *They generate heat and power; used to make floors; used to make plumbing; used to make rooftops; used to make construction materials.* As students share responses, ask them to provide a quote from the text in support of their thinking. Then, direct students to work with group members to answer the second question. Emphasize that the question asks *how do minerals* help our bodies—it is not asking students to list the names of specific minerals. After 2 minutes, cold call members from several groups to share out whole class. Listen for: *Help us grow; keep us healthy; shampoo keeps hair clean; toothpaste keeps teeth healthy; helps grow food we eat.*

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Close Reading and Viewing Guide: Minerals and Metals
(For Teacher Reference)

Directions	Questions	Teaching Notes
Independently read **Paragraph 3**. Then, work with group members to answer the questions on the right.	How do minerals and metals "make life beautiful?" Sketch and label at least two examples of items made from minerals and metals that "make life beautiful."	Give students 2 minutes to read the third paragraph. Consider whisper-reading the passage with a small group of students who may struggle to read the text independently. Then, focus students on the first question, read it aloud, and clarify as needed. As students work, encourage them to use a dictionary to look up the meaning of unfamiliar terms that may interfere with their ability to respond to the first question (e.g., *cosmetics, sculptures*). After 1 or 2 minutes, cold call a few students to share their sketches and thinking whole class. Listen and look for students to draw and label: *paint, cosmetics (makeup), jewelry* and/or *sculptures (statues; artworks).*
	Write a statement to explain how the items you sketched above might make life beautiful.	Encourage students to define each item they name, to help the class develop a shared understanding of these words or to clear up any misconceptions they have about the meanings. Focus students on the second prompt. Read aloud and then ask students to consider and discuss in groups: "How could paint, cosmetics, jewelry, or sculptures 'make life more beautiful'?"
	Record a quote from the text to explain how minerals and metals help keep our environment clean.	After 1 minute, invite a few students to share out with the class. Listen for suggestions such as:

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Close Reading and Viewing Guide: Minerals and Metals
(For Teacher Reference)

Directions	Questions	Teaching Notes
	In your own words, explain how minerals and metals help keep our environment clean.	*Paint is used on/in buildings or to make paintings (art) that people enjoy looking at, think are beautiful; people use cosmetics to make their faces look beautiful; jewelry is used as a sort of personal "decoration" that may make someone look more beautiful; sculptures are a type of art, and art is something people find beautiful.* Ask students to read the third question aloud with you and then to work within groups to reread the text and formulate a response. After 1 or 2 minutes, cold call a few groups to share out. Listen for: *Minerals and metals help keep our environment clean, "by improving our cars, and filtering the air we breathe and the water we drink."* Ask students to focus on the words *improving* and *filtering* in this quote. Ask students to use their knowledge of prefixes, roots, and suffixes as well as available resources (dictionary, thesaurus) to determine the meaning of each term. After 2 minutes, cold call a few students to share their thinking whole group. Listen for ideas such as: *Improving: making better; upgrading; developing* *Filtering: cleaning; sifting*

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Close Reading and Viewing Guide: Minerals and Metals
(For Teacher Reference)

Directions	Questions	Teaching Notes
		Focus students on the fourth question and direct them to use their understanding of the terms "improving" and "filtering" to explain in their own words (one or two sentences) how minerals and metals help clean the environment. (If necessary, direct students' attention to the **Natural Environment anchor chart** and remind them that "air" and "water" are part of the environment.) After 1 or 2 minutes, cold call a few students to share their explanations with the class. Listen for: *Minerals and metals help keep the environment clean by making cars better and cleaning our air and water.*
Whole class, read aloud the **bullet point.** Then, work with group members to answer the question on the right.	Complete the chart by listing at least two ways that Halite (salt) meets *people's needs*, and at least two ways it meets *people's wants*.	Read the last bullet point aloud with the class, clarifying the pronunciation of the term "Halite" as needed. Then, focus students on the prompt and T-chart and point out the terms "wants" and "needs." Show students the **Sample Thesaurus Entry: "Want."** Point out that "need" is considered a synonym (a word that has a *similar*, but not exactly the same, meaning as another word) for "want." Go on to remind students of their work with Frayer Models and how students used them to support their understanding of the fact that even relatively synonymous terms can have important differences between their meanings. Tell students to write the word "want" on one index card and "need" on another; then work with group members to define each term, using a dictionary.

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Close Reading and Viewing Guide: Minerals and Metals
(For Teacher Reference)

Directions	Questions	Teaching Notes
		After 1 or 2 minutes, invite a few students to share their definitions aloud and explain how these words are *different* from each other. Listen for ideas such as: *Wants are things you would like to have, that make life easier; needs are things that are necessary for your survival. The difference is that wants are things you could probably live without, whereas needs are things you couldn't live without.* If necessary, clarify the meaning and difference between the terms. Then ask students to record a short definition of each word on their index cards. Point students to the T-chart. Then ask them to work with group members to record at least two ways Halite (salt) meets people's "wants," on the left, and two ways it meets people's "needs," on the right. As you circulate to offer support, ask students to justify their thinking by asking: "Why is that a *want*?" "How is that a *need*?" After 3 minutes, cold call students to share out what they recorded under "wants" and "needs." Be sure to have students explain why they listed each example under either want or need. Listen for ideas such as: Wants*: flavors food; used to make paint; cosmetics (glass, plastics)* Needs*: keeps roads safe; extinguishes fires (glass, plastics)*

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Close Reading and Viewing Guide: Minerals and Metals
(For Teacher Reference)

Directions	Questions	Teaching Notes
		Focus students back on the first sentence, which they highlighted at the beginning of the close read: "Minerals and metals are a part of everyday life." Then ask: "What have you learned from this article that helps you understand how minerals and metals are a part of our everyday lives?" After students have an opportunity to think about and briefly discuss their ideas within groups, invite a few students to share out with the class. Answers will vary, but listen for students to synthesize ideas from their note-catchers and to use specific examples from the text to support their thinking. Then, ask students to prepare to review and respond to questions about the video in order to further build their understanding of how natural resources found in Canada are used to meet our everyday needs and wants.

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Close Reading and Viewing Guide: Minerals and Metals
(For Teacher Reference)

Directions	Questions	Teaching Notes
With group members, chorally read and then restate the question to the right. Keep the question in mind as you view and listen to the **video excerpt (0:00–1:05),** twice. During each viewing and listening, record details from the video in the margin of this page of text-dependent questions, to remind you of key details that will help you answer the question. You will discuss your thinking in groups before recording a response.	At the beginning of the video, the narrator says, "Our world is literally held together by the materials that come out of mines." What do you think he means? Explain your thinking.	After group members read the question aloud, focus them on the phrase *our world is literally held together*, and point out the word "literally." If students are not familiar with "literally," explain that in this context it is used to express or indicate to the audience that the narrator is not exaggerating the truth; he believes what he is saying is accurate or true. Then invite a few students to share out a restated version of the question, based on their understanding of the word "literally." Clarify any misconceptions as needed. Then play the video from the beginning and pause at 1:05. Direct students to quickly record details from the video that help them to answer the question in the margin of their note-catchers. After 1 or 2 minutes, ask students to silently reread the question, review their notes in the margin, and then view and listen to the clip a second time, to add to or refine their thinking. After playing the video a second time, tell students to add to their margin notes any new and relevant details they heard. Then begin discussing their ideas with group members. After 2 or 3 minutes, cold call a few groups to share their thinking whole class. Listen for ideas such as: *What the narrator means is that almost everything we use, want, need is made from materials that come from mines. I think this because the video shows and explains how minerals are made to make everyday things we depend on, like walls and paint (13 different minerals); plastics; the stainless steel in kitchens; TVs have 35 different elements; toothpaste has six different minerals from mining.* After several students share out, direct students to record a response to the question.

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Close Reading and Viewing Guide: Minerals and Metals
(For Teacher Reference)

Directions	Questions	Teaching Notes
With group members, chorally read then restate the question on the right. Keep the question in mind as you view and listen to the **video excerpt (1:05–1:36),** twice. During each viewing and listening, record details from the video in the margin of this page of text-dependent questions,, to remind you of key details that will help you answer the question. You will discuss your thinking in groups before recording a response.	The narrator says, "Nearly everything is connected to mining in some way." What does he mean? Explain your thinking.	After groups read the question aloud, focus them on the word *connected* in the quote. Ask them to briefly discuss their understanding of this term in groups, and then invite a few students to share out. Listen for: *connected means linked, related, joined*. Then ask students to share out a restatement of the question, based on their understanding of "connected." After students share out, play the video clip from 1:05 to 1:30. Direct students to quickly record details from the video that help them answer the question, in the margin of their note-catchers. After 1 or 2 minutes, ask students to silently reread the question and review their notes in the margin. Then view and listen to the clip a second time, to add to or refine their thinking. After playing the video a second time, tell students to add any new and relevant details they heard to their margin notes. Then they should begin discussing their ideas with group members. After 2 or 3 minutes, cold call a few groups to share their thinking whole class. Listen for ideas such as: *I think the narrator means that many of the things that connect people are made from things that come from mines, like food cooked at a barbecue/social gathering, recreational (sports, fun) activities we do with others, tractors that are used to plant the food we eat and share, the roads we use to travel on, wires that carry power to homes, and information from one person to another.* After students share out, ask them to record a response to the question.

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Close Reading and Viewing Guide: Minerals and Metals
(For Teacher Reference)

Directions	Questions	Teaching Notes
Synthesis Question: Refer once again to the article and your response to each of the questions above to determine your answer to the question on the right.	Why are minerals and metals an important part of people's lives? Support your response with at least one example from the article and one example from the video.	Ask students to chorally read the question aloud with you and then begin working with group members to formulate a response. Circulate to offer guidance and support (if necessary, replay relevant portions of the video). After 3 minutes, cold call a few students to share their responses whole group. Listen for ideas such as: *Minerals and metals are important to people because they meet our needs and wants by providing construction materials we use to build our homes and the wires we use to get and exchange information.* Students' answers will vary, but listen for students to explain that minerals meet needs and wants and to give specific examples from the article and video.

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Sample Thesaurus Entry: "Want"

Want *(noun)*

Synonyms for want

- need
- wish
- appetite
- craving
- demand
- fancy
- hankering
- hunger
- longing
- necessity
- requirement
- thirst
- yearning
- yen

Antonyms for want

- dislike
- distaste
- hate
- hatred
- indifference
- abundance
- disinterest
- plenty

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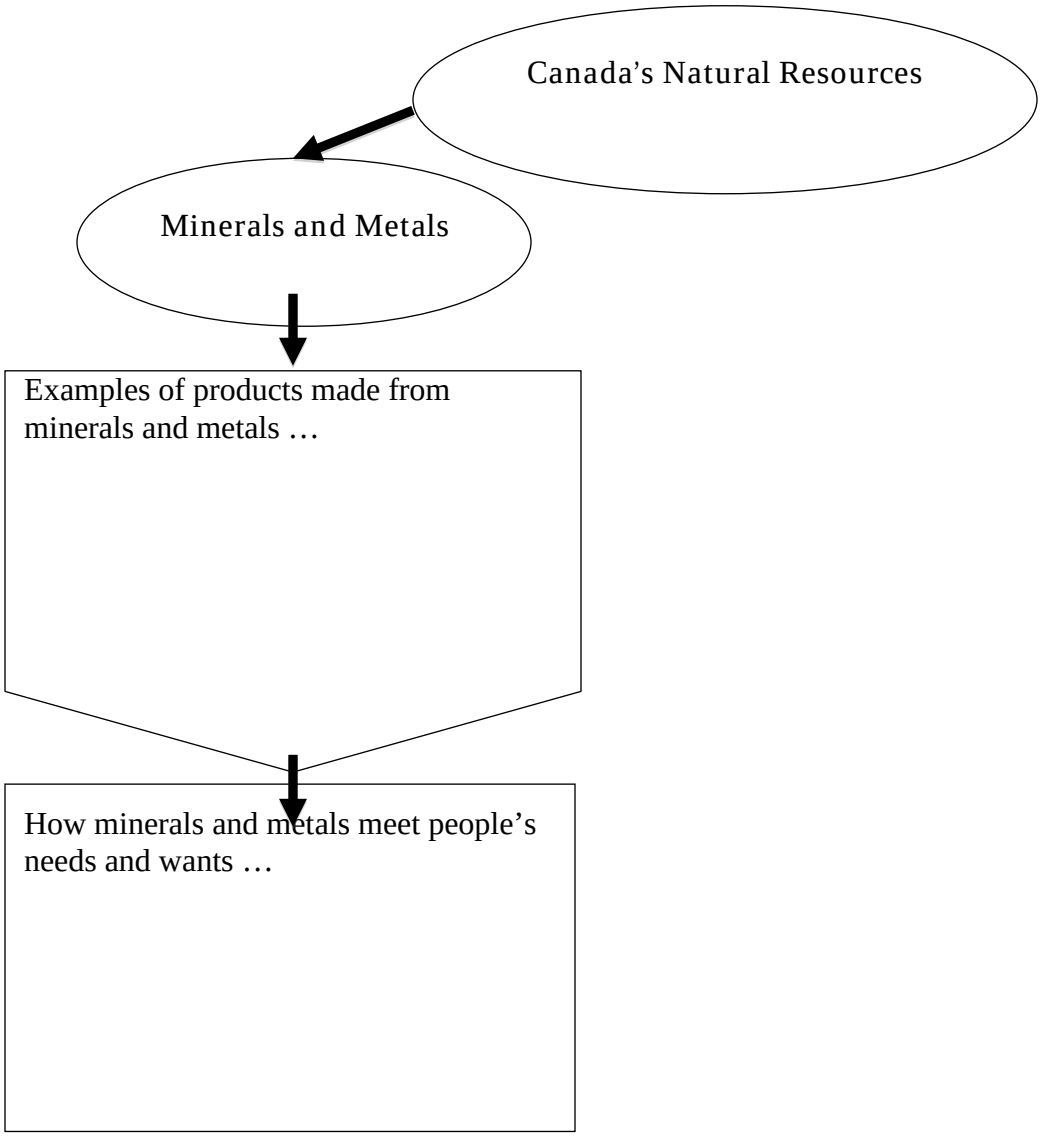
Homework:
Minerals and Metals Resource Web

Name:

Date:

- Reread the text to locate information that helps you complete the web.
- Record the names of items made from minerals and metals in the box "Examples of products made from minerals and metals ..."
- Write one or two sentences to explain how minerals and metals meet people's needs and wants, in the lowest box "How minerals and metals meet people's needs and wants ..."



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EXPEDITIONARY LEARNING

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

Close Reading: “Natural Resources and the Canadian Economy”

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) I can gather relevant information from print and digital sources by paraphrasing information in notes. (W.5.8) I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (L.5.4) I can use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5c)	
Supporting Learning Targets	**Ongoing Assessment**
• I can explain how Canada's available natural resources are used to meet the needs and wants of Canadians, by quoting accurately from the text. • I can determine the meaning of unfamiliar words and phrases, using context clues and other strategies. • I can gather relevant information about how Canada's natural resources meet Canadians' needs and wants, by paraphrasing information in notes.	• Minerals and Metals resource web (from homework) • Text-Dependent Questions: "Natural Resources and the Canadian Economy"

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader: Minerals and Metals Resource Web (5 minutes) 2. Work Time A. Annotating the Gist: "Natural Resources and the Canadian Economy" (10 minutes) B. Close Reading Guide: "Natural Resources and the Canadian Economy" (40 minutes) 3. Closing and Assessment A. Synthesizing Information (5 minutes) 4. Homework A. Reread "Natural Resources and the Canadian Economy" and complete your resource web. B. Read your independent reading book for at least 15–20 minutes.	• In this lesson, students closely read an informational text about natural resources and the Canadian economy in order to continue building knowledge about the guiding question: "How are Canada's available resources used to meet people's needs and wants today?" • This lesson follows the same structure as Lesson 2. • In advance: – Read the excerpt of "Natural Resources and the Canadian Economy" and review the Close Reading Guide for this text. – Review the Popcorn Read protocol (see Appendix). • Post: Learning targets.

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Lesson Vocabulary	Materials
explain, natural resources, needs, wants, quoting accurately, meaning, strategies, gather, relevant, paraphrasing; economy, fabric, tracts, generations, account, sector, revenue, opportunity, critical	• Canada's Natural Resources anchor chart (begun in Lesson 1) • Canada's Natural Resources anchor chart (completed, for teacher reference; see Unit 2 Overview) • Journal (one per student; begun in Unit 1) • "Natural Resources and the Canadian Economy" (one per student) • Index cards (two per student) • Dictionaries (enough for students to refer to as needed) • Thesauruses (enough for students to refer to as needed) • Text-Dependent Questions: "Natural Resources and the Canadian Economy"(one per student) • Close Reading Guide: "Natural Resources and the Canadian Economy" (for teacher reference) • Homework: "Natural Resources and the Canadian Economy" resource web (one per student)

Opening	Meeting Students' Needs
A. Engaging the Reader: Minerals and Metals Resource Web (5 minutes) • Ask students to take out the resource webs they completed for homework and to join their groups. Invite them to briefly share their resource webs with their group, and to make any additions or revisions based on what they see and hear from others. • Refocus students whole group. Invite volunteers to share their responses aloud. Add appropriate student suggestions to the **Canada's Natural Resources anchor chart**. Refer to **Canada's Natural Resources anchor chart (completed, for teacher reference)** for possible responses.	• Provide sentence starters for students who have difficulty expressing their thinking aloud: "Products made from minerals, and metals are ..." and "Minerals and metals meet people's needs and wants by ..."

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Work Time	Meeting Students' Needs

A. Annotating the Gist: "Natural Resources and the Canadian Economy" (10 minutes)
• Remind students of the guiding question: "How are Canada's available resources used to meet people's needs and wants today?"
• Ask students to collect their **journals** then display and distribute "**Natural Resources and the Canadian Economy.**" Point out the bold words in the text and the glossary at the bottom. Tell students that these are words they may not be able to figure out from the context, so they can refer to this glossary as needed while they work with group members to determine the gist of each passage.
• Tell students that you will first be reading aloud; they should read along silently in their heads.
• Begin with the title and read to the end of the third paragraph. Pause to ask students to consider and discuss in groups:
  * "What is the gist of these first three paragraphs?"
• After 1 or 2 minutes, cold call a few groups to share out whole class. Listen for suggestions such as:
  – "Canada has a lot of natural resources."
  – "Canada's natural resources provide money and jobs to Canadian people."
  – "Canada's resources are an important part of their economy; they make up the country's gross domestic product."
• Tell students not to worry about terms they don't know, as they will dig more deeply into the text and key terms during the close read in Work Time B.
• Ask students to annotate the gist of the first three paragraphs in the margin of the text. Then focus students on the fourth paragraph. Ask them to follow along silently as you read the last two paragraphs of the article aloud.
• Then, direct students to think about and discuss in groups: "What is the gist of the last two paragraphs of this article?"
• After 1 or 2 minutes, cold call a few students to share their thinking with the class. Listen for ideas such as:
  – "The last two paragraphs are about how Canada's natural resources provide a lot of money for social programs and jobs for many Canadians."
• Tell students to annotate the gist of the last two paragraphs in the margin of the text.
• Ask them to work within groups to review their gist annotations, the text, and the glossary to determine the overall gist of this article.
	• Allow students who struggle with language and/or writing to draw a sketch of the gist with a one- to three-word caption or to scribe their gist statements to you or another adult.

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Work Time (continued)	Meeting Students' Needs
• After 2 minutes, cold call several groups to share out with the class; listen for suggestions such as: "This excerpt is mostly about how natural resources are really important to Canadians and their economy because they provide money and jobs." • Tell students to record the gist of the article at the bottom of the text, and then prepare to more closely read the passage in order to continue building their understanding of the ways that Canada's resources meet people's needs and wants.	

B. Close Reading Guide: "Natural Resources and the Canadian Economy" (40 minutes)
• Focus students on the learning targets. Invite them to read them with you:
  * "I can explain how Canada's available natural resources are used to meet the needs and wants of Canadians, by quoting accurately from the text."
  * "I can determine the meaning of unfamiliar words and phrases, using context clues and other strategies."
  * "I can gather relevant information about how Canada's natural resources meet Canadians' needs and wants, by paraphrasing information in notes."
• Ask students to consider the targets as well as key terms from the targets they are familiar with, such as: *explain*, *natural resources*, *needs*, *wants*, *quoting accurately*, *meaning*, *strategies*, *gather*, *relevant*, and *paraphrasing*. Then they should discuss with group members what they think they will be building understanding about during the close read today.
• After 1 minute, cold call a few students to share their thinking with the class. Answers will vary, but listen for students to recognize that they will be focusing on how resources found in Canada meet the needs and wants of people who live in Canada.
• Distribute **dictionaries, thesauruses**, the **Text-Dependent Questions: "Natural Resources and the Canadian Economy"** and **index cards**. Then tell students they will now be led through a close read of "Natural Resources and the Canadian Economy."
• When students are ready, begin the close read using the **Close Reading Guide: "Natural Resources and the Canadian Economy" (for teacher reference)**.
	• See suggested accommodations in the "Teaching Notes" column of the Close Reading Guide: "Natural Resources and the Canadian Economy." Examples include: Define key terms that may interfere with students' understanding of relevant content and reread as needed.
	• Consider working with a small group of students who may need more support understanding ideas conveyed through the text, key terms, and/or crafting responses to the note-catcher questions.
	• Provide a scribe for students who struggle to record their thinking in writing, or consider allowing them to record their responses into a recording device.

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Closing and Assessment	Meeting Students' Needs

A. Synthesizing Information (5 minutes)
• Ask students to refer to the text and their notes and discuss in groups:
  * "According to this article, what natural resources are available in Canada?"
• After 1 or 2 minutes, ask students to popcorn share their ideas. Listen for: energy, forest, minerals, and metals.
• Ask students to refer to the text and their notes and discuss in groups:
  * "How are those natural resources used to meet the needs and wants of Canadians?"
• After 1 or 2 minutes, ask students to popcorn share their ideas. Listen for: jobs for 1.8 million Canadians, growth, 18 percent of the GDP including the sectors that serve the natural resource industry.
• Tell students that they will synthesize their thinking in writing for homework on the next resource web.
• Distribute **Homework: "Natural Resources and the Canadian Economy" resource web**.
	• Consider designating one student to start the popcorn share.
	• To allow for balanced airtime, limit the number of popcorn shares to one per student.

Homework	**Meeting Students' Needs**
• Reread the text "Natural Resources and the Canadian Economy" and complete your resource web. • Read your independent reading book for at least 15–20 minutes.	• For students who have difficulty reading or completing tasks independently, consider providing an audio recording of the text and/or a partially completed resource web.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 2: Lesson 3
Supporting Materials

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Natural Resources and the Canadian Economy

Natural resources are an important part of the fabric of Canada's economy. This country has enormous natural wealth, from huge **reserves** of energy to massive **tracts** of forest and an abundance of minerals and metals.

For **generations**, natural resources have brought opportunity, jobs, and growth to every region of Canada.

Natural resources **account** for 13 percent of our gross domestic product (GDP) and 50 percent of our exports. When you include the spin-off industries that provide goods and services to the **sector**, natural resources account for over 18 percent of our GDP—nearly a fifth of our economy.

The energy, mining, and forestry industries provide over $30 billion a year in **revenue** to governments—money that supports critical social programs such as health, education, and public pensions. That $30 billion is equal to about half of all spending by governments on hospitals in Canada last year.

About 950,000 Canadians work in natural resource sectors, while another 850,000 people are employed serving those sectors. Add it up, and close to 1.8 million Canadians depend on natural resources for their jobs—10 percent of all employment in Canada.

Glossary:

Word	Meaning
reserves	spare, not being used; extra
tracts	a large area of land
generations	multiple generations of people—children, their parents, grandparents, great-grandparents, etc.
account	supply or make up a certain amount of
sector	an area of the economy that includes businesses all doing the same thing—for example, producing natural resources
revenue	income, the money earned

Canada's Economic Action Plan. Government of Canada. Web. 6 June 2014.

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Text-Dependent Questions:
"Natural Resources and the Canadian Economy"

Guiding Questions:

What are Canada's available resources?
How are Canada's available resources used to meet people's needs and wants today?

*Refer to the excerpt of text "Natural Resources and the Canadian Economy" to help you respond to the following questions.

Directions	Questions
With group members, chorally read the **title and first paragraph**. Then, work together to respond to the questions on the right.	Highlight the word "economy" in the title and text. Write "economy" on an index card and then look up the meaning of this word in a dictionary. Use the dictionary definition and the text to help you determine and record a simple definition of "economy." In the sentence "Natural resources are an important part of the fabric of Canada's economy," what does the word "fabric" mean? Record "fabric" on an index card. Then use context clues or other strategies to determine and record a definition of the word "fabric" on your index card. How does the author's use of the word "fabric" help the reader understand the importance of natural resources to Canada's economy? Record a quote from the text to explain the types of natural wealth found in Canada.

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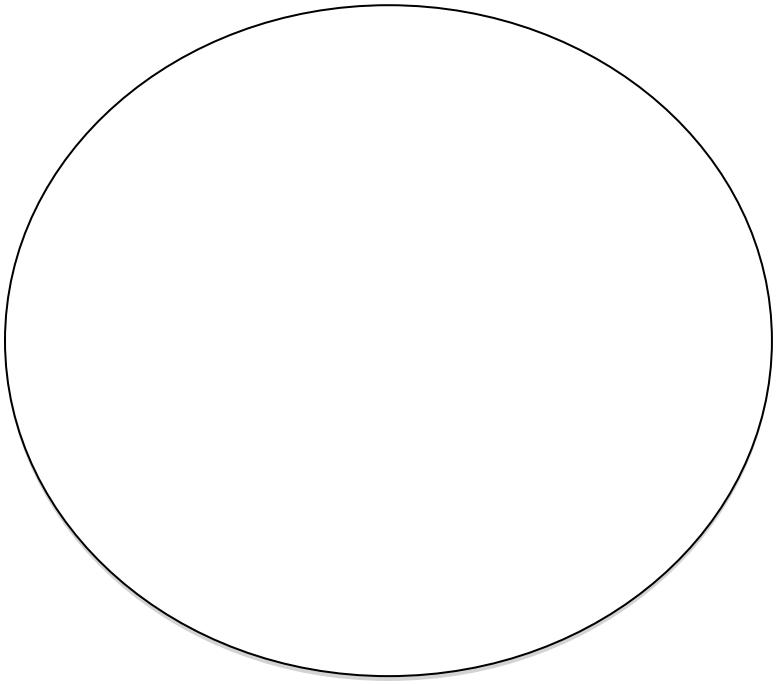
Text-Dependent Questions:
"Natural Resources and the Canadian Economy"

Directions	Questions
Whisper-read the **second paragraph (sentence) and third paragraph** as your teacher reads them aloud. Then work together to answer the questions on the right.	What benefits have natural resources brought to Canada? What do you think spin-off industries are? Gross domestic product (GDP) is the total dollar value of all the goods and services a country produces in a year. Color in the pie graph below to show the fraction of Canada's GDP that comes from natural resources, including the goods and services from spin-off industries. 

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Text-Dependent Questions:
"Natural Resources and the Canadian Economy"

Directions	Questions
Independently read the **fourth paragraph**. Then, work with group members to answer the questions on the right.	How much money do the energy, forestry, and mining industries provide to the government each year? What is that money used for? Given the examples in this paragraph, what do you think social programs are?
With group members, whisper-read **the last paragraph**. Then, work together to answer the question on the right.	How many people in Canada depend on natural resources for their jobs?
Synthesis Question: Refer to the text and your responses to the above questions to help you formulate a response to the question on the right. Discuss your thinking with group members before you record an answer.	How do Canada's natural resources meet the needs and wants of Canadians? Write a two- or three-sentence response, using specific details from the text.

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Close Reading Guide:
"Natural Resources and the Canadian Economy"
(For Teacher Reference)

Guiding Questions:

What are Canada's available resources?
How are Canada's available resources used to meet people's needs and wants today?

Total Time: 40 minutes

Directions	Questions	Teaching Notes
With group members, chorally read the **title and first paragraph**. Then, work together to respond to the questions on the right.	Highlight the word "economy" in the title and text. Write "economy" on an index card and then look up the meaning of this word in a dictionary. Use the dictionary definition and the text to help you determine and record a simple definition of "economy." In the sentence "Natural resources are an important part of the fabric of Canada's economy," what does the word "fabric" mean? Record "fabric" on an index card. Then use context clues or other strategies to determine and record a definition of the word "fabric" on your index card.	Support students as they work to define "economy" by asking them to focus on familiar phrases and bolded glossary terms from the text that will help them clarify the meaning of this term, such as: *Natural resources are an important part … of the economy; this country has enormous natural wealth;* ***reserves*** *of energy; massive* ***tracts*** *of forest; abundance of minerals and metals.* After 2 minutes, invite a few students to share and explain how they arrived at their definition with the group. Listen for: *I think economy means how much wealth a country has because of its different resources, because the dictionary defines economy as "the organization of money and resources" and the first paragraph says that "natural resources are a part of the fabric of Canada's economy"; so I think economy has to do with how a country makes money from its different resources.*

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Close Reading Guide:
"Natural Resources and the Canadian Economy"
(For Teacher Reference)

Directions	Questions	Teaching Notes
	How does the author's use of the word "fabric" help the reader understand the importance of natural resources to Canada's economy? Record a quote from the text to explain the types of natural wealth found in Canada.	If students are not able to articulate a definition or how they determined the meaning, model and explain using the sample answer above. Focus students on the next key term, "fabric." Prompt them to work with group members to define "fabric" based on the context of this paragraph. After 1 or 2 minutes, cold call a few students to share out. Listen for: *"Fabric" in this context means structure or framework.* Focus students on and read aloud the third question. Ask them to discuss their thinking in groups. Then invite a few students to share out with the class. Listen for students to share ideas like: *Since "fabric" in this context means "structure or framework for Canada's economy," then I think the author chose this word to help the reader understand that natural resources are a significant (vital, valuable, central, key, main) part of Canada's economy, a source of wealth for Canada.* After a few class members share out, ask students to record a response to the third question.

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Close Reading Guide:
"Natural Resources and the Canadian Economy"
(For Teacher Reference)

Directions	Questions	Teaching Notes
		Ask students to chorally read the fourth question with you. Then ask them to refer to the text to locate a quote that explains the types of natural wealth found in Canada. After 1 or 2 minutes, cold call one or two students to share the quote they recorded. Listen for: *"This country has enormous natural wealth, huge* ***reserves*** *of energy to massive* ***tracts*** *of forest and an abundance of minerals and metals."* Ask students to focus on the two bold words, **reserves** and **tracts**, as well as the word "abundance." Then ask students to use the provided glossary and other resources to determine the meaning of each term and use their understandings to paraphrase the quote in their own words. After 2 minutes, invite a few students to share their thinking whole group. Listen for ideas such as: *Canada's wealth comes from its extra energy sources, large areas of forest, and huge amounts of minerals and mines.*

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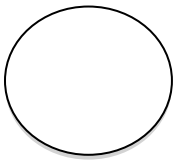
Close Reading Guide:
"Natural Resources and the Canadian Economy"
(For Teacher Reference)

Directions	Questions	Teaching Notes
Whisper-read the **second paragraph (sentence) and third paragraph** as your teacher reads them aloud. Then work together to answer the questions on the right.	What benefits have natural resources brought to Canada? What do you think spin-off industries are? Gross domestic product (GDP) is the total dollar value of all the goods and services a country produces in a year. Color in the pie graph below to show the fraction of Canada's GDP that comes from natural resources, including the goods and services from spin-off industries. 	After reading the second and third paragraph, ask students to read the first question chorally in groups and then refer to the text to discuss their thinking. After 1 or 2 minutes, select volunteers to share their answers. Listen for students to say: *Natural resources have brought opportunity, jobs, and growth.* Ask students to record a response to the first question. Then, tell them to read the second question aloud with group members and discuss their thinking. Focus students on the second question and ask them to work with group members to determine a response, using details from the text. After 1 or 2 minutes, invite a few students to share their thinking aloud. Listen for: *Spin-off industries are goods and services that support the natural resource sector (businesses).* Ask students to discuss with group members what "goods" and "services" mean in this context (encourage students to use context clues and/or a dictionary to help).

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Close Reading Guide:
"Natural Resources and the Canadian Economy"
(For Teacher Reference)

Directions	Questions	Teaching Notes
		After 1 or 2 minutes, invite a few volunteers to share their thinking aloud. Listen for: *"Goods" in this context means products, things people want or need; "services" refers to things people do, get paid for doing, for other people.* Explain that when people work in the natural resources sector, those workers need and want goods and services such as clothing, food, education, childcare, and dry cleaning for them and their families. Schools, grocery stores, restaurants, and daycare centers are examples of spin-off industries that provide goods and services to people who work in fields related to the natural resource industry. Focus students on the third question and the circle that represents a pie graph. If students have not encountered pie graphs in math, take a moment to explain how they are used to show percentages or parts of a whole. Ask students to whisper-read the definition of GDP aloud with you (the first part of the question) and then ask: "How could you describe GDP in your own words, based on the definition provided?" After students have 1 or 2 minutes to consider and discuss their thinking in groups, invite a few students to share out whole group. Listen for ideas such as:

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Close Reading Guide:
"Natural Resources and the Canadian Economy"
(For Teacher Reference)

Directions	Questions	Teaching Notes
		GDP is how much money a country makes from the items it makes/sells (goods) and the services it provides. Ask students to look back to the fourth paragraph to determine what percentage of the GDP natural resources, *including their spin-off industries,* account for. After 1 or 2 minutes, ask students to state their response chorally. *Listen for: "18 percent, or about one-fifth."* If students mention 13 percent or 50 percent, help them understand that 13 percent refers only to natural resources (which does *not include spin-off industries*), and 50 percent represents only exports (goods and services sold and sent to other countries). Then, guide students in dividing their pie graphs into five approximately equal parts. (Although some students may be able to simply divide the circle into five equal parts without the use of tools, others may need to use a protractor.) Emphasize that it is not important that each part be exactly the same size, just that they are fairly close. Lead students in a mini math lesson as needed by asking questions such as: • "What percentage is one-fifth?" (20 percent) • "Is 18 percent more or less than 20 percent?" (less) • "So what portion of your pie graph will you color in to indicate 18 percent?" (a little less than one of the pieces) Once students complete their pie graphs, invite them to hold them up and share whole class.

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Close Reading Guide:
"Natural Resources and the Canadian Economy"
(For Teacher Reference)

Directions	Questions	Teaching Notes
Independently read the **fourth paragraph**. Then, work with group members to answer the questions on the right.	How much money do the energy, forestry, and mining industries provide to the government each year?	Ask students to begin reading the paragraph independently (consider whisper-reading with a small group of students who may struggle to read the passage independently). Then, direct them to discuss and record a response to the first question. After 1 or 2 minutes, cold call one or two students to share their responses whole group. Listen for: *Energy, forestry, and mining industries provide over $30 billion a year to the Canadian government.*
	What is that money used for?	Ask students to work within groups to determine and record a response to the second question. After 1 or 2 minutes, invite a few students to share out with the class. Listen for: *The money is used to support social programs such as health, education, and public pensions.*
	Given the examples in this paragraph, what do you think social programs are?	Ask students to read the third question aloud with you and then discuss their thinking within groups. After 1 or 2 minutes, cold call students to share their thinking aloud. Listen for and guide students to understand: *Social programs are programs that meet the needs of people. People need healthcare and education, and when they can no longer work they need a pension to pay for the things they need and want* (define "pension "if needed).

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Close Reading Guide:
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(For Teacher Reference)

Directions	Questions	Teaching Notes
With group members, whisper-read **the last paragraph**. Then, work together to answer the question on the right.	How many people in Canada depend on natural resources for their jobs?	After students whisper-read the last paragraph, direct them to read the question in groups then discuss their thinking, and record a response. After 1 minute, cold call students to share their answers whole group. Listen for students to explain that *1.8 million people depend on natural resources for their jobs.*
Synthesis Question: Refer to the text and your responses to the above questions to help you formulate a response to the question on the right. Discuss your thinking with group members before you record an answer.	How do Canada's natural resources meet the needs and wants of Canadians? Write a two- or three-sentence response, using specific details from the text.	As students discuss the question and refer to the text and their note-catcher responses, circulate to offer guidance as needed. After 2 or 3 minutes, invite members from different groups to share out their thinking. Listen for ideas such as: *Canada's natural resources have provided opportunities, jobs, and growth to every part of Canada. The money made from natural resource industries is used to provide important social programs to Canadians, such as healthcare, education, and money to live on after they can no longer work.*

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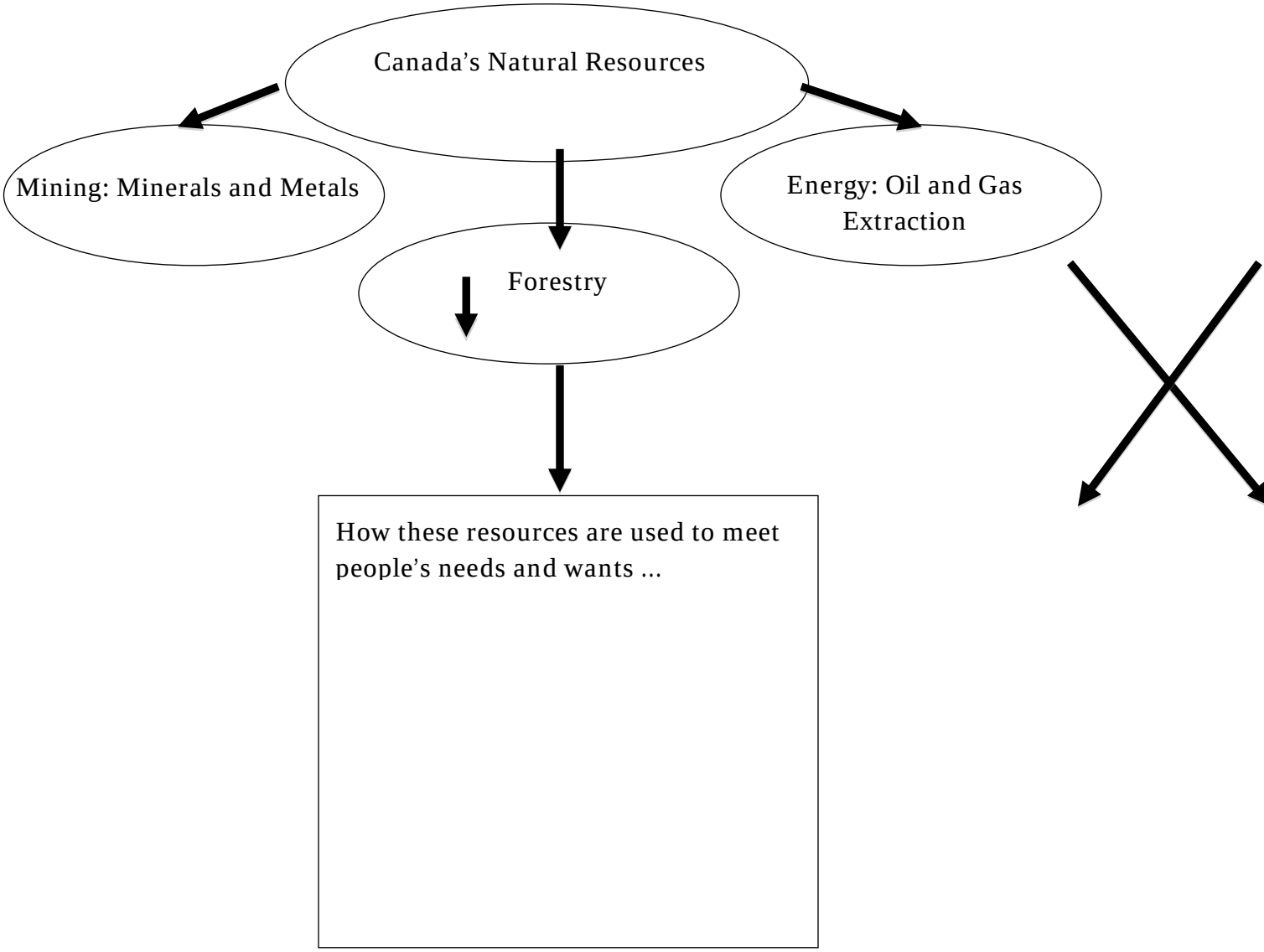
Homework:
"Natural Resources and the Canadian Economy" Resource Web

Name:

Date:

- Reread the text to locate information that helps you complete the web.
- Write a short sentence to explain how the resources are used to meet people's needs and wants, in the box "How these resources are used to meet people's needs and wants ..."



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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 2: Lesson 4

Video and Close Reading: “Developing a Vital Resource for Canadians and the World”

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (L.5.4) I can use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5c) I can summarize information presented in diverse formats. (SL.5.2)

Supporting Learning Targets	Ongoing Assessment
• I can summarize information presented in diverse formats. • I can explain how Canada's available natural resources are used to meet the needs and wants of people today, by quoting accurately from the video transcript. • I can determine the meaning of unfamiliar words and phrases, using context clues and other strategies.	• "Natural Resources and the Canadian Economy" resource web (completed for homework) • "Developing a Vital Resource for Canadians and the World" note-catcher

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader: "Natural Resources and the Canadian Economy" Resource Web (5 minutes) 2. Work Time A. Watching the Video: "Developing a Vital Resource for Canadians and the World" (15 minutes) B. Identifying Evidence to Support Answers (20 minutes) C. Exploring Vocabulary: "Developing a Vital Resource for Canadians and the World" (15 minutes) 3. Closing and Assessment A. Synthesizing Information (5 minutes) 4. Homework A. Reread the transcript of "Developing a Vital Resource for Canadians and the World" and complete your resource web. B. Read your independent reading book for at least 15–20 minutes.	• In this lesson, students watch an excerpt of a video about potash, a natural resource that is mined and used as a fertilizer in Canada. Students use the transcript of the video to answer questions in order to gain a deeper understanding of the text and to continue to answer the guiding question: "How are Canada's available resources used to meet people's needs and wants today?" • Before playing the video, tell students what potash is and what the video is about, as the content may be confusing without these explanations. See Work Time A. • In advance: – Watch the clip (0:00–2:30) of the video, "Developing a Vital Resource for Canadians and the World," found at http://www.actionplan.gc.ca/en/blog/r2d-dr2/developing-vital-resource-canadians-and-world. – Read the video transcript, and review the Close Reading Guide for the transcript. – Review the Popcorn Read protocol (see Appendix). • Post: Learning targets.

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Lesson Vocabulary	Materials
agriculture, fertilizers, sustainable, vital, fortunate, potash	• Canada's Natural Resources anchor chart (begun in Lesson 1) • Canada's Natural Resources anchor chart (completed, for teacher reference; see Unit 2 Overview) • Computer, LCD and speakers (for viewing and listening to video) • Video: "Developing a Vital Resource for Canadians and the World" (clip 0:00–2:30 found at http://www.actionplan.gc.ca/en/blog/r2d-dr2/developing-vital-resource-canadians-and-world) • "Developing a Vital Resource for Canadians and the World" note-catcher (one per student and one for display) • "Developing a Vital Resource for Canadians and the World" note-catcher (answers, for teacher reference) • "Developing a Vital Resource for Canadians and the World" transcript (one per student) • "Developing a Vital Resource for Canadians and the World": Frayer Models (one per student) • Dictionaries (enough for students to refer to as needed) • Thesauruses (enough for students to refer to as needed) • "Developing a Vital Resource for Canadians and the World": Frayer Models (suggested answers, for teacher reference) • Homework: "Developing a Vital Resource for Canadians and the World" resource web (one per student)

Opening	Meeting Students' Needs
A. Engaging the Reader: Natural Resources and the Canadian Economy Resource Web (5 minutes) • Remind students that for homework they were to reread "Natural Resources and the Canadian Economy" and fill out a "Natural Resources and the Canadian Economy" resource web for the text. • Invite students to briefly share their resource webs with their group, and to make any additions or revisions based on what they see and hear from others. • Refocus students whole group. Invite volunteers to share their responses aloud. Add appropriate student suggestions to the **Canada's Natural Resources anchor chart**. Refer to **Canada's Natural Resources anchor chart (complete, for teacher reference)** for how the anchor chart should look.	• Provide sentence starters for students who have difficulty expressing their thinking aloud.

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Work Time	Meeting Students' Needs
A. Watching the Video: Developing a Vital Resource for Canadians and the World (15 minutes) • Focus students on the learning targets. Invite them to read them with you: * "I can summarize information presented in diverse formats." * "I can explain how Canada's available natural resources are used to meet the needs and wants of people today, by quoting accurately from the video transcript." * "I can determine the meaning of unfamiliar words and phrases, using context clues and other strategies." • Point out these targets are similar to targets students have worked with during previous lessons to help them build understanding about guiding question: "How are Canada's available resources used to meet people's needs and wants today?" • Tell students that they are going to watch a video about a natural resource in Canada called *potash*, which is a mined mineral used to fertilize soil so plants will grow better. Explain that in the video they will hear representatives from companies who produce potash talking about what potash has done for people in the area. • Use a **computer, LCD** and **speakers** to play the **video: "Developing a Vital Resource for Canadians and the World" (0:00–2:30)**. After playing the complete video**,** ask students to discuss in groups**:** * **"**Based on information you heard and viewed in this video, what is a natural resource found in Canada?" • Invite volunteers to share their responses with the whole group. This is just an initial idea, as students have only watched the video once, but listen for students to explain that "potash" is the natural resource mentioned in the video. • Ask students to discuss in groups: * "How is this natural resources used to meet the needs and wants of people today?" • Cold call students to share their responses with the whole group. Again, this is just an initial idea, as students have only watched the video once, but listen for students to say things such as: "it brings jobs, it helps to grow more food, and it brings money to the economy." • Distribute **"Developing a Vital Resource for Canadians and the World" note-catcher**. Invite students to read through the questions with you. Tell students to ignore the "final evidence" column for now, as they will return to this later with a transcript of the video.	• Learning targets are a research-based strategy that helps all students, especially challenged learners. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

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Work Time (continued)	Meeting Students' Needs
• Explain that you are going to play the video clip through three times, giving students time after each play to discuss with their group and record answers to the questions. Encourage students to use the Notes column on their organizer to take some quick notes, just one word or a couple of words, to refresh their memories and refer to as they craft a response to each question. Emphasize that students should not be recording complete, lengthy sentences in this column, as this will stop them from listening to the rest of the video. • Tell students that a good way to do this effectively is to focus on no more than two questions each time the video is played. • Invite students to practice by focusing on question #1 for the second viewing of the video. • Play the full video again. • Give students time to discuss their answers to the question and to record the answer to the question on their note-catchers. • Select volunteers to share their notes and their final answer with the whole group. Where students have taken lengthy notes, model how to shorten these notes to make the process quicker. See **"Developing a Vital Resource for Canadians and the World" note catcher (answers, for teacher reference)** for ideas students may share and to guide students, as needed. Invite students to revise what they have recorded on their note-catchers, based on what they hear from the group. • Play the video again and give students time to discuss their answers to the question and to record the answer to the question on their note-catchers. This time, don't invite students to share with the whole group, as this will be done later on in the lesson, once the note-catchers are complete. • Repeat until the video has been viewed three times.	

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Work Time (continued)	Meeting Students' Needs
B. Identifying Evidence to Support Answers (20 minutes) • Display and distribute the **"Developing a Vital Resource for Canadians and the World" transcript**. Tell students that this is the transcript of the video—the words the people they see on the video are saying. Focus students on the glossary at the bottom of the excerpt and remind them that the meaning of words in bold can be found in the glossary. • Invite students to whisper-read the transcript, taking note of the meaning of the bolded words. • Focus students on the final column of their note catcher, "Evidence." • Tell students that they are now going to use the transcript to cite evidence to support their answers to the questions. Remind students of their previous work with locating and recording evidence, in the form of quotes from the text, to support their thinking. Ask students to share out what they recall about how to record quotes in their notes. Listen for: – "When we record quotes, which are the exact words from the text or what someone actually said, we place quotation marks around the text." • Explain to students that this is a *transcript* of the video, which means it is a typed version of what the people in the video said. Therefore, the quotes they record from the transcript are what representatives from the potash companies said during the video. As needed, model reading aloud the first question, then looking to the transcript to locate evidence that helps to answer the question, underlining relevant text, and recording a direct quote onto the note-catcher. • Provide further clarification as needed, and then explain that you would like students to do this independently. • Circulate to support students. Ask questions such as: * "How do you know that is the answer? What does he say?" * "Where is that in the transcript?" • After 10–12 minutes, refocus the whole group. Go through each question and invite students to share their answers with the class. Refer to the "Developing a Vital Resource for Canadians and the World" note-catcher (answers, for teacher reference) to guide students in the correct answers and the appropriate evidence to support their responses.	• For struggling readers, consider highlighting relevant sections of the transcript for them to focus on. Also consider color-coding by using a different colored highlighter for each question and related text. • Consider providing a partially completed note-catcher and limited text, to second language learners and struggling readers. • Work with a small group of students who may need more support answering each question or navigating the text independently.

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Work Time (continued)	Meeting Students' Needs

C. Exploring Vocabulary: "Developing a Vital Resource for Canadians and the World" (15 minutes)
• Distribute the **"Developing a Vital Resource for Canadians and the World": Frayer Models**.
• Ask students to review the models and share out what they notice about how the Frayer Model is similar to and different from the Frayer Models they completed during Unit 1.
• After 1 minute, invite a few students to share their thinking whole group. Listen for them to mention that this model has only four sections instead of five, and this time they are not making a sketch to show the meaning of the word.
• Remind students that they can use a **dictionary** to check the definition and a **thesaurus** to identify synonyms, and that doing so may give them a better understanding of what the word means.
• Invite students to work in their groups to fill out the Frayer Models for the words *vital* and *fortunate*.
• Circulate to support students in filling out their models. Ask questions such as:
  * "What is the dictionary definition? How would you say that in your own words?"
  * "What are some examples of that word?"
  * "What synonyms does the thesaurus suggest?"
  * "What are antonyms of that word? What is the opposite of that meaning?"
• Refocus the whole group. Invite a couple of volunteers to share their models with the class. Invite students to add to or revise their models accordingly. Guide students using the **"Developing a Vital Resource for Canadians and the World": Frayer Models (suggested answers, for teacher reference)**.
	• Allow students who struggle with language to draw a pictorial representation of the word in the "definition" square.
	• For students who struggle with language, consider providing a partially filled-in model or limiting the number of synonyms, antonyms, and examples students record to just one of each.
	• If technology is available, consider allowing second language learners to look up and listen to an online audio pronunciation of each term.

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Closing and Assessment	Meeting Students' Needs

A. Synthesizing Information (5 minutes)
• Ask students to refer to the text and their notes and discuss in groups:
  * "What natural resources does this excerpt suggest are available in Canada?"
• After 1 or 2 minutes, ask students to popcorn share their ideas. Listen for: "potash."
• Ask students to refer to the text and their notes and discuss in groups:
  * "How is that natural resource used to meet the needs and wants of people today?"
• After 1 or 2 minutes, ask students to popcorn share their ideas. Listen for: "It provides good jobs and more food by being a fertilizer that makes more crops grow in a smaller amount of land, and generating money that goes back into the Canadian economy, specifically in the province of Saskatchewan."
• Tell students they will synthesize their thinking in writing for homework on the next resource web.
• Distribute **Homework: "Developing a Vital Resource for Canadians and the World" resource web**.
	• To allow for balanced airtime, limit the number of popcorn shares to one per student.

Homework	**Meeting Students' Needs**
• Reread the transcript "Developing a Vital Resource for Canadians and the World" and complete your resource web. • Read your independent reading book for at least 15–20 minutes.	• For students who have difficulty reading or completing tasks independently, consider providing an audio recording of the text and/or a partially completed resource web. • Provide audio versions of independent texts as available, to struggling readers.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 2: Lesson 4
Supporting Materials

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"Developing a Vital Resource for Canadians and the World" Note-catcher

Name:

Date:

Questions	Notes	Answers	Evidence (quotes from the transcript)
1. What does *potash* mean to the people of Saskatchewan?			
2. Why do the people need more food?			
3. Why do they need fertilizers?			

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"Developing a Vital Resource for Canadians and the World" Note-catcher

Questions	Notes	Answers	Evidence (quotes from the transcript)
4. Why does one of the speakers consider himself fortunate?			
5. According to the final man who speaks, what has potash provided?			

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"Developing a Vital Resource for Canadians and the World" Note-catcher
(Answers, for Teacher Reference)

Questions	Notes	Answers	Evidence (quotes from the transcript)
1. What does *potash* mean to the people of Saskatchewan?	*Economic development, good jobs*	*It means economic development and good jobs.*	*"What it means to us is that there's development, there's economic development specifically, so there's a lot of people that can come back to Saskatchewan and have good jobs."*
2. Why do the people need more food?	*Growing population*	*They need more food as a result of more people.*	*"By 2050 we'll be at 9 billion people, and with that we need more food."*
3. Why do they need fertilizers?	*Grow more food*	*They need fertilizers to produce more food per acre.*	*"So in order to get more food, what we have to do is, we have to apply fertilizers, crop nutrients, so that essentially what we do is, per acre of land, we produce more food."*
4. Why does one of the speakers consider himself fortunate?	*Effectively mine, sustainable business*	*The resources can be effectively mined and ensure sustainable business.*	*"We're very fortunate not only to have these resources, but to be able to effectively mine them, and be able to have sustainable business from them."*

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"Developing a Vital Resource for Canadians and the World" Note-catcher
(Answers, for Teacher Reference)

Questions	Notes	Answers	Evidence (quotes from the transcript)
5. According to the final man who speaks, what has potash provided?	*Good lifestyle, money for province*	*It has provided a good lifestyle for his family and money for the province of Saskatchewan.*	*"It has definitely provided a very good lifestyle for my family, and this is money that's going back into the province."*

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"Developing a Vital Resource for Canadians and the World" Transcript

Saskatchewan has been blessed with a huge number of resources, specifically potash. You can find it almost everywhere in the southern part of Saskatchewan. What it means to us is that there's development, there's economic development specifically, so there's a lot of people that can come back to Saskatchewan and have good jobs.

By 2050 we'll be at 9 billion people, and with that we need more food—and at the end of the day, there's not more land to be had for **agriculture**. So in order to get more food, what we have to do is we have to apply **fertilizers**, crop nutrients, so that essentially what we do is, per acre of land, we produce more food. So at Cory Division, we have a vital role in developing a resource, so that we can help to feed the world's population.

We're very fortunate not only to have these resources, but to be able to effectively mine them, and be able to have **sustainable** business from them, because I think that's one of the most important things in Canada's economy, and specifically Saskatchewan's economy as well.

It has definitely provided a very good lifestyle for my family, and this is money that's going back into the province. I was born and raised in Saskatoon and, to me, it's huge to be able to stay here. I have a lot of friends and family that have moved to other provinces, and this is good roots. I'm a Saskatchewan boy, and I plan on staying here for a lifetime.

"Developing a Vital Res"Developource for Canadians and the World." Government of Canada. Web. 27 November 2013.

Glossary:

Word	Meaning
agriculture	farming
fertilizers	something added to the soil to make things grow better
sustainable	continue the same as it is now

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"Developing a Vital Resource for Canadians and the World": Frayer Models

Name:

Date:

Definition	**Synonyms** (at least two)
Examples (at least two)	**Antonyms** (at least two)

Vital

Definition	**Synonyms** (at least two)
Examples (at least two)	**Antonyms** (at least two)

Fortunate

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"Developing a Vital Resource for Canadians and the World": Frayer Models

(Suggested Answers, for Teacher Reference)

Definition *Absolutely necessary*	**Synonyms** (at least two) *Critical* *Crucial* *Important*
Examples (at least two)	**Antonyms** (at least two) *Insignificant* *Meaningless* *Optional*

Vital

Definition *Good luck/good fortune*	**Synonyms** (at least two) *Lucky* *Affluent* *Fortuitous*
Examples (at least two)	**Antonyms** (at least two) *Failing* *Hopeless* *Lacking*

Fortunate

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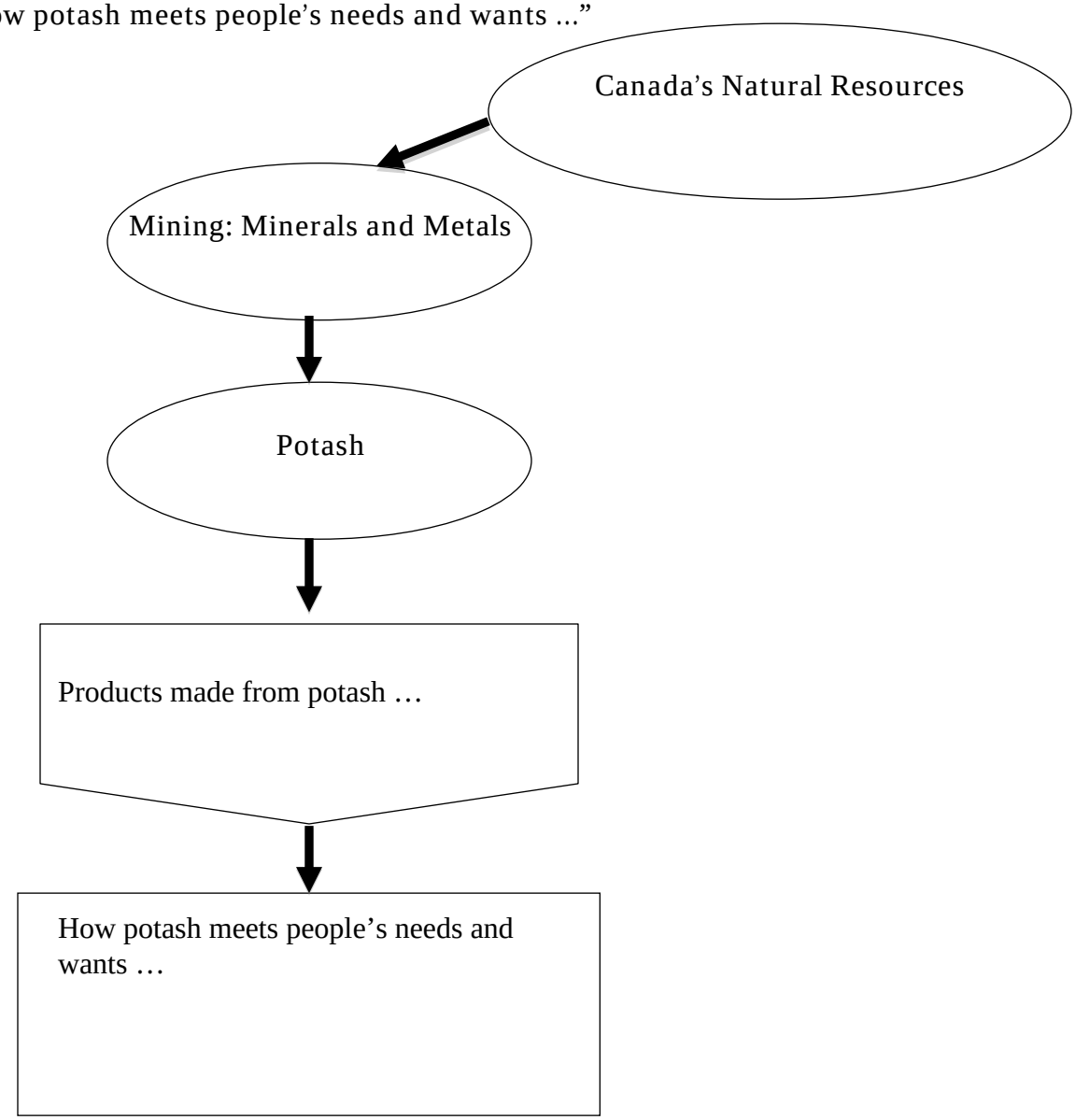
Homework:

"Developing a Vital Resource for Canadians and the World" Resource Web

Name:

Date:

- Reread the text to locate information that helps you complete the web.
- Record the products made from potash in the box "Products made from potash ..."
- Write a short sentence to explain how potash meets people's needs and wants, in the lowest box "How potash meets people's needs and wants ..."



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EXPEDITIONARY LEARNING

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

Mid-Unit Assessment: Text-Dependent and Short Answer Questions: Excerpts from “A Limited Supply”

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Mid-Unit Assessment:

Text-Dependent and Short Answer Questions: Excerpts from “A Limited Supply”

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (L.5.4) I can use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4a) I can consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.5.4c) I can use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5c)

Supporting Learning Targets	Ongoing Assessment
• I can explain how Canada’s available natural resources are used to meet the needs and wants of people today, by quoting accurately from the text. • I can determine the meaning of unfamiliar words and phrases, using context clues and other strategies.	• “Developing a Vital Resource for Canadians and the World” resource web (from homework) • Mid-Unit 2 Assessment: Text-Dependent and Short Answer Questions: Excerpts from “A Limited Supply” • Tracking My Progress, Mid-Unit 2 recording form

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader: “Developing a Vital Resource for Canadians and the World: Resource Web” (5 minutes) 2. Work Time A. Mid-Unit 2 Assessment (45 minutes) B. Tracking My Progress (5 minutes) 3. Closing and Assessment A. Synthesizing Information to Add to the Anchor Chart (3 minutes) B. Sharing Reflections (2 minutes) 4. Homework A. Reread the text “A Limited Supply” and complete your resource web. B. Read your independent reading book for at least 15–20 minutes.	• In this lesson, students are given a mid-unit assessment, in which they apply what they have been learning in previous lessons about using evidence to answer text-dependent questions as well as using synonyms, antonyms, and homonyms to gain a deeper understanding of the meaning of words. • Some students may require additional time to complete this assessment independently. Make provisions for those students accordingly. • Some students may benefit from having someone read the questions aloud to them. Again make provisions for those students accordingly. • Assess students’ responses using the 2-Point Rubric—Short Response. There are also suggested answers in the supporting materials, but be aware that student answers may differ from those suggested—they are to be used as a guideline for the types of responses to look for. • Post: Learning targets.

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Lesson Vocabulary	Materials
abundance, environmental consequences, extraction, habitats, disrupts, refineries, migrating, marine, regenerate	• Canada's Natural Resources anchor chart (begun in Lesson 1) • Canada's Natural Resources anchor chart (completed, for teacher reference; see Unit 2 Overview) • Mid-Unit 2 Assessment: Text-Dependent and Short Answer Questions: Excerpts from "A Limited Supply" (one per student) • Dictionaries (one per student) • Thesauruses (one per student) • Tracking My Progress, Mid-Unit 2 recording form (one per student) • Mid-Unit 2 Assessment: Text-Dependent and Short-Answer Questions: Excerpts from "A Limited Supply" (Answers, for Teacher Reference) • 2-Point Rubric—Short Response (for teacher reference) • Homework: "A Limited Supply" resource web (one per student)

Opening	Meeting Students' Needs
A. Engaging the Reader: "Developing a Vital Resource for Canadians and the World" Resource Web (5 minutes) • Remind students that for homework they were to reread the "Developing a Vital Resource for Canadians and the World" transcript and fill out a resource web for that text. • Invite students to briefly share their resource webs with their group, and to make any additions or revisions based on what they see and hear from others. • Refocus students whole group. Invite volunteers to share their responses aloud. Add appropriate student suggestions to the **Canada's Natural Resources anchor chart**. Refer to **Canada's Natural Resources anchor chart (completed, for teacher reference)** for how the anchor chart should look.	• Provide sentence frames to allow all students access to the discussion: "The resource _____ is used to make products such as _____, which meet people's needs and wants because ____."

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Work Time	Meeting Students' Needs

A. Mid-Unit 2 Assessment: Text-Dependent and Short Answer Questions: Excerpts from "A Limited Supply" (45 minutes)
• Focus students on the learning targets. Invite them to read the targets with you:
  * "I can explain how Canada's available natural resources are used to meet the needs and wants of people today, by quoting accurately from the text."
  * "I can determine the meaning of unfamiliar words and phrases, using context clues and other strategies."
• Remind students of the guiding question: "How are Canada's available resources used to meet people's needs and wants today?"
• Distribute **Mid-Unit 2 Assessment: Text-Dependent and Short Answer Questions: Excerpts from "A Limited Supply."**
• Take some time to orient students to the assessment without giving them any of the answers. Point out the text excerpt that they need to read and remind them to refer to the glossary for any words in bold to help them have a deeper understanding of the text. Read through the questions and show students the Frayer Model that they need to fill in, as they have done in previous lessons. Remind students to use a **dictionary** and **thesaurus** to fill out their Frayer Model.
• Remind the class that because this is an assessment, it is to be completed independently; however, if students need assistance, they should raise their hand to speak with a teacher.
• Circulate and support students as they work. During an assessment, your prompting should be minimal.
• If students finish the assessment early, they may begin filling out their Tracking My Progress forms.
• Congratulate students on their hard work during the assessment. Tell them to hold on to their assessments to refer to as they complete their Tracking My Progress forms and for a popcorn share during the debrief.
	• If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.

B. Tracking My Progress (5 minutes) • Distribute a **Tracking My Progress, Mid-Unit 2 recording form**.. Remind students this form is just like the progress trackers they have completed during previous units and modules, and provide clarification as necessary. • Ask students to refer to their responses on the Mid-Unit 2 Assessment as they reflect on their ability to meet each of the targets. • Once students complete their trackers, collect their assessments. Ask students to hang on to their assessment text and progress trackers for a discussion during the next part of this lesson.	• Allow students who struggle with expressing their ideas through writing to dictate their reflections to you or another adult to scribe.

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Closing and Assessment	Meeting Students' Needs

A. Synthesizing Information to Add to the Anchor Chart (3 minutes)
• Ask students to refer to the text and discuss with nearby peers:
  * "According to the text, what natural resources are available in Canada?"
• After 1 or 2 minutes, ask students to popcorn share their ideas. Listen for: "oil and gas," "metallic ores like iron, copper, lead, zinc, gold, and silver," "limestone, diamonds, and uranium," and "trees."
• Ask students to refer to the text as well as their notes and discuss in groups:
  * "How are those natural resources used to meet the needs and wants of people today?"
• After 1 or 2 minutes, invite students to share out all at once. Listen for: "brings jobs."
5. Collect students' assessments . Use the **Mid-Unit 2 Assessment: Text-Dependent and Short-Answer Questions: Excerpts from "A Limited Supply" (Answers, for Teacher Reference)** and **2-Point Rubric—Short Response (for teacher reference)** to score student work.
	• To ensure balanced airtime and that a variety of student voices are heard, consider limiting each student to one popcorn share.
	• Provide sentence starters for students who have difficulty expressing themselves orally.

B. Sharing Reflections (2 minutes) • Direct students to quickly review their Tracking My Progress forms and then discuss with a nearby partner what they feel their level of mastery toward each target is. As time allows, invite a few students to share out reflections whole group. • Collect students' progress forms to review (they will need the assessment text for homework and the next lesson). • Distribute **Homework: "A Limited Supply" resource web.**	

Homework	Meeting Students' Needs
• Reread the text "A Limited Supply" and complete your resource web. • Read your independent reading book for at least 15–20 minutes.	• Consider providing an audio version of the article and/or independent reading text to students who struggle reading independently.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 2: Lesson 5
Supporting Materials

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Mid-Unit 2 Assessment:

Text-Dependent and Short Answer Questions: Excerpts from "A Limited Supply"

Name:

Date:

Long-Term Learning Targets Assessed

I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1)

I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (L.5.4)

I can use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4a)

I can consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.5.4c)

I can use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5c)

Directions:

1. Read the excerpts from "A Limited Supply" slowly and carefully. Use the glossary to help you understand the meaning of the words in **bold**.
2. Read the text again.
3. Read the first question.
4. Look for the information in the text that will help you answer the question. Underline the information you've found.
5. Write your answer to the question. Use quotes from the text to support your answer.
6. Move on to the next question and repeat this process.
7. If you get stuck on a question, move on to the next one and come back to it later.
8. Complete the Frayer Models. You may use a dictionary and/or thesaurus to help you.

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Mid-Unit 2 Assessment:
Text-Dependent and Short Answer Questions: Excerpts from "A Limited Supply"

A Limited Supply

Canada's north has an **abundance** of natural resources. Until recently these resources have been largely untouched. As resources are being used up in the south, oil and gas, mining, and forestry industries are moving northward. Resource industries bring needed jobs to people in the north, but they also have **environmental consequences**. As more areas of the north are opened up for resource **extraction**, more roads are needed for transportation. Roads disturb the land and wildlife **habitats** and also act as a barrier to migrating animals.

Industry

- **Oil and Gas**—Oil and gas resources have been discovered throughout the north. Exploration for these resources and their extraction **disrupts** the land. Pipelines have to be built to transport the oil to **refineries**. Sometimes pipelines are thousands of kilometers long. Pipelines disrupt **migrating** animals such as the caribou. There is also the possibility for oil and gas extraction in the Arctic Ocean. This would lead to a disruption of the **marine** environment and the possibility of oil spills.
- **Mining**—Metallic ores including iron, copper, lead, zinc, gold, and silver are mined in the Arctic, as well as limestone, diamonds, and uranium. Mining disrupts the land and pollutes the water with lead and mercury. Mines also use a lot of energy.
- **Forestry**—In the southern part of the Arctic, forestry takes place in the Boreal forest. Trees are cut down to create pulp, paper, and wood products. Once Boreal forests are cut down, it takes a long time for them to regenerate because of the harsh growing conditions.

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Mid-Unit 2 Assessment:
Text-Dependent and Short Answer Questions: Excerpts from "A Limited Supply"

Glossary

Word	Meaning
abundance	a lot
environmental consequences	negative (bad) effects on the environment
extraction	removal
habitat	natural home of an animal, plant, or other form of life
disrupts	interrupts by disturbing and causes a problem
refineries	where oil is prepared (cleaned) before it is sent out to customers
migrating	moving from one place to another according to the seasons
marine	of the ocean
regenerate	grow again

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Mid-Unit 2 Assessment:

Text-Dependent and Short-Answer Questions: Excerpts from "A Limited Supply"

1. Why are some of the natural resource industries moving to the northern parts of Canada? Support your answer with a quote from the text.

2. What is good about resource industries moving north? Support your answer with a quote from the text.

3. What are the negative consequences of resource industries moving north? Support your response with a quote from the text.

4. How do the oil and gas industry and the forestry industry modify the physical environment? Use quotes from the text in your answer.

   a. Oil and gas industry:

   b. Forestry industry:

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Mid-Unit 2 Assessment:
Text-Dependent and Short-Answer Questions: Excerpts from "A Limited Supply"

5. Fill out the Frayer Model below to analyze the meaning of the key word *disturb*, from the excerpt of text you just read. You may use a dictionary and/or a thesaurus to help you. (L.5.4 a and c, L.5.5 c)

Definition	**Synonyms** (at least two)
Disturb	
Examples (at least two)	**Antonyms** (at least two)

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Mid-Unit 2 Assessment:
Text-Dependent and Short-Answer Questions: Excerpts from "A Limited Supply"
(Answers, for Teacher Reference)

Long-Term Learning Targets Assessed
I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1)
I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (L.5.4)
I can use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4a)
I can consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.5.4c)
I can use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5c)

1. Why are some of the natural resource industries moving to the northern parts of Canada? Support your answer with a quote from the text. (RI.5.1)

   Because resources are being used up in the south. "As resources are being used up in the south, oil and gas, mining, and forestry industries are moving northward."

2. What is good about resource industries moving north? Support your answer with a quote from the text. (RI.5.1)

   They provide jobs for people in the North. "Resource industries bring needed jobs to people in the north …"

3. What are the negative consequences of resource industries moving north? Support your response with a quote from the text. (RI.5.1)

   They require more roads, and more roads disturb wildlife. "As more areas of the north are opened up for resource extraction, more roads are needed for transportation. Roads disturb the land and wildlife habitats and also act as a barrier to migrating animals."

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Mid-Unit 2 Assessment:
Text-Dependent and Short-Answer Questions: Excerpts from "A Limited Supply"
(Answers, for Teacher Reference)

4. How do the oil and gas industry and the forestry industry modify the physical environment? Use quotes from the text in your answer.

   a. Oil and gas industry:
   They need pipelines, and building pipelines affects migrating wildlife. They could also disrupt the ocean. "Pipelines disrupt migrating animals such as the caribou. There is also the possibility for oil and gas extraction in the Arctic Ocean. This would lead to a disruption of the marine environment and the possibility of oil spills."

   b. Forestry industry:
   It takes a long time for trees to grow again once they have been cut down. "Once Boreal forests are cut down, it takes a long time for them to regenerate because of the harsh growing conditions."

5. Fill out the Frayer Model below to analyze the meaning of the key word *disturb*, from the excerpt of text you just read. You may use a dictionary and/or a thesaurus to help you. (L.5.4 a and c, L.5.5 c)

Definition • *Interrupt or interfere with*	**Synonyms** • *Interrupt* • *Annoy* • *Agitate*
Examples • *Roads that disturb animal habitats* • *Roads that act as barriers to migrating animals* • *Pipelines disrupt migrating animals* • *Oil spills could disrupt marine environments*	**Antonyms** • *Help* • *Assist*

Disturb

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2-Point Rubric: Writing from Sources/Short Response
(for Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	The features of a 2-point response are:
	• Valid inferences and/or claims from the text where required by the prompt • Evidence of analysis of the text where required by the prompt • Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt • Complete sentences where errors do not impact readability

1-point Response	The features of a 1-point response are:
	• A mostly literal recounting of events or details from the text as required by the prompt • Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Incomplete sentences or bullets

0-point Response	The features of a 0-point response are:
	• A response that does not address any of the requirements of the prompt or is totally inaccurate • No response (blank answer) • A response that is not written in English • A response that is unintelligible or indecipherable

[1]From New York State Department of Education, October 6, 2012.

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Tracking My Progress, Mid-Unit 2

Name:

Date:

Learning Target: I can explain how Canada's available natural resources are used to meet the needs and wants of people today, by quoting accurately from the text.

6. 1. The target in my own words is:

7. 2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3. The evidence to support my self-assessment is:

8.

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Tracking My Progress, Mid-Unit 2

Learning Target: I can determine the meaning of unfamiliar words and phrases, using context clues and other strategies.

9. 1. The target in my own words is:

10.
2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3. The evidence to support my self-assessment is:

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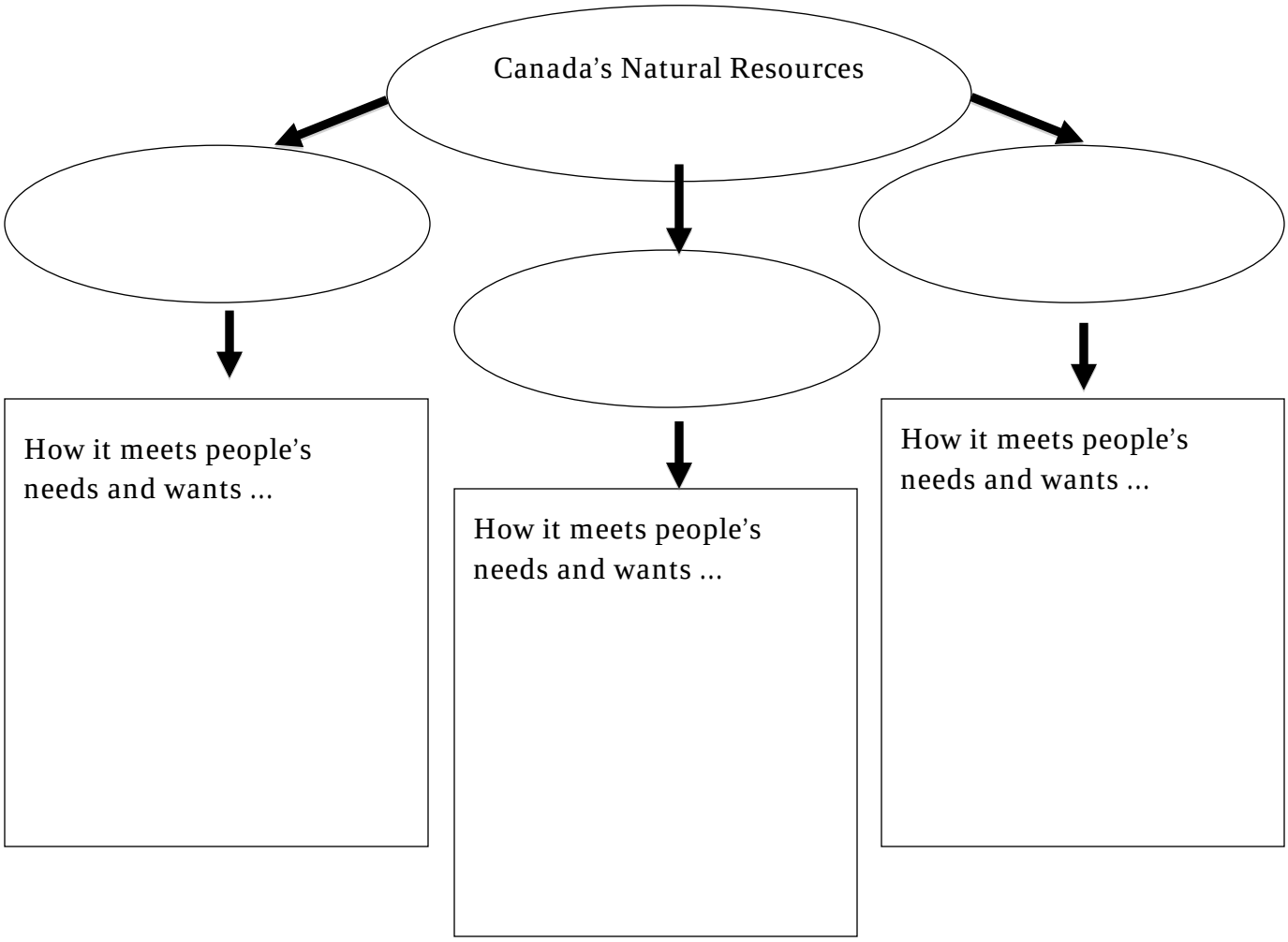
Homework:
"A Limited Supply" Resource Web

Name:

Date:

- Reread the text to locate information that helps you complete the web.
- Record the natural resources described in the text in the round boxes.
- Write a short sentence to explain how each of the natural resources meets people's needs and wants, in the lowest box "How it meets people's needs and wants ..."



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EXPEDITIONARY LEARNING

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

Research Skills, Part 1: Natural Resource Development and How it Modifies the Physical Environment

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences. (RI.5.1) I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3) I can integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9) I can conduct short research projects that use several sources to build knowledge about multiple aspects of a topic. (W.5.7) I can gather relevant information from print and digital sources, summarize information in notes and finished work, and provide a list of sources. (W.5.8)	
Supporting Learning Targets	**Ongoing Assessment**
• I can build knowledge about how Canada's resources meet people's needs and wants and how resource industries modify the environment, by using several types of sources to conduct research. • I can explain how Canada's resources meet people's needs and wants and how resource industries modify the environment, by quoting accurately from sources. • I can synthesize my research by paraphrasing information from a variety of texts and providing a list of sources.	• "A Limited Supply" resource web (from homework) • Research notes

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader: "A Limited Supply" Resource Web (5 minutes) 2. Work Time A. Research Mini Lesson: Finding Answers in an Excerpt of Text (15 minutes) B. Research Mini Lesson: Finding Answers on a Graph (15 minutes) C. Research Mini Lesson: Finding Answers in Images (20 minutes) 3. Closing and Assessment A. Synthesizing Information (5 minutes) 4. Homework A. Use the resources you have analyzed and interpreted in the lesson to complete your resource web. B. Read your independent reading book for at least 15–20 minutes.	• In this lesson, students learn how to research to answer the guiding questions through a series of mini lessons that focus on collecting information from a variety of media types: a text, a graph, and an image. In the next lesson, they will be given three new resources to research in order to answer the questions more independently. • A new question is introduced that students research to answer: "How do natural resource industries modify the physical environment?" Responses to this question are added to the resources already listed on the Canada's Natural Resources anchor chart, which students have been adding to throughout the unit. • Students reread "A Limited Supply," the same text that that was used in Lesson 5 for the mid-unit assessment. This approach has two advantages: 1) The text is a valuable resource for helping students to answer the new question introduced in this lesson about how natural resource industries modify the physical environment; and 2) the focus of this lesson is on the research process and research skills, so using a text students are already familiar with will enable them to focus on the skills and process to effectively research rather than the content of a new text. • Because the environmental modifications that occur due to resource extraction are often portrayed as negative, it is important to educate students regarding the efforts made by resource industries to implement reclamation projects in areas that have been significantly altered because of industrial activity. Therefore, during Work Time C, students view a series of images that are meant to help them understand not only how these industries can transform areas in harmful ways, but also how companies work to restore excavation sites to conditions similar to what they were like before industrial development. • In advance: – Prepare the Research Skills and Processes anchor chart (see supporting materials). – Review the Popcorn Read protocol (see Appendix). • Post: Learning targets.

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Lesson Vocabulary	Materials
paraphrase; modify, pressures on the land, reclamation	• Canada's Natural Resources anchor chart (begun in Lesson 1) • Canada's Natural Resources anchor chart (completed, for teacher reference; see Unit 2 Overview) • Dictionary (one per group) • "A Limited Supply" (from Lesson 5; see Teaching Notes) • Research note-catcher (one per student and one for display) • Research note-catcher, Part 1 (suggested answers, for teacher reference) • Quote/Paraphrase anchor chart (from Module 2; also used in Unit 1, Lesson 3 of this module) • Research Skills and Processes anchor chart (new; teacher-created) • Research Skills and Processes anchor chart (for teacher reference) • "Freshwater Quality by Land Use in Canada, 2007–2009" (one per student and one for display) • "The Canadian Oil Boom" (one per student and one for display) • Reclamation images (one per student and one for display) • Homework: Modifying the Physical Environment resource web (one per student)

Opening	Meeting Students' Needs
A. Engaging the Reader: "A Limited Supply" Resource Web (5 minutes) • Remind students that for homework they were to reread "A Limited Supply" and fill out a resource web for the text. • Invite students to briefly share their resource webs with their group, and to make any additions or revisions based on what they see and hear from others. • Refocus students whole group. Invite volunteers to share their responses aloud. Add appropriate student suggestions to the **Canada's Natural Resources anchor chart**. Refer to **Canada's Natural Resources anchor chart (completed, for teacher reference)** for how the anchor chart should look.	• Provide sentence frames to allow all students access to the discussion: "The resource _____ is used to make products like _____, which meet people's needs and wants because ____."

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Work Time	Meeting Students' Needs

A. Research Mini Lesson: Finding Answers in an Excerpt of Text (15 minutes)
• Focus students on the learning targets. Invite them to read the targets with you:
  * "I can build knowledge about how Canada's resources meet people's needs and wants and how resource industries modify the environment, by using several sources to conduct research."
  * "I can explain how Canada's resources meet people's needs and wants and how resource industries modify the environment, by quoting accurately from sources."
  * "I can synthesize my research by paraphrasing information from a variety of texts and providing a list of sources."
• Invite students to discuss in groups:
  * "What does *paraphrase* mean?"
• Select students to share their responses. Listen for them to explain that to paraphrase means to say something in your own words.
• Tell students they are going to be looking at different research resources to try to answer the guiding questions of the unit.
• Remind students of the guiding questions they were focused on in the first half of the unit:
  * "How are Canada's available resources used to meet people's needs and wants today?"
  * "How can I integrate information from a variety of texts and media to build knowledge about a topic?"
• Introduce the new question: "How do natural resource industries modify the physical environment?"
• Invite students to refer to the information they have collected so far on the Canada's Natural Resources anchor chart. Ask students to discuss in groups:
  * "What are some of the natural resource industries in Canada?"
• Select volunteers to share their responses. Listen for students to explain that minerals and mineral commodities, oil and gas, and forestry are some of the natural resource industries they have read about in Canada.
• Invite a student to look up the word *modify* in a **dictionary** and to share the definition with the whole group. Ask students to discuss in groups:
  * "So if 'modify' means change, what does 'modify the physical environment' mean?"
• Cold call students to share their responses. Listen for and guide students to understand that to modify the physical environment means to change or affect things that are part of our physical surroundings, or natural environment, such as water, air, and land.
	• Learning targets are a research-based strategy that helps all students, especially challenged learners.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

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Work Time (continued)	Meeting Students' Needs

• Make it clear to students that when they research, they will continue to think about how natural resources in Canada meet people's needs and wants, as well as the new question of how resource industries modify the physical environment.
• Display and distribute the **Research note-catcher**. Point out that there is one research chart for each question. Invite students to read the headings in each of the columns on the charts with you.
• Tell students that their first research resource will be a text that they have already looked at. Explain that they are using a text they have read already because: 1) The text contains answers to the new question, and 2) this will help them focus on research skills, rather than trying to figure out what a new text means.
• Invite students to take out the text, **"A Limited Supply."**
• Tell students they are going to work in groups to reread the text to answer the first question on their note-catcher: "How are Canada's natural resources used to meet people's needs and wants today?" Remind students that they already answered this question in their homework and on the anchor chart, so this will be good practice for them in filling out the Research note-catcher with content they are familiar with.
• Invite students to fill out the first part of the note-catcher to answer the first question in groups.
• Circulate to see how students are doing—notice any issues that can be used as teaching points with the whole group.
• Refocus the group. Invite volunteers to share what they have recorded on their note-catcher. Refer to the **Research note-catcher, Part 1 (suggested answers, for teacher reference)** to guide students toward what they should have recorded on their note-catchers.
• Emphasize that to paraphrase means to use your own words to write a brief version of a quote from the text in no more than a couple of sentences (refer students to the **Quote/Paraphrase anchor chart** as needed). Use student examples and the suggested answers for teacher reference to model this.
• Ask students to discuss in groups:
  * "What process did you follow to do this?"
  * "What did you do first? Why?"
  * "What next? Why?"
• Cold call students to share their responses. Record a process on a new **Research Skills and Processes anchor chart**. See **Research Skills and Processes anchor chart (for teacher reference)** for guidance.	

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Work Time (continued)	Meeting Students' Needs
• Focus students on the second question on the Research note-catcher and invite students to follow the process recorded on the Research Skills and Processes anchor chart to answer: "How do natural resource industries modify the physical environment?" • Refocus the group. Invite volunteers to share what they have recorded on their note-catcher. Refer to the Research note-catcher, Part 1 (suggested answers, for teacher reference) to guide students in what they should have recorded. • Invite students to suggest any modifications to the process on the Research Skills and Processes anchor chart.	

B. Research Mini Lesson: Finding Answers on a Graph (15 minutes)
• Tell students that the next resource they will use to research is a graph.
• Display and distribute the graph, **"Freshwater Quality by Land Use in Canada, 2007–2009."**
• Ask students to spend a few minutes grappling with the graph in groups. Ask students:
  * "What is this graph about? How do you know?"
• Refocus the whole group. Listen for student ideas on what the graph is about. Students may or may not have figured it out at this point. Getting them to recognize the process of extracting information from a graph is more important than the answer.
• Ask:
  * "How can you determine what the graph is about? What can you do first?"
• Cold call students to share their responses. Listen for them to explain that they need to read the accompanying text with the graph first, as that probably explains what the graph is about.
• Invite students to read the paragraph explaining the graph silently in their heads as you read it aloud.
• Ask students to discuss in groups:
  * "So what do you know about the graph now?"
• Select volunteers to share their responses. Listen for and guide students to understand that the graph is about freshwater quality and how it varies according to how the land is used. Point out the word "pressures" and ask students to discuss in groups:
  * "What do you think it means by 'pressures on the land'?"
• Select volunteers to share their responses. Listen for and guide students to understand that *pressures on the land* are things that disrupt the land, like the examples given of mining and agriculture.
	• Provide sentence starters for students who have difficulty expressing their ideas orally.

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Work Time (continued)	Meeting Students' Needs
• Ask students to discuss in groups: * "How can you begin to interpret the data on the graph? What do you need to do first?" • Cold call students to share their responses. Listen for them to explain that they need to read the labels on the axis of the graph. • Ask students to read the labels on the axis and discuss in their groups what they mean. • Select volunteers to share their responses. Listen for them to explain that the horizontal axis is the number of water monitoring stations and the labels on the horizontal axis show the land use. Also listen for students to explain the color-coding. • Remind students of the two guiding questions on their Research note-catcher. Ask students to discuss in groups: * "Water is a natural resource. Does this graph or caption convey any information about how water meets people's needs and wants?" • Listen for students to say something like: "The graph does not really contain information that helps to answer the first guiding question." Explain that not every resource will contain information that helps answer both questions. What is important is for students to understand how to identify relevant information from a variety of media types to build their understanding of each aspect of the topic. • Ask students to discuss in groups: * "Does the graph tell you how natural resource industries modify the physical environment?" • Invite students to record their ideas on their Research note-catcher. • Cold call students to share their responses. Listen for and guide students to understand that this graph indicates that natural resource industries such as mining can pollute the water. See Research note-catcher (suggested answers, for teacher reference). Invite students to add to and revise their note-catcher based on the responses of other students. • Ask students to discuss in groups: * "What process did you follow to do this?" * "What did you do first? Why?" * "What next? Why?" • Cold call students to share their responses. Add anything new to the Research Skills and Processes anchor chart. See the Research Skills and Processes anchor chart (for teacher reference) for guidance.	

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Work Time (continued)	Meeting Students' Needs

C. Research Mini Lesson: Finding Answers in Images (20 minutes)
• Tell students that the next resources they will use to research are photographs with captions.
• Display and distribute the photo titled **"The Canadian Oil Boom."**
• Ask students to spend a few minutes grappling with this image in groups. Ask:
  * "What does this image show? How do you know?"
  * "What can you see?"
  * "What information is conveyed through the caption?"
• Refocus the whole group. Listen for students' initial thinking regarding what the image shows the viewer and what information is conveyed through the caption. Answers will vary, and students may or may not be able to articulate their thinking at this point. It is more important for students to begin to recognize the process for locating information in this type of media than to try to determine a "correct" answer.
• Ask students:
  * "How can we work out what the image shows? What can you do first?"
• Cold call students to share their responses. Listen for them to explain that, as with the graph, they need to read the title and the accompanying caption with the image, as those features probably provide clues about the content of the image.
• Invite students to read the caption silently in their heads as you read it aloud.
• Ask students to discuss in groups:
  * "So what do you notice about the image now?"
• Select volunteers to share their responses. Listen for and guide students to understand that the image shows how oil extraction damages the land.
• Ask students to discuss in groups:
  * "What do you think you are seeing in this photograph?"
• Select volunteers to share their responses. Listen for them to explain that they are looking at an area of land in Canada where oil has been extracted.
• Remind students of the two guiding questions on their Research note-catcher. Ask students to discuss in groups:
  * "Thinking about the caption as well as the image, what do they tell us about how oil meets people's needs and wants?"	

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Work Time (continued)	Meeting Students' Needs

• Invite students to record their ideas on their Research note-catcher.
• Cold call students to share their responses. Listen for and guide students to understand that the oil extracted from the land is worth billions of dollars and therefore probably satisfies the needs and wants of many people or satisfies a very important want or need. See Research note-catcher (suggested answers, for teacher reference). Invite students to add to and revise their note-catcher based on the responses of other students.
• Ask students to discuss in groups:
  * "What does the image tell you about how natural resource industries modify the physical environment?"
• Invite students to record their ideas on their Research note-catcher.
• Cold call students to share their responses. Listen for and guide students to understand that natural resource industries change the landscape and can make it ugly. See Research note-catcher (suggested answers, for teacher reference). Invite students to add to and revise their note-catcher based on the responses of other students.
• Ask students to discuss in groups:
  * "What process did you follow to do this?"
  * "What did you do first? Why?"
  * "What next? Why?"
• Cold call students to share their responses. Add anything new to the Research Skills and Processes anchor chart. See the Research Skills and Processes anchor chart (for teacher reference) for guidance.
• Next, display and distribute the **reclamation images** of oil sands before and after. Focus students' attention on the first set of images and underline the word *reclamation*. Ask students to notice the parts of this word that are familiar, such as "re-claim" (like claim). Then ask them to discuss in groups what this word might mean, based on their knowledge of parts of the word and the two images.
• After 1 or 2 minutes, invite a few students to share their thinking aloud. Listen for:
  – "'Reclaim' or 'reclamation' probably means to make something look like it did before."
• Take a moment to explain that reclamation means to return land that has been disturbed to an improved condition. Then focus students once again on the initial images and captions and ask students if these images and captions convey any information about benefits. After 1 minute, listen for students to share out that they do not really show or explain benefits (once again, remind students that not every resource they refer to will provide information about both the benefits to people and modifications to the environment).	

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Work Time (continued)	Meeting Students' Needs
• Ask: * "Do the first set of images and captions here provide information about how natural resource industries can *modify* the physical environment?" • Listen for students to respond that "yes, they do" and explain their thinking aloud. Listen for and guide students to understand that natural resource industries do not always modify the environment in ways that make the landscape look ugly (as they saw in the first image); but after companies complete excavation projects, they can work to modify the environment by trying to return it to as close to its original condition as possible. See Research note-catcher (suggested answers, for teacher reference). • Ask students to consider than discuss in groups: * "What process did you follow?" * "What did you do first? Why?" * "What next? Why?" • Cold call students to share their responses. Add anything new to the Research Skills and Processes anchor chart. See the Research Skills and Processes anchor chart (for teacher reference) for guidance. • Then, ask students to work with group members to examine and read the captions below each additional image and add relevant information to their note-catchers. • Circulate to provide support as needed. • After 5 or 6 minutes, invite students to share their thinking with the class. See Research note-catcher (suggested answers, for teacher reference). • Praise students for their ability to work collaboratively with group members to use a variety of media in order to continue building their knowledge about how resources meet people's needs and wants as well as the new focus on ways that resource industries can modify the physical environment.	

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Closing and Assessment	Meeting Students' Needs

A. Synthesizing Information (5 minutes)
• Ask students to refer to their resources and notes and discuss in groups:
  * "How are Canada's available resources used to meet people's needs and wants today?"
• After 1 or 2 minutes, ask students to popcorn share their ideas. Listen for: "They provide jobs and money."
• Ask students to refer to their resources and notes and discuss in groups:
  * "How do natural resource industries modify the physical environment?"
• After 1 or 2 minutes, ask students to popcorn share their ideas. Listen for:
  – "The industries disrupt wildlife, pollute water, and cut down trees that are slow to regrow."
  – "Reclamation projects make land similar to what it was like before."
• Distribute **Homework: Modifying the Physical Environment resource web**.
	• To ensure balanced airtime and that a variety of student voices are heard, consider limiting each student to one popcorn share.

Homework	**Meeting Students' Needs**
• Use the resources you have analyzed and interpreted in the lesson to complete your resource web. • Read your independent reading book for at least 15–20 minutes.	• Consider providing a partially completed resource web to students who struggle with reading multiple texts. • Consider providing an audio version of independent reading texts to support students who struggle reading independently.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 2: Lesson 6
Supporting Materials

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Research Note-catcher

Name:

Date:

How are Canada's available resources used to meet people's needs and wants today?		
Source (title and author)	**Information/Quotes** (copy quotes word for word in quotation marks)	**Paraphrase** **Explain what this quote means in your own words** (linked to answering the question)

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Research Note-catcher

How do natural resource industries modify the physical environment?		
Source (title and author)	**Information/Quotes** (copy quotes word for word in quotation marks)	**Paraphrase** **Explain what this quote means in your own words** (linked to answering the question)

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Research Note-catcher, Part 1
(Suggested Answers, for Teacher Reference)

How are Canada's available resources used to meet people's needs and wants today?		
Source (title and author)	**Information/Quotes** (copy quotes word for word in quotation marks)	**Paraphrase** **Explain what this quote means in your own words** (linked to answering the question)
Ecokids: "A Limited Supply"	*"As resources are being used up in the south, oil and gas, mining, and forestry industries are moving northward. Resource industries bring needed jobs to people in the North..."*	*Resource industries bring jobs as they move north.*
National Geographic: "The Canadian Oil Boom"	*"...exploitation of Alberta's oil sands is now a gamble worth billions."*	*Oil extraction in Alberta makes a lot of money.*

How do natural resource industries modify the physical environment?		
Source (title and author)	**Information/Quotes** (copy quotes word for word in quotation marks)	**Paraphrase** **Explain what this quote means in your own words** (linked to answering the question)
Ecokids: "A Limited Supply"	*"As more areas of the north are opened up for resource extraction, more roads are needed for transportation. Roads disturb the land and wildlife habitats and also act as a barrier to migrating animals."*	*The roads needed to transport resources disturb wildlife and migrating animals.*

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Research Note-catcher, Part 1
(Suggested Answers, for Teacher Reference)

How do natural resource industries modify the physical environment?		
Source (title and author)	**Information/Quotes** (copy quotes word for word in quotation marks)	**Paraphrase** **Explain what this quote means in your own words** (linked to answering the question)
Ecokids: "A Limited Supply"	*"Pipelines disrupt migrating animals such as the caribou. There is also the possibility for oil and gas extraction in the Arctic Ocean. This would lead to a disruption of the marine environment and the possibility of oil spills."*	*Pipelines for oil and gas disrupt migrating animals and could disrupt the oceans with a risk of oil spills.*
Ecokids: "A Limited Supply"	*"Mining disrupts the land and pollutes the water with lead and mercury."*	*Mining disrupts the land and pollutes the water.*
Ecokids: "A Limited Supply"	*"Trees are cut down to create pulp, paper, and wood products. Once Boreal forests are cut down, it takes a long time for them to regenerate because of the harsh growing conditions."*	*Lots of trees have to be cut down, and it takes a long time for them to grow again.*
"Freshwater Quality by Land Use in Canada, 2007–2009"	*"Over 30 water quality monitoring stations in remote areas tested the freshwater quality as good, compared to only 10 in mining areas."*	*Mining pollutes the freshwater in the area.*
National Geographic: "The Canadian Oil Boom"	*"Once considered too expensive, as well as too damaging to the land …"*	*Oil extraction in Alberta, Canada is damaging to the land.*

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Research Note-catcher, Part 1
(Suggested Answers, for Teacher Reference)

How do natural resource industries modify the physical environment?		
Source (title and author)	**Information/Quotes** (copy quotes word for word in quotation marks)	**Paraphrase** **Explain what this quote means in your own words** (linked to answering the question)
Earth Magazine.org: "Reclaiming Alberta's Oil Sands Mines"	*"One of the original mine pits at Syncrude's Mildred Lake;" "The same area after reclamation;" "An area in the process of being reclaimed."*	*After resource industries mine an area they can work to make the land look like it did before mining took place. They try to restore the land as close as possible to its original condition.*

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Research Skills and Processes Anchor Chart

Text	Graphs/Charts/Images

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Research Skills and Processes Anchor Chart
(For Teacher Reference)

Text	Graphs/Charts/Images
1. Read the text for gist. 2. Read the text again, thinking about the question. 3. Underline information that answers the question. 4. Copy the information you have underlined word-for-word with quotation marks. 5. Explain what this quote means in your own words in no more than a couple of sentences.	1. Read the title. 2. Read any writing that is with it. 3. Read the labels on the axis. 4. Analyze the information with the research question in mind. 5. Then, ask yourself, "What is this graph, chart, or image showing me?" 5. Determine whether any of the information you have interpreted in the writing or the image helps to answer the question. 6. Record the information that answers the question. 7. Write your interpretation of the information in your own words.

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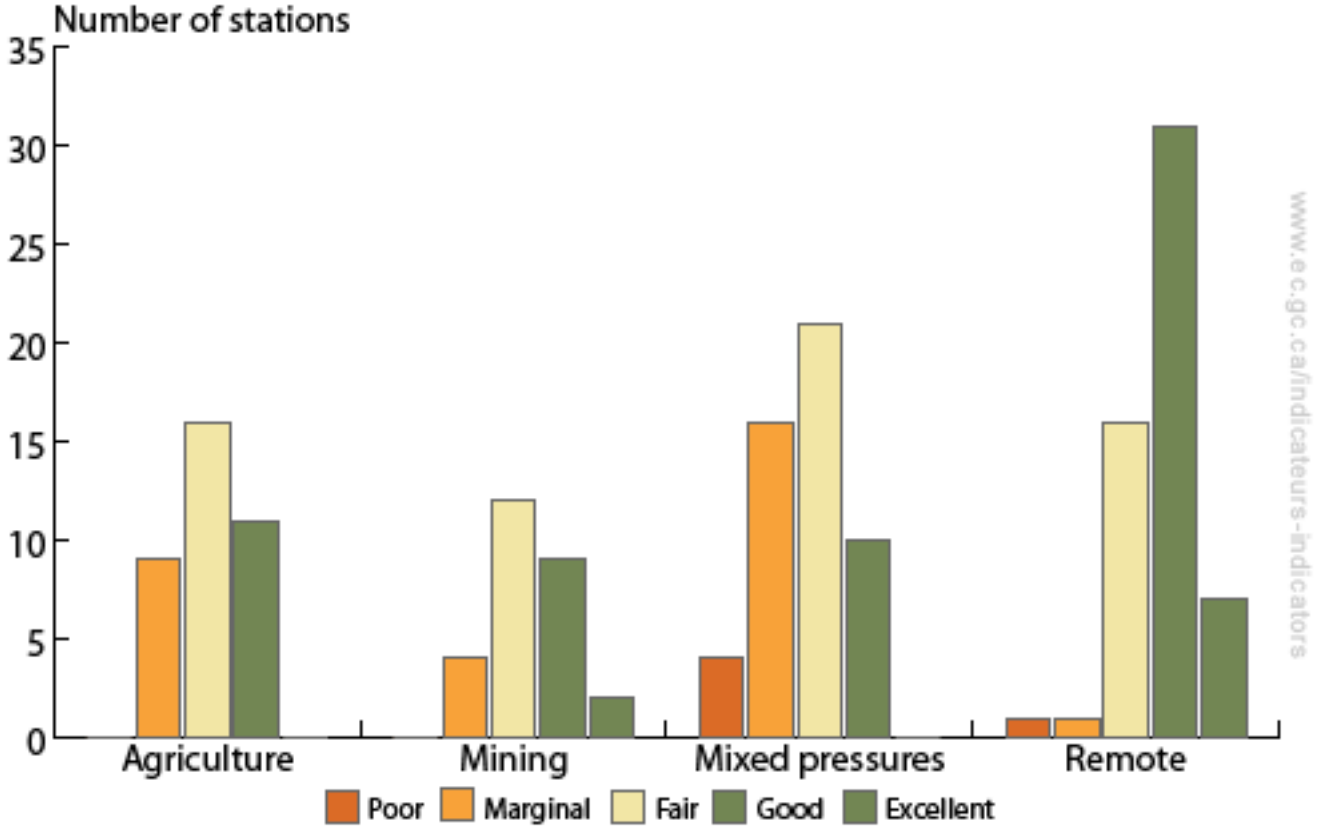
Freshwater Quality by Land Use in Canada, 2007–2009

From 2007 to 2009, freshwater quality differed according to how the land was used. Good and excellent freshwater quality was found more often in remote areas where few people lived and the land was undisturbed. In areas with pressures on the land—for example, industries like mining or farming—more water quality monitoring stations found water to be of a lower quality.



Environment Canada

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The Canadian Oil Boom

Scraping Bottom
Once considered too expensive, as well as too damaging to the land, exploitation of Alberta's oil sands is now a gamble worth billions of dollars.

Peter Essick/National Geographic Creative

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Reclamation Images

Images from: Earth Magazine.org "Reclaiming Alberta's Oil Sands Mines"

Left: One of the original mine pits at Syncrude's Mildred Lake oil sands mine in Alberta, Canada
Right: The same area after reclamation

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Reclamation Images

Before: One of the original mine pits at Syncrude's Mildred Lake oil sands mine

After: Syncrude's reclaimed Mildred Lake oil sands mine, in Alberta, Canada

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Reclamation Images

An area in the process of being reclaimed

Photo: Courtesy of Syncrude Canada Ltd.
Caption Credit : Earth Magazine

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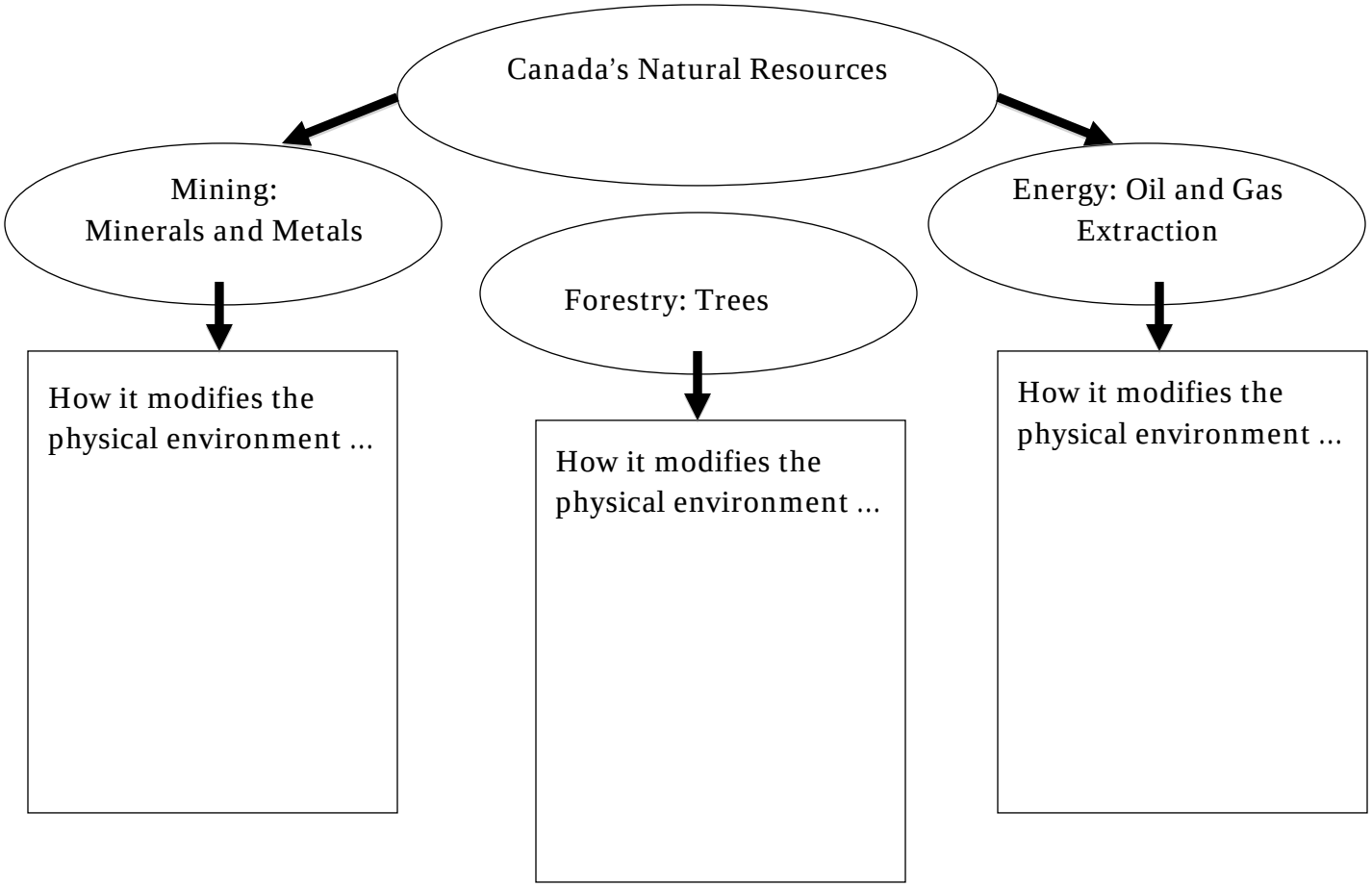
Homework:
Modifying the Physical Environment Resource Web

Name:

Date:

- Reread the resources and your Research note-catcher to locate information that helps you complete the web.
- Write a short sentence to explain how the natural resource industries modify the physical environment, in the box "How it modifies the physical environment ..."



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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 2: Lesson 7

Research Practice, Part 2: Natural Resource Development and How it Modifies the Physical Environment

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Research Practice, Part 2:
Natural Resource Development and How it Modifies the Physical Environment

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can quote accurately from a text when explaining what the text says using explicitly and when drawing inferences. (RI.5.1) I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text (RI.5.3) I can integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9) I can conduct short research projects that use several sources to build knowledge about multiple aspects of a topic. (W.5.7) I can gather relevant information from print and digital sources, summarize information in notes and finished work, and provide a list of sources. (W.5.8)

Supporting Learning Targets	Ongoing Assessment
• I can build knowledge about how Canada's resources meet people's needs and wants and how resource industries modify the environment, by using several sources to conduct research. • I can explain how Canada's resources meet people's needs and wants and how resource industries modify the environment, by quoting accurately from sources. • I can synthesize my research by paraphrasing information from a variety of texts and providing a list of sources.	• Modifying the Physical Environment research web (from homework) • Research notes

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader: Modifying the Physical Environment Resource Web (5 minutes) 2. Work Time A. Researching in Groups (35 minutes) B. Partner and Whole Group Share (15 minutes) 3. Closing and Assessment A. Synthesizing Information (5 minutes) 4. Homework A. Use the resources you have analyzed and interpreted in the lesson to complete your resource web. B. Read your independent reading book for at least 15–20 minutes.	• In this lesson, students practice the research skills they were introduced to in the previous lesson with three new resources. In order to be gradually released from guided instruction in preparation for the End of Unit 2 Assessment, students work in groups with minimal teacher assistance or modeling; however, as you circulate, if you spot common issues with the research process students are following, use these issues as teaching points when you refocus the whole group toward the end of the lesson. • The graph does not provide answers to the "meeting wants and needs" question. Make sure students are aware that not all of the resources answer both of the questions. • In advance: – Review the Popcorn Read protocol (see Appendix). • Post: Learning targets.

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Lesson Vocabulary	Materials
paraphrasing	• Canada's Natural Resources anchor chart (begun in Lesson 1) • Canada's Natural Resources anchor chart (completed, for teacher reference; see Unit 2 Overview) • Research note-catcher (from Lesson 6; one new blank copy per student and one for display) • Research Skills and Processes anchor chart (from Lesson 6; one for display) • Research folders (one folder per team; one of each resource per student): – Text: "Deforestation in Canada" – Image: "Oil: A Promise of Wealth" – Graph: "Releases of Lead to Water by Source, Canada, 2011" • Research note-catcher, Part 2 (suggested answers, for teacher reference) • Homework: Modifying the Physical Environment: Lesson 7 resource web (one per student)

Opening	Meeting Students' Needs
A. Engaging the Reader: Modifying the Physical Environment Resource Web (5 minutes) • Remind students that for homework they were to reread the research resources and fill out the Modifying the Physical Environment research web. • Invite students to share their resource webs with their group, to justify their responses on the resource web to the rest of the group, and to make any additions or revisions based on what they see and hear from others. • Refocus students whole group. Invite volunteers to share their responses aloud. Add appropriate student suggestions to the **Canada's Natural Resources anchor chart**. Refer to **Canada's Natural Resources anchor chart (completed, for teacher reference)** for how the anchor chart should look.	• Provide sentence frames to allow all students access to the discussion: "The resource _____ is used to make products like _____, which meet people's needs and wants because ____."

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Work Time	Meeting Students' Needs

A. Researching in Groups (35 minutes)
• Focus students on the learning targets. Invite them to read them with you:
  * "I can build knowledge about how Canada's resources meet people's needs and wants and how resource industries modify the environment, by using several sources to conduct research."
  * "I can explain how Canada's resources meet people's needs and wants and how resource industries modify the environment, by quoting accurately from sources."
  * "I can synthesize my research by paraphrasing information from a variety of texts and providing a list of sources.
• Remind students of what *paraphrasing* means and that they discussed how paraphrasing should be a brief retelling in their own words.
• Remind students of the guiding questions:
  * "How are Canada's available resources used to meet people's needs and wants today?"
  * "How do natural resource industries modify the physical environment?"
• Distribute a new blank **Research note-catcher** to each student. Remind them of what to record in each column to answer the question.
• Tell students that today they are going to work in their groups to continue researching by using three new resources to answer the focus questions. Then they are going to record what they find on their note-catchers, just as they did in the previous lesson. Explain that by working in groups, they can discuss their ideas before recording information on their note-catchers.
• Invite students to reread the processes recorded on the **Research Skills and Processes anchor chart** to remind themselves of how to use different types of media to research effectively.
• Distribute **research folders** and orient students to each of the resources inside:
  – Text: "Deforestation in Canada"
  – Image: "Oil: A Promise of Wealth"
  – Graph: "Releases of Lead to Water by Source, Canada, 2011"
• Explain to students that they will analyze and interpret the information on each of the resources, so that by the end of the lesson there should be information from three resources listed on their Research note-catchers. Make it clear that some of the resources may not answer both of the questions; those resources may provide answers on only one of the questions.
	• Learning targets are a research-based strategy that helps all students, especially challenged learners.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

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Work Time (continued)	Meeting Students' Needs

• Invite students to begin.
• Give regular time reminders to ensure students get to each resource.
• Circulate to support students in researching and to look out for any common issues that could be used as teaching points when you refocus the group. Ask guiding questions:
  * "How does the resource answer the question? How do you know?"
  * "What does the resource show or say?"
"How would you say that in your own words?"	

B. Partner and Whole Group Share (15 minutes) • Refocus the whole group. • Invite students to pair up with someone from another group to share their research notes. Invite students to add to or revise their notes based on what they learn from their partner. • Refocus the whole group. Take one resource at a time and invite volunteers to share their notes on each resource with the whole group. Guide students with the **Research note-catcher, Part 2 (suggested answers, for teacher reference)**. • If you noticed any issues when circulating to work with students, this is a good opportunity to discuss them with the whole group. • Invite students to discuss in groups: * "Now that you have had an opportunity to practice researching with your group, is there anything you think needs to be revised on the Research Skills and Processes anchor chart?" • Revise the anchor chart accordingly.	• Provide sentence starters for students who have difficulty expressing their ideas orally.

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Closing and Assessment	Meeting Students' Needs

A. Synthesizing Information (5 minutes)
• Ask students to refer to their resources and notes and discuss in groups:
  * "How are natural resources used to meet the needs and wants of people today?"
• After 1 or 2 minutes, ask students to popcorn share their ideas. Listen for: "They produce necessary commodities such as paper and wood products, and gasoline."
• Ask students to refer to their resources and notes and discuss in groups:
  * "How do natural resource industries modify the physical environment?"
• After 1 or 2 minutes, ask students to popcorn share their ideas. Listen for: "They cut down trees and pollute water with lead."
• Distribute **Homework: Modifying the Physical Environment: Lesson 7 resource web**.
	• To ensure balanced airtime and that a variety of student voices are heard, consider limiting each student to one popcorn share.

Homework	**Meeting Students' Needs**
• Use the resources you have analyzed and interpreted in the lesson to complete your resource web. • Read your independent reading book for at least 15–20 minutes.	• Consider providing a partially completed resource web to students who struggle with reading multiple texts. • Consider providing an audio version of independent reading texts to support students who struggle reading independently.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 2: Lesson 7
Supporting Materials

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Research Folders:
Text: "Deforestation in Canada"

Annual deforestation rates are estimated using a combination of satellite and aerial images, land-use records and field inspections. The results show that deforestation is mostly driven by the **conversion** of forest land for agriculture, industrial development, resource extraction, and urban expansion.

What is deforestation?
Deforestation is the permanent removal of forest cover from an area, and the conversion of the previously forested land to other uses. In Canada, **clear cutting** and other harvesting practices are used as part of sustainable forest management to provide timber for producing paper and wood products. This is not considered deforestation, however, because the area is replanted or allowed to regenerate naturally, renewing the forest cover.

How much deforestation occurs in Canada?
Canada's 397.3 million **hectares** of forest, other wooded land, and other land with tree cover account for about 10% of the world's forest cover. In 2010, an estimated 45,000 hectares were deforested in Canada. Over the past 20 years, annual deforestation rates have been decreasing. Overall, deforestation has annually affected less than 0.01% of Canada's forest and other wooded land in recent years.

Globally, about 13 million hectares of forest are deforested each year—the area of Nova Scotia and New Brunswick combined. Canada has 10% of the world's forests, but only contributes to 0.3% of global deforestation.

Around the world, deforestation is a major issue because it reduces **biodiversity**, affects water and soil quality, and is an important contributor to **climate change**. Although the rate of deforestation in Canada is quite low, it still makes sense to **reduce** it where possible.

Natural Resources Canada. "Deforestation in Canada: The facts." Government of Canada. Web. 6 June 2014

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Research Folders:
Text: "Deforestation in Canada"

Glossary:

Word	Meaning
conversion	a change in something in order to use it for a different purpose
clear cutting	a way of cutting trees down that means they are all cut down in the same way
hectare	an area of land that is 100 meters by 100 meters
globally	all over the world
biodiversity	the variety of life in an area
climate change	change in weather patterns
reduce	make smaller

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Research Folders:
Image: “Oil: A Promise of Wealth”

Photograph by Peter Essick

Beneath a green sweep of fen and forest in northern Alberta lies a promise of wealth —vast layers of hydrocarbons that can be refined into petroleum like gasoline. Undisturbed until now, these trees may soon fall: This land has already been staked out by prospectors.

Peter Essick/National Geographic Creative

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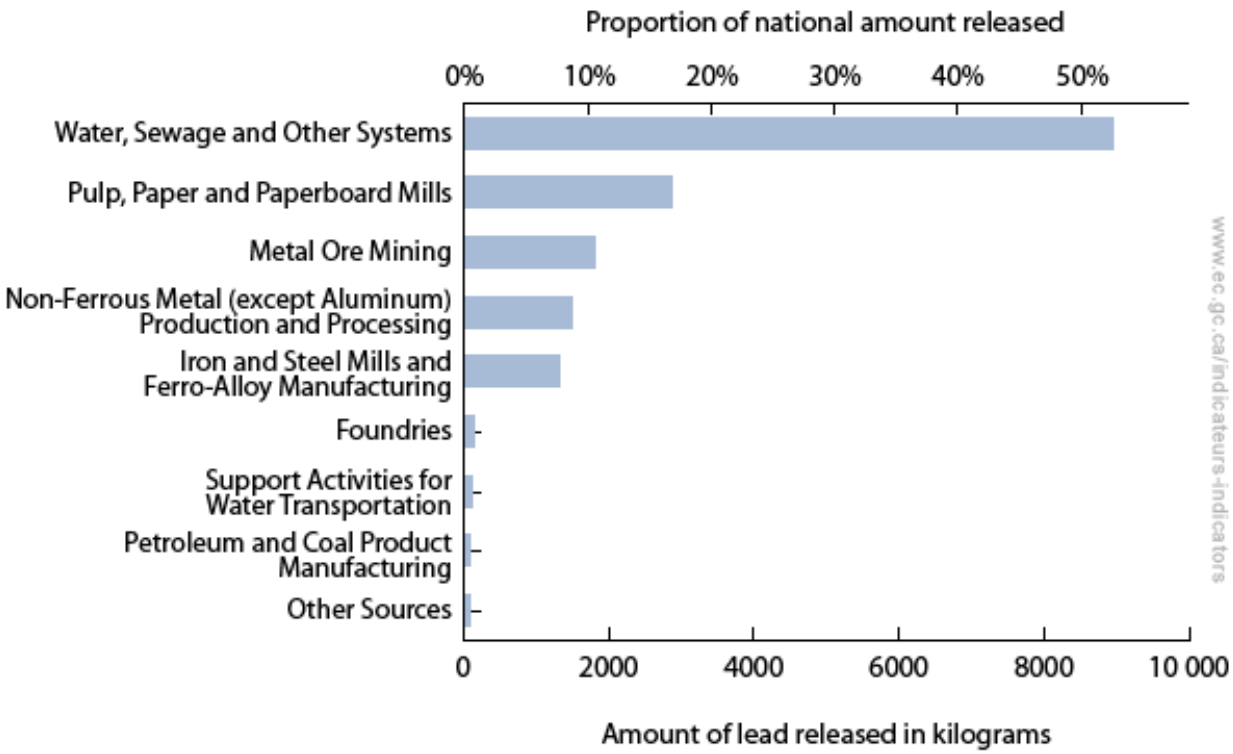
Research Folders:

Graph: "Releases of Lead to Water by Source, Canada, 2011"

When chemicals like lead are released into water, it can have a negative impact on the quality of the water and the life that lives in it. Water, sewage, and other systems account for 53% (8975 kg) of the total lead (Pb) released in water Canada in 2011. The second-largest amount of lead came from waste from pulp, paper, and paperboard mills, representing 17% (2883 kg) of the national total. The metal ore mining industry released the third-largest amount to water, with 11% (1818 kg) of the national total.

Releases of lead to water by source, Canada, 2011



Environment Canada (2013)

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Research Note-catcher, Part 2
(Suggested Answers, for Teacher Reference)

How are Canada's available resources used to meet people's needs and wants today?		
Source (title and author)	**Information/Quotes** (copy quotes word for word in quotation marks)	**Paraphrase** **Explain what this quote means in your own words** (linked to answering the question)
"Deforestation in Canada"	*"In Canada, clear cutting and other harvesting practices are used as part of sustainable forest management to provide timber for producing paper and wood products."*	*Trees are used to provide timber to produce paper and wood products.*
National Geographic: "Oil: A Promise of Wealth"	*"Beneath a green sweep of fen and forest in northern Alberta lies a promise of wealth—vast layers of hydrocarbons that can be refined into petroleum products like gasoline."*	*There are resources underground in Canada that can be used to make products people need, like gasoline.*

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Research Note-catcher, Part 2
(Suggested Answers, for Teacher Reference)

How do natural resource industries modify the physical environment?		
Source (title and author)	**Information/Quotes** (copy quotes word for word in quotation marks)	**Paraphrase** **Explain what this quote means in your own words** (linked to answering the question)
"Deforestation in Canada"	*"Deforestation is the permanent removal of forest cover from an area, and the conversion of the previously forested land to other uses.*	*Deforestation removes trees permanently from an area.*
"Deforestation in Canada"	*"… deforestation is a major issue because it reduces biodiversity, affects water and soil quality, and is an important contributor to climate change."*	*Deforestation lessens the variety of life, affects water and soil quality, and contributes to climate change.*
National Geographic: "Oil: A Promise of Wealth"	*"Undisturbed until now, these trees may soon fall: This land has already been staked out by prospectors."*	*Trees are cut down to extract natural resources like oil.*
"Releases of Lead to Water by Source, Canada, 2011"	*"The metal ore mining industry released the third-largest amount to water, with 11% (1818 kg) of the national total."*	*The mining of metal ore was responsible for releasing a lot of lead into water.*

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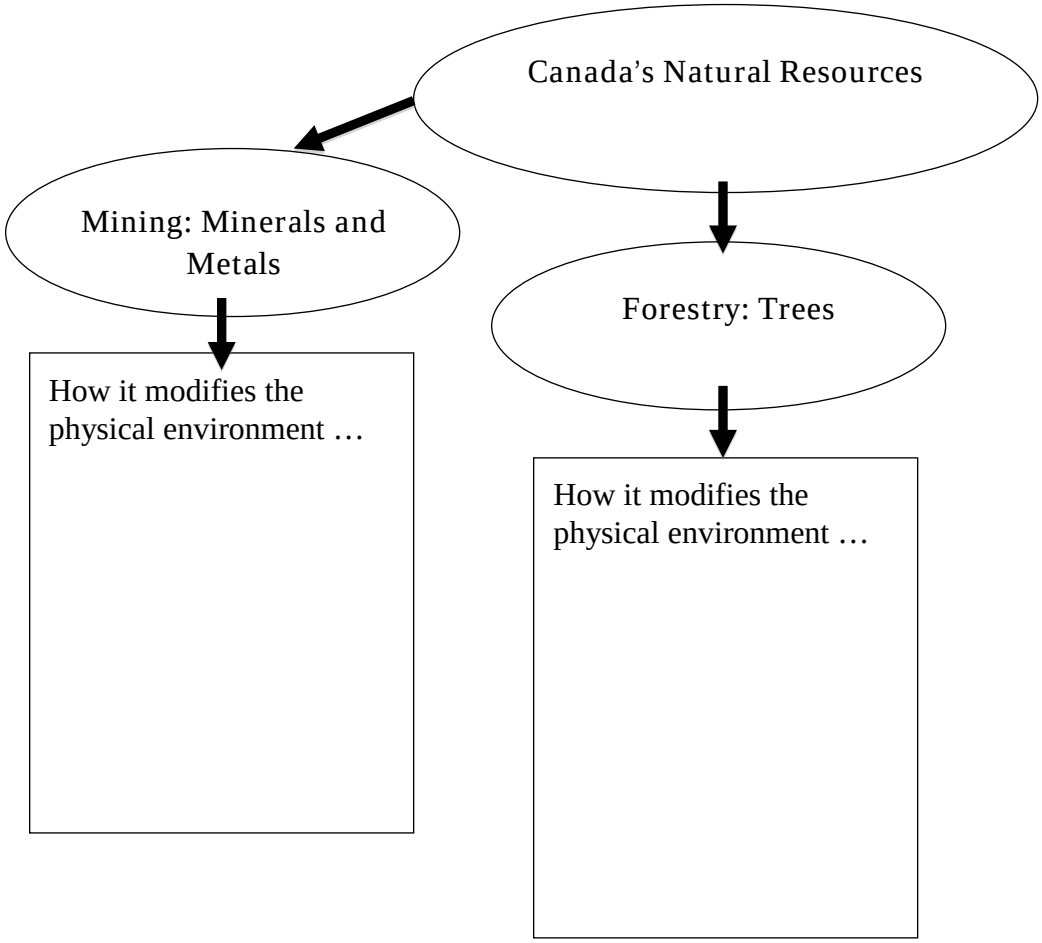
Homework:

Modifying the Physical Environment: Lesson 7 Resource Web

Name:

Date:

- Reread the resources and your Research note-catcher to locate information that helps you complete the web.
- Write a short sentence to explain how natural resource industries can modify the physical environment, in the box "How it modifies the physical environment ..."



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EXPEDITIONARY LEARNING

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

Speaking and Listening Skills: Practice

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can engage effectively in a range of collaborative discussions with diverse partners. (SL.5.1) I can summarize information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2)	
Supporting Learning Targets	**Ongoing Assessment**
• I can explain how Canada's natural resources are used to meet people's needs and wants and how resource industries modify the environment, by engaging in collaborative discussions with peers. • During peer discussions, I can support my ideas by summarizing information from a variety of sources, including my notes.	• Modifying the Physical Environment: Lesson 7 resource web (from homework) • Self-assessment on research and response rubric

Created by Expeditionary Learning, on behalf of Public Consulting Group, Inc.

Agenda	Teaching Notes
1. Opening A. Engaging the Reader: Modifying the Physical Environment: Lesson 7 Resource Web (10 minutes) 2. Work Time A. Speaking and Listening Skills (15 minutes) B. Speaking and Listening Practice: World Café (30 minutes) 3. Closing and Assessment A. Self-Assessment and Debrief (5 minutes) 4. Homework A. Read your independent reading book for at least 15–20 minutes.	• In this lesson, students review speaking and listening skills and practice orally summarizing the research resources they have analyzed and interpreted in Lessons 6 and 7, in preparation for Part 2 of the End of Unit 2 Assessment in Lesson 10. Students participate in collaborative discussions with peers to express their thinking about the focus questions, using the World Café protocol. World Café allows students to orally process and practice sharing information within a group setting, and gives students an opportunity to develop leadership skills as the role of "group leader" is rotated. • In advance: – Review and post directions for the World Café protocol in Work Time B and in Appendix 1; predetermine group leaders. – Create a Focus Questions chart for each group (see example in supporting materials). • Post: Learning targets; World Café directions; key terms from the learning targets. • Review: Fist to Five in Checking for Understanding techniques (see Appendix).

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Lesson Vocabulary	Materials
summarize	• Canada's Natural Resources anchor chart (begun in Lesson 1) • Canada's Natural Resources anchor chart (completed, for teacher reference; see Unit 2 Overview) • Lined paper (one piece per group) • Research and Response Criteria (one per student and one for display) • Research note-catchers (completed by students in Lesson 6) • Research note-catchers (completed by students in Lesson 7) • Resources from Lessons 5-7: – "Freshwater Quality by Land Use in Canada, 2007–2009" (from Lesson 6) – "The Canadian Oil Boom" (from Lesson 6) – Reclamation images (from Lesson 6) – Text: "Deforestation in Canada" (from Lesson 7) – Image: "Oil: A Promise of Wealth" (from Lesson 7) – Graph: "Releases of Lead to Water by Source, Canada, 2011" (from Lesson 7) – "A Limited Supply" (from Lesson 5) • Research note-catcher, Part 1 (suggested answers for teacher reference; from Lesson 6) • Research note-catcher, Part 2 (suggested answers for teacher reference; from Lesson 7) • World Café directions (one to display; see Appendix) • Focus Questions charts (one per group; new, teacher-created; see example in supporting materials) • Markers (one per group)

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Opening	Meeting Students' Needs
A. Engaging the Reader: Modifying the Physical Environment: Lesson 7 Resource Web (10 minutes) • Remind students that for homework they were to reread the research resources and fill out a Modifying the Physical Environment: Lesson 7 resource web. • Invite students to share their resource webs with their group, to justify their responses on the resource web to the rest of the group, and to make any additions or revisions based on what they see and hear from others. • Refocus students whole group. Invite volunteers to share their responses aloud. Add appropriate student suggestions to the **Canada's Natural Resources anchor chart**. Refer to **Canada's Natural Resources anchor chart (completed, for teacher reference)** for how the anchor chart should look.	• Provide sentence frames to allow all students access to the discussion: "The resource _____ is used to make products like _____, which meet people's needs and wants because ____."

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Work Time	Meeting Students' Needs

A. Speaking and Listening Skills (15 minutes)
• Focus students on the learning targets. Invite them to read them with you:
  * "I can explain how Canada's natural resources are used to meet people's needs and wants and how resource industries modify the environment, by engaging in collaborative discussions with peers."
  * "During peer discussions, I can support my ideas by summarizing information from a variety of sources, including my notes."
• Invite students to discuss in groups:
  * "What does it mean to *summarize*?"
• Cold call students to share their responses. Listen for students to explain that to summarize means to make a short statement about the main ideas.
• Tell students that today they are going to orally summarize the information they found from each research resource they have analyzed and interpreted over the past couple of lessons, and also provide relevant supporting quotes, in order to answer the two guiding questions. Explain that they are going to do this in a group discussion in preparation for the second part of the end of unit assessment, which is a speaking and listening assessment.
• Distribute **lined paper** to each group. Ask students to discuss in groups and to record their answers on their lined paper:
  * "During group discussions, what speaking and listening skills do we need to be mindful of to ensure that the group discussion is effective?"
  * "Which speaking and listening skills have we practiced before?"
• Cold call students to share their responses with the whole group.
• Display and distribute **Research and Response Criteria**. Tell students that the criteria in the box are those they will be assessed on in the end of unit assessment. Point out any skills that students missed in the whole group discussion.
• Invite students to read the directions at the top of the Research and Response Criteria and invite students to ask any clarifying questions.
• Invite students to take out their **Research note-catchers** and the following resources from Lessons 5-7:
  – **"Freshwater Quality by Land Use in Canada, 2007–2009"**
  – **"The Canadian Oil Boom"**
	• Learning targets are a research-based strategy that helps all students, especially challenged learners.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

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Work Time (continued)	Meeting Students' Needs
– **Reclamation images** – **Text: "Deforestation in Canada"** – **Image: "Oil: A Promise of Wealth"** – **Graph: "Releases of Lead to Water by Source, Canada, 2011"** – **"A Limited Supply"** • Tell students that you are going t**o give them some time t**o s**p**end independently reviewing t**he resources and al**l of the information they have collected to answer the two guiding questions. • Model how to do this for the first question about meeting people's wants and needs with "A Limited Supply" and the Lesson 6 **Research note-catcher, Part 1 (suggested answers for teacher reference)**. Before you do so, remind students that the learning target asks them to summarize. Invite students to refer to their texts and their Research note-catchers for this text as you model. • Say something like: * "In 'A Limited Supply,' I found out that Canada's natural resources meet people's needs and wants by providing jobs. It says, 'As resources are being used up in the south, oil and gas, mining, and forestry industries are moving northward. Resource industries bring needed jobs to people in the north.'" • Explain that you would then continue answering that same question by summarizing the other resources before moving on to answer the next question. • Give students time to reread their note-catchers and to review the research resources from Lessons 6 and 7 in order to prepare for the group discussion. Remind students to refer to the sections they have underlined on the texts, as those were sections they identified as answering the questions.	

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Work Time (continued)	Meeting Students' Needs

B. Speaking and Listening Practice: World Café (30 minutes)
• Focus students' attention on the posted **World Café directions** and invite students to read them with you.
• Clarify any directions as needed. Explain that during the World Café, groups will rotate four times. During each rotation students will discuss the focus questions:
  * "How are Canada's available resources used to meet people's needs and wants today?"
  * "How do natural resource industries modify the physical environment?"
• Point out the **Focus Questions charts** posted around the room; the leader of each discussion will record notes on them.
• Remind students of the Research and Response Criteria and invite them to reread the criteria so that the criteria are fresh in their minds before they begin.
• Assign one member of each group as the "leader," and then distribute one **marker** to each leader to record ideas from group discussions on their Focus Questions chart.
• Direct students to begin the World Café by discussing Focus Question 1 and then 2. Remind students to support their ideas with quotes, paraphrased ideas, and specific evidence from the texts.
• As students work, move throughout the room to identify any speaking and listening issues that you can use as teaching points later in the lesson.
• Give students 5 or 6 minutes to work in each World Café group before changing to meet with a new discussion group.
• After 15–20 minutes, or four group rotations, refocus students' attention whole class.
• Ask the leader from each of the final World Café tables to share their discussion notes whole class. Student responses will vary, but listen for students to cite specific examples from texts, as well as the ideas recorded on their note-catchers, that support their understanding of how Canada's resources are used to meet people's needs and wants and how natural resource industries modify the environment.
• Use the remaining time to address any speaking and listening issues that you identified as you were circulating.
	• Consider previewing the World Café protocol with students who find it difficult to navigate multistep protocols.

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Closing and Assessment	Meeting Students' Needs
A. Self-Assessment and Debrief (5 minutes) • Invite students to place a check mark next to the criteria they think they achieved on the Research and Response Criteria. Ask them to circle the criteria they think they need to work to be successful in the assessment. • Fist to Five: Invite students to revisit the learning targets and to respond to each learning target by showing a number of fingers for how confident they feel about meeting the target. • Take note of students who show a low number of fingers in order to discuss any issues they have before Part 2 of the End of Unit 2 Assessment.	• The debrief can help build a culture of achievement in your classroom.

Homework	Meeting Students' Needs
• Read your independent reading book for at least 15–20 minutes.	Consider providing an audio version of independent reading texts to support students who struggle reading independently.

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

Supporting Materials

Research and Response Criteria

I can explain how Canada's natural resources are used to meet people's needs and wants and how resource industries modify the environment, by engaging in collaborative discussions with peers.

During peer discussions, I can support my ideas by summarizing information from a variety of sources, including my notes.

Directions

In groups you are going to discuss the answers to the two questions:

1. How are Canada's available resources used to meet people's needs and wants today?
2. How do natural resource industries modify the physical environment?

To answer the question, you are going to:

a. **Summarize** the information in at least two of the resources you used to research
b. Include quotes from the text or information from the charts/graphs or images to **support** your answer

Criteria:

- Contributes to discussion
- Stays on topic
- Takes turns speaking
- Asks follow-up or clarifying questions
- Points to specific details/lines from multiple texts, as well as notes from graphic organizers, to explain ideas clearly
- Asks questions to encourage participation of others
- Shows respect for diverse perspectives in the group
- Listens actively by making eye contact with the speaker, providing others with time to speak, and building on partners' ideas

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Focus Questions Chart
(Example, for Teacher Reference)

How are Canada's available resources used to meet people's needs and wants today?
How do natural resource industries modify the physical environment?

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Grade 5: Module 3B: Unit 2: Lesson 9

End of Unit Assessment, Part 1: Research and Response

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1) I can explain the relationships between two or more individuals, events, ideas, or concepts in a technical text based on specific information in the text. (RI.5.3) I can integrate information from several texts on the same topic in order to speak about the subject knowledgeably. (RI.5.9) I can conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7) I can gather relevant information from print and digital sources. (W.5.8) I can paraphrase information in notes and finished work, and provide a list of sources. (W.5.8)	
Supporting Learning Targets	**Ongoing Assessment**
• I can explain how Canada's natural resources meet people's needs and wants and how resource industries modify the environment, by quoting accurately from a variety of sources. • I can synthesize my research by paraphrasing information from a variety of texts and providing a list of sources. • I can prepare to speak knowledgeably about how Canada's natural resources meet people's needs and wants and how resource industries modify the environment, by integrating information from a variety of sources.	• End of Unit 2 Assessment, Part 1: Research and Response

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader: Independent Reading (5 minutes) 2. Work Time A. End of Unit 2 Assessment, Part 1 (45 minutes) 3. Closing and Assessment A. Synthesizing Information (10 minutes) 4. Homework A. Use the resources you have analyzed and interpreted in the lesson to complete your resource web. B. Read independently for at least 30 minutes.	• In this lesson, students take Part 1 of the End of Unit 2 Assessment. Students use the same note-catcher format they have used during the second half of this unit, to collect quotes and paraphrase information from two of three different resources to explain how Canada's available resources meet the needs and wants of people today, as well as how natural resource industries modify the physical environment. • Part 1 of the assessment prepares students for Part 2 (Lesson 10), during which they will refer to their notes and resources from Part 1 (research) to participate in a World Café discussion with peers (response). Capturing and sharing ideas in the form of quotes and paraphrased information, supported by reliable sources, will allow for more fluid discussions among students. Note the intentional decision to have students record quotes, paraphrase, and cite sources rather than write summary paragraphs as they have frequently done in past units and modules. • Be aware that one of the three sources students may choose from is an Internet link. This is a viable option only if adequate technology is available to students. If technology is not available, ask students to disregard Source 3 of the assessment and use the two non-digital sources provided. • Post: Learning targets.

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Lesson Vocabulary	Materials
industries, modify, synthesize, research, variety, sources, prepare, knowledgeably	• Independent reading books (various; students' own) • Canada's Natural Resources anchor chart (begun in Lesson 1) • End of Unit 2 Assessment, Part 1: Research and Response (one per student) • Computers (one per student, if available; see Teaching Notes) • Homework: Modifying the Physical Environment: Lesson 9 resource web (one per student) • End of Unit 2 Assessment, Part 1 (sample answers, for teacher reference)

Opening	Meeting Students' Needs
A. Engaging the Reader: Independent Reading (5 minutes) • Ask students to collect their **independent reading books**. Then bring students together whole group. Ask them to turn to a nearby partner, show their partner the book they are reading then point to a specific page or section in the book related to an interesting detail or new piece of information they learned from reading independently for homework. • After 1 minute, invite a few students to share out with the class.	• Provide sentence frames to allow all students access to the discussion: "The resource _____ is used to make products like _____, which meet people's needs and wants because ____."

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Work Time	Meeting Students' Needs

A. End of Unit 2 Assessment, Part 1 (45 minutes)
• Focus students on the learning targets. Invite them to read the targets with you:
  * "I can explain how Canada's natural resources meet people's needs and wants and how resource industries modify the environment, by quoting accurately from a variety of sources."
  * "I can synthesize my research by paraphrasing information from a variety of texts and providing a list of sources."
  * "I can prepare to speak knowledgeably about how Canada's natural resources meet people's needs and wants and how resource industries modify the environment, by integrating information from a variety of sources."
• Underline key terms from the targets that students are familiar with from previous lessons: *industries*, *modify*, *synthesize*, *research*, *variety*, and *sources*.
• Ask students to think about and then discuss with nearby peers how they could restate the first two targets in their own words, based on their understanding of key words. Cold call a few students to share out whole group.
• Then draw students' attention to the third target and circle the terms *prepare* and *knowledgeably*. Ask students to think about and discuss with classmates: "What does it mean to prepare to speak knowledgeably about something?"
• After 1 or 2 minutes, invite a few students to share their ideas aloud. Listen for:
  – "Preparing means to get ready for something and knowledgeably means you understand something, so preparing to speak knowledgeably, in the context of this target, probably means to gather research and notes so you can speak with others about how Canada's natural resources meet people's needs and wants and how resource industries modify the environment."
• Explain to students that they will take Part 1 of the end of unit assessment today, during which they will read and record information from a variety of sources to prepare for Part 2 of the assessment, a discussion with peers about the questions students have focused on during the second half of this unit:
  – "How are Canada's available resources used to meet people's needs and wants today?"
  – "How do natural resource industries modify the physical environment?"
• Distribute **End of Unit 2 Assessment, Part 1: Research and Response.**
	• If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.

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Work Time (continued)	Meeting Students' Needs
• Take some time to orient students to the assessment without giving them any of the answers. Point out the variety of sources they may choose from and remind them to refer to the glossary for any words in bold to help them gain a deeper understanding of the text. Read the directions and show students the graphic organizers that they need to fill in, as they have in previous lessons. Answer any clarifying questions students have. • Remind the class that because this is an assessment, it is to be completed independently; however, if students need assistance, they should raise their hand to speak with a teacher. • Circulate and support students as they work. During an assessment, your prompting should be minimal. • If students finish early, they may read independently. • When students have completed the assessment, ask them to hold onto them for reference during a synthesizing activity later in the lesson.	

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Closing and Assessment	Meeting Students' Needs

A. Synthesizing Information (10 minutes)
• Ask students to refer to their resources and notes and discuss in groups:
  * "How are natural resources used to meet the needs and wants of people today?"
• After 1 or 2 minutes, ask students to popcorn share their ideas. Listen for:
  – "Electricity, heating, cooling, transportation; they provide energy to make things."
• Ask students to refer to their resources and notes and discuss in groups:
  * "How do natural resource industries modify the physical environment?"
• After 1 or 2 minutes, ask students to popcorn share their ideas. Listen for: "They cause greenhouse gases and air pollution."
• Distribute **Homework: Modifying the Physical Environment: Lesson 9 resource web**.
• Collect students' assessments to review.
	• To ensure balanced airtime and that a variety of student voices are heard, consider limiting each student to one popcorn share.
	• Provide sentence starters for students who have difficulty expressing themselves orally.

Homework	Meeting Students' Needs
• Use the resources you have analyzed and interpreted in the lesson to complete your resource web. • Read independently for at least 30 minutes. *Note: Score students' assessments based on the* ***End of Unit 2 Assessment, Part 1 (sample answers, for teacher reference)****. Be prepared to return students' assessments for the End of Unit 2 Assessment, Part 2, in the next lesson.*	• Consider providing an audio version of independent reading texts to support students who struggle reading independently.

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Grade 5: Module 3B: Unit 2: Lesson 9
Supporting Materials

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End of Unit 2 Assessment, Part 1:
Research and Response

Name:

Date:

Part 1:

In the second half of this unit, you have been researching to answer the questions:

How are Canada's available resources used to meet people's needs and wants today?

How do natural resource industries modify the physical environment?

In Part 1 of this assessment, you are going to continue to research answers to those questions, using some new research sources. Then you will record the information you find on the same graphic organizer you have used in previous lessons. In Part 2 of the assessment, you will summarize and discuss the information you found through research, with a small group of your peers.

Directions:
1. Choose at least **two** sources.
2. Record the title and the author or Web site name of each source in the first column of each graphic organizer (under "Source 1" and "Source 2").
3. View and/or read the sources carefully.
4. Reread the sources, considering the focus questions:
   How are Canada's available resources used to meet people's needs and wants today?

   How do natural resource industries modify the physical environment?

   *If you are using a text or a resource printed on paper, underline any information that helps you answer each question.

5. Record relevant information from each source in the middle column of your graphic organizers. Make sure to include at least **two** quotes in each graphic organizer, from the sources you chose.
6. In the final column of your graphic organizers, paraphrase the information you recorded in the center columns, to write responses to the focus question at the top of each organizer.

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End of Unit 2 Assessment, Part 1:
Research and Response

Source 1: **"Get Energy Wise,"** from ecokids.ca

We all use energy every day of our lives.

Energy is all around us. We see it as movement, heat, light, sound, and more.

Energy makes electricity so that we can turn on lights, watch TV, listen to the radio, and run fridges, stoves, other appliances, and electrical gadgets.

Energy can heat or cool our homes and schools. Energy moves our cars, buses, motorcycles, trucks, planes, and trains. Energy lets us make all kinds of things like shoes, CDs, books, computers, and scooters.

*Today, **fossil fuels** supply more than 90% of the world's energy.*

There are two big problems with using fossil fuels for energy:

1. Fossil fuels take millions of years to form, which means they are non-renewable resources. We are using them 100,000 times faster than they are being made.
2. When we use fossil fuels to get energy, we get more than just energy. Greenhouse gases and air pollution are made, too.

The three main fossil fuels are coal, oil, and natural gas.

In 1997, about 90% of greenhouse gases produced in Canada were from energy use.

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End of Unit 2 Assessment, Part 1:
Research and Response

Carbon dioxide from burning fossil fuels is the largest source of **greenhouse gases** from human activities.

Greenhouse gases in the atmosphere make the earth warm enough for people, other animals, and plants to live. Extra greenhouse gases we are putting into the atmosphere are causing global warming and climate change. Many scientists believe that these changes to the climate will happen faster and be bigger than any in the last 1,000 years.

Climate change is the biggest environmental issue in the world today!

Glossary

Word/phrase	Meaning
greenhouse gases	gases that are produced by burning fossil fuels (carbon dioxide, CO_2)
climate change	changes in the earth's weather—including changes in temperature, wind patterns, and rainfall—especially the rise in the temperature of the earth's atmosphere that is caused by the increase of particular gases, especially carbon dioxide
fossil fuels	natural resources found in the earth, such as coal, oil, and gas, that took millions of years to form

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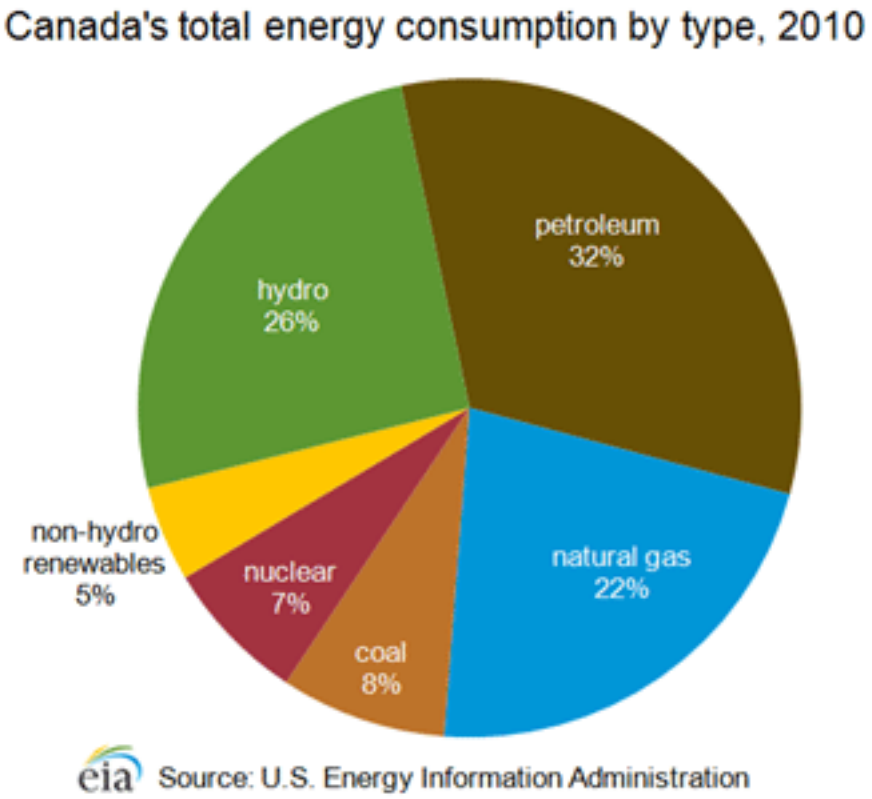
End of Unit 2 Assessment, Part 1:
Research and Response

Source 2: **Energy Use Graph and Caption**, from the U.S. Energy Administration and Kids Corner



We use energy every single day. We use it to heat the buildings we live and work in when it is cold outside, and to keep them cool when it is hot. We also use it to light our homes and businesses, and for appliances like fridges and dishwashers. Vehicles like cars, planes and trains also use energy to move.

The different kinds of energy we use, for example gasoline in cars, releases greenhouse gases including carbon dioxide, methane and water vapor. These gases are building up in our atmosphere, trapping heat and making the earth's temperature gradually rise.

U.S Energy Information Administration
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End of Unit 2 Assessment, Part 1:
Research and Response

Source 3: **10 Facts About Canada's Oil Industry**, from the Huffington Post

http://www.huffingtonpost.ca/2012/09/04/canada-natural-resources-economy_n_1854560.html

Scoffield, Heather. "Canada Natural Resources: Economy Gets A Fifth Of Its Heft From Them, Says Minister." Huffington Post Canada. Web. 6 June. 2014.

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End of Unit 2 Assessment, Part 1:
Research and Response

How are Canada's available resources used to meet people's needs and wants today?		
Source (title and author)	**Information/Quotes** (copy quotes word for word in quotation marks)	**Paraphrase: Explain what these quotes mean in your own words**

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End of Unit 2 Assessment, Part 1:
Research and Response

How do natural resource industries modify the physical environment?		
Source (title and author)	**Information/Quotes** (copy quotes word for word in quotation marks)	**Paraphrase: Explain what these quotes mean in your own words.**

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End of Unit 2 Assessment, Part 1:
Research and Response
(Sample Answers, for Teacher Reference)

How are Canada's available resources used to meet people's needs and wants today?		
Source (title and author)	**Information/Quotes** (copy quotes word for word in quotation marks)	**Paraphrase: Explain what this quote means in your own words**
"Get Energy Wise," from ecokids.ca **Energy Use Graph and Caption**, from the U.S. Energy Administration and Kids Corner	"Energy makes electricity so that we can turn on lights, watch TV, listen to the radio, and run fridges, stoves, other appliances, and electrical gadgets." "Energy can heat or cool our homes and schools." Energy moves our cars, buses, motorcycles, trucks, planes, and trains." "Energy lets us make all kinds of things like shoes, CDs, books, computers, and scooters." "Today, fossil fuels supply more than 90% of the world's energy." "Energy is an essential part of our daily lives; 32% petroleum; 22% natural gas; 8% coal." "We use energy to heat and cool our homes, schools, and businesses."	We use energy from natural resources every day. Energy that comes from fossil fuels such as oil, gas, and coal is used for electricity, heating, cooling, transportation, and to make other things we use like shoes, CDs, books, computers, and scooters.

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End of Unit 2 Assessment, Part 1:
Research and Response
(Sample Answers, for Teacher Reference)

How are Canada's available resources used to meet people's needs and wants today?		
Source (title and author)	**Information/Quotes** (copy quotes word for word in quotation marks)	**Paraphrase: Explain what this quote means in your own words**
"10 Facts About Canada's Oil Industry," by Heather Scoffield	"We use energy for lights and appliances." "Energy makes our vehicles go, planes fly, boats sail, and machines run." *If technology is available for students to view the slide show, review the provided link to assess students' responses.	

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End of Unit 2 Assessment, Part 1:
Research and Response
(Sample Answers, for Teacher Reference)

How do natural resource industries modify the physical environment?		
Source (title and author)	**Information/Quotes** (copy quotes word for word in quotation marks)	**Paraphrase: Explain what this quote means in your own words.**
"Get Energy Wise," from ecokids.ca	"When we use fossil fuels to get energy ... greenhouse gases and air pollution are made, too." "Carbon dioxide from burning fossil fuels is the largest source of greenhouse gases from human activities." "Extra greenhouse gases we are putting into the atmosphere are causing global warming and climate change." "Many scientists believe that these changes to the climate will happen faster and be bigger than any in the last 1,000 years." "Climate change is the biggest environmental issue in the world today!"	The problem with using fossil fuels for energy is that they cause greenhouse gases and air pollution. The extra greenhouse gases we make change the environment by putting carbon dioxide into the air, which is causing global warming and faster and bigger climate changes than any in the past 1,000 years.
Energy Use Graph and Caption, from the U.S. Energy Administration and Kids Corner	"Using gasoline to fuel our cars and burning gas, coal, oil, and other materials to make our homes comfortable releases greenhouse gases."	

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End of Unit 2 Assessment, Part 1:
Research and Response
(Sample Answers, for Teacher Reference)

How do natural resource industries modify the physical environment?		
Source (title and author)	**Information/Quotes** (copy quotes word for word in quotation marks)	**Paraphrase: Explain what this quote means in your own words.**
"10 Facts About Canada's Oil Industry," by Heather Scoffield	"As the gases build up in our atmosphere, more heat is trapped, and the earth's temperature gradually rises." *If technology is available for students to view the slide show, review the provided link to score student responses.	

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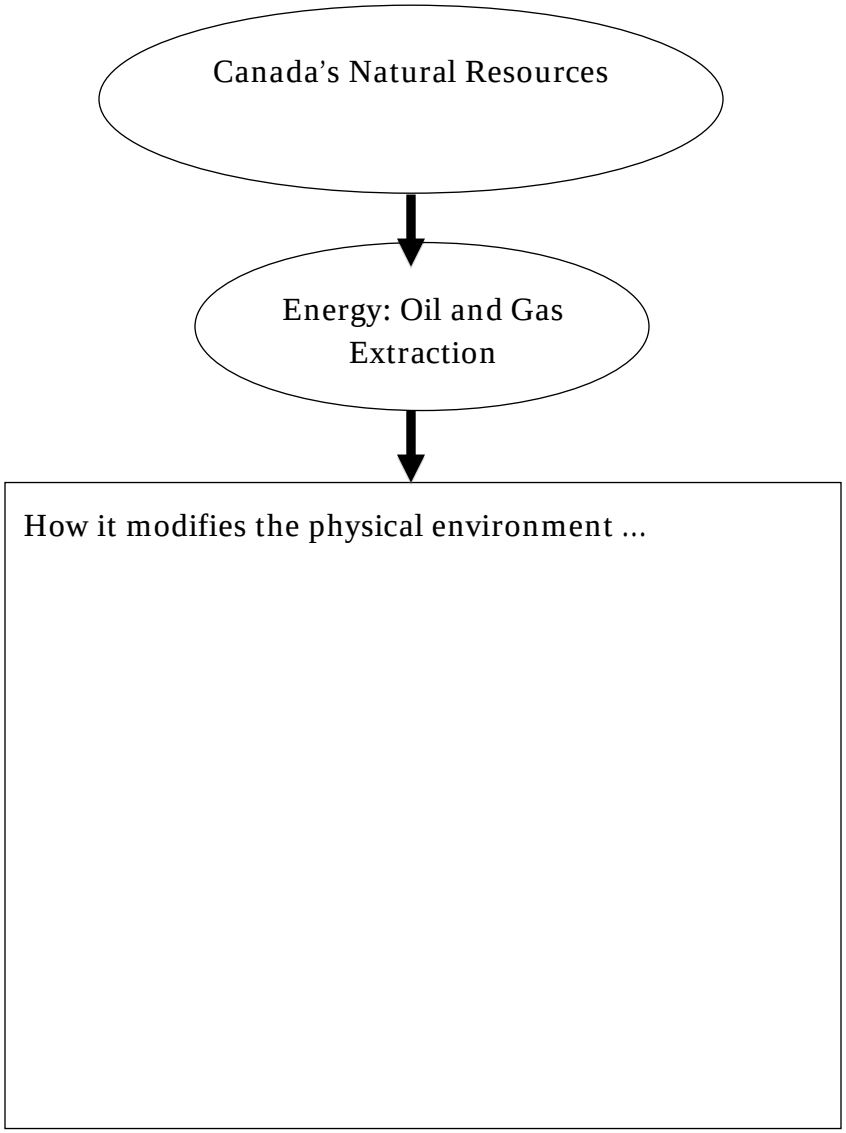
Homework:

Modifying the Physical Environment: Lesson 9 Resource Web

Name:

Date:

- Reread the resources and your Research note-catcher to locate information that helps you complete the web.
- Write a short sentence to explain how the natural resource industries modify the physical environment, in the box "How it modifies the physical environment ..."



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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 2: Lesson 10

End of Unit Assessment, Part 2: Research and Response

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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. (SL.5.1) I can summarize information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2)	
Supporting Learning Targets	**Ongoing Assessment**
• I can explain how Canada's natural resources are used to meet people's needs and wants today and how resource industries modify the environment, by engaging in collaborative discussions with peers. • I can support my ideas by summarizing information from a variety of sources.	• Modifying the Physical Environment: Lesson 9 resource web (from homework) • End of Unit 2 Assessment, Part 2: Research and Response • Tracking My Progress, End of Unit 2 recording form

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader: Modifying the Physical Environment: Lesson 9 Resource Web (5 minutes) 2. Work Time A. Reviewing Learning Targets and Engaging the Speaker (5 minutes) B. End of Unit 2 Assessment, Part 2: World Café (35 minutes) C. Tracking My Progress (10 minutes) 3. Closing and Assessment A. Debrief and Sharing Reflections (5 minutes) 4. Homework A. Read independently for at least 30 minutes.	• In this lesson, students complete Part 2 of the End of Unit 2 Assessment by referring to the texts and their notes from Part 1 of the assessment. Students participate in collaborative discussions with peers using the World Café protocol to express their thinking about the focus questions. • This lesson is patterned after Lesson 8, when students participated in the World Café. • Speaking and listening targets will be assessed using an observational checklist. Research skills will be assessed using the students' written preparation for discussion, as well as observation during discussion. • In advance: – Review and post directions for the World Café protocol (see Lesson 8 and Appendix 1); predetermine group leaders. – Create an End of Unit 2 Focus Questions chart for each group (see example in supporting materials). • Post: Learning targets; World Café directions; key terms from the learning targets.

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Lesson Vocabulary	Materials
resources, industries, modify, environment, collaborative, discussions, support, summarizing, variety, sources	• Canada's Natural Resources anchor chart (begun in Lesson 1) • Canada's Natural Resources anchor chart (completed, for teacher reference; see Unit 2 Overview) • Students' completed End of Unit 2 Assessment, Part 1 (from Lesson 9) • World Café directions (one to display; also used in Lesson 8; see Appendix) • End of Unit 2 Focus Questions charts (one per group; new, teacher-created; see example in supporting materials) • Document camera • End of Unit 2 Assessment, Part 2: Research and Response Criteria (one to display) • Markers (one for each group leader) • Tracking My Progress, End of Unit 2 recording form (one per student)

Opening	Meeting Students' Needs
A. Engaging the Reader: Modifying the Physical Environment Lesson 9: Resource Web (5 minutes) • Remind students that for homework they were to reread the research resources and fill out a Modifying the Physical Environment: Lesson 9 resource web. • Invite students to share their resource webs with their group, to justify their responses on the resource web to the rest of the group, and to make any additions or revisions based on what they see and hear from others. • Refocus students whole group. Invite volunteers to share their responses aloud. Add appropriate student suggestions to the **Canada's Natural Resources anchor chart**. Refer to **Canada's Natural Resources anchor chart (completed, for teacher reference)** for how the anchor chart should look.	

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Work Time	Meeting Students' Needs

A. Reviewing Learning Targets and Engaging the Speaker (5 minutes)
• Bring students together whole group. Then, ask them to turn to a nearby partner and share an interesting detail or new piece of information they learned from reading their independent reading book for homework.
• After 1 minute, invite a few students to share out with the class.
• Next, draw students' attention to the posted learning targets:
  * "I can explain how Canada's natural resources are used to meet people's needs and wants today and how resource industries modify the environment, by engaging in collaborative discussions with peers."
  * "I can support my ideas by summarizing information from a variety of sources."
• Underline key words from the targets: *resources*, *industries*, *modify*, *environment*, *collaborative*, *discussions*, *support*, *summarizing*, *variety*, and *sources*.
• Ask students to discuss with peers what they think they will be doing for Part 2 of the assessment today, based on their understanding of these terms from previous lessons and units.
• After 2 minutes, invite a few students to share their thinking aloud. Listen for students to suggest they will use their notes and text from Part 1 of the assessment to discuss with peers how Canada's natural resources are used to meet people's needs and wants, and ways that resource industries modify the physical environment.
• Explain that in this lesson, they will refer to the quotes and paraphrased evidence recorded on their graphic organizers during Part 1 of the assessment, as well as the texts they read and viewed, in order to share their thinking about the guiding questions for the second half of this unit, using the World Café protocol.
• Ask students to join their regular groups and prepare for group discussions.
	• Consider displaying a student-paraphrased version of both learning targets to support all students, especially during the Tracking My Progress portion at the end of this assessment.

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Work Time (continued)	Meeting Students' Needs

B. End of Unit 2 Assessment, Part 2: World Café (35 minutes)
• Return **students' completed End of Unit 2 Assessment, Part 1**.
• Draw students' attention to the posted **World Café directions** and clarify as needed. Explain that during the World Café, groups will rotate four times. During each rotation, students will discuss the focus questions from their Part 1 graphic organizers:
  * "How are Canada's available resources used to meet people's needs and wants today?"
  * "How do natural resource industries modify the physical environment?"
• Point out the **End of Unit 2 Focus Questions charts** posted around the room, which is where the leader of each discussion will record notes.
• Using a **document camera**, display the **End of Unit 2 Assessment, Part 2: Research and Response Criteria**. Explain to students that these are the criteria you will use to evaluate students' level of mastery toward the learning targets as they discuss each question with peers. Review all rubric criteria and answer any clarifying questions.
• Assign one member of each group as the "leader," and then distribute one **marker** to each leader to record ideas from group discussions on their End of Unit 2 Focus Questions chart.
• Direct students to begin the World Café by discussing Focus Question 1 and then 2. Remind students to support their ideas with quotes, paraphrased ideas, and specific evidence from the texts.
• As students work, move throughout the room and use the End of Unit 2 Assessment, Part 2: Research and Response rubric to assess individual students' level of mastery toward each of the targets.
• Give students 5 or 6 minutes to work in each World Café group before changing to meet with a new discussion group.
• Continue to circulate and evaluate students' mastery of learning targets.
• After 15–20 minutes, or four group rotations, refocus students' attention whole class.
• Ask the leader from each of the final World Café tables to share their discussion notes whole class. Student responses will vary, but listen for students to cite specific examples from End of Unit 2 Assessment texts, as well as the notes on their graphic organizers, that support their understanding of how Canada's natural resources are used to meet people's needs and wants and how resource industries modify the environment.
• Collect students' End of Unit 2 Assessments, Part 1. Use these to provide more detailed assessment information on students' research skills (see sample responses in Lesson 9). Then ask students to prepare to reflect on their learning using a Tracking My Progress form, which they are familiar with from previous lessons and units.
	• Consider previewing the World Café protocol with students who find it difficult to navigate multistep protocols.
	• If students receive accommodations for assessment, communicate with the cooperating service providers regarding appropriate accommodations that can be used during group discussions, to meet individualized goals for the assessment.

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Work Time (continued)	Meeting Students' Needs
C. Tracking My Progress (10 minutes) • Distribute a **Tracking My Progress, End of Unit 2 recording form** to each student. Ask students to refer to their Part 1 graphic organizers and World Café chart responses as they reflect on their ability to meet each of the targets. • Point out to students that there are targets on the tracker from both Part 1 of the assessment (which students completed in Lesson 9) and Part 2 (which students just finished in this lesson). Explain that the targets listed reflect the learning students have been most focused on during the second half of this unit. • Tell students to hold on to their progress forms to share with a partner during the debrief.	• Consider allowing students who struggle with written language to dictate their reflections to a partner or the teacher. This allows all students to participate in the self-reflection in a meaningful way.

Closing and Assessment	Meeting Students' Needs
A. Debrief and Sharing Reflections (5 minutes) • Ask students to join a partner who is *not* a part of their regular small group to share reflections from their progress trackers. • After 2 or 3 minutes, focus students whole group and pose the following questions: * "Which target(s) have you mastered? Explain your thinking." * "Which target(s) are you struggling with? Explain." * "How can you move toward mastery of the targets you are struggling with? What strategies might help you?" • Invite several students to share their thinking aloud. • Collect students' progress trackers to review. • Congratulate students on their ability to demonstrate an understanding of how resources available in Canada today are used to meet people's needs and wants, as well as the ways that resource industries modify the physical environment.	• Provide sentence starters for students who have difficulty expressing themselves orally.
Homework	**Meeting Students' Needs**
• Read independently for at least 30 minutes.	• Consider providing an audio version of independent reading texts to support students who struggle reading independently.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 2: Lesson 10
Supporting Materials

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End of Unit 2 Focus Questions Chart

(Example, for Teacher Reference)

How are Canada's available resources used to meet people's needs and wants today?
How do natural resource industries modify the physical environment?

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End of Unit 2 Assessment, Part 2: Research and Response Criteria

(For Teacher Reference)

I can engage effectively in a range of collaborative discussions with diverse partners. (SL.5.1)
I can summarize information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2)

Record each student's name and the date of evaluation. Mark the criteria you are able to evaluate with a check (meeting criteria) or a minus (not meeting criteria.) Use the "Notes/Comments" area to record any additional observations.

Student Name and Date: Notes/Comments:	Criteria: – Contributes to discussion – Stays on topic – Takes turns speaking – Asks follow-up or clarifying questions – Points to specific details/lines from multiple texts, as well as notes from graphic organizers, to explain ideas clearly – Asks questions to encourage participation of others – Shows respect for diverse perspectives in the group – Listens actively by making eye contact with the speaker, providing others with time to speak, and building on partners' ideas

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End of Unit 2 Assessment, Part 2: Research and Response Criteria

(For Teacher Reference)

Student Name and Date: Notes/Comments:	Criteria: – Contributes to discussion – Stays on topic – Takes turns speaking – Asks follow-up or clarifying questions – Points to specific details/lines from multiple texts, as well as notes from graphic organizers, to explain ideas clearly – Asks questions to encourage participation of others – Shows respect for diverse perspectives in the group – Listens actively by making eye contact with the speaker, providing others with time to speak, and building on partners' ideas
Student Name and Date: Notes/Comments:	Criteria: – Contributes to discussion – Stays on topic – Takes turns speaking – Asks follow-up or clarifying questions – Points to specific details/lines from multiple texts, as well as notes from graphic organizers, to explain ideas clearly – Asks questions to encourage participation of others – Shows respect for diverse perspectives in the group – Listens actively by making eye contact with the speaker, providing others with time to speak, and building on partners' ideas

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Tracking My Progress, End of Unit 2

Name:

Date:

Learning Target: I can prepare to speak knowledgeably about how Canada's natural resources meet people's needs and wants and how resource industries modify the environment, by integrating information from a variety of sources.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3. The evidence to support my self-assessment is:

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Tracking My Progress, End of Unit 2

Learning Target: I can explain how Canada's natural resources are used to meet people's needs and wants and how resource industries modify the environment, by engaging in collaborative discussions with peers.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3. The evidence to support my self-assessment is:

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Tracking My Progress, End of Unit 2

Learning Target: I can support my ideas by summarizing information from a variety of sources.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3. The evidence to support my self-assessment is:

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 3:
Overview

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Unit 3: Case Study: The Mary River Project on Baffin Island

In this third unit, students conduct a case study of the Mary River Iron Mine proposal on Baffin Island, in the present-day Inuit territory of Nunavut. Students read and view informational texts and video that present multiple accounts of the opposing viewpoints regarding whether or not the mine should be approved. Students' research, analysis, and reflection upon the texts help to prepare them for the mid-unit assessment, during which they demonstrate their understanding of how to paraphrase and quote reasons and evidence related to both sides of an issue, form their own opinions based on details from the text, answer text-dependent questions to explain the similarities and differences between the points presented, and determine the meaning of unfamiliar terms using a variety of strategies.

For the end of unit assessment, students will use their notes and articles from the first part of the unit to write a draft editorial essay that expresses their opinion about the focus question: Should the Inuit community approve the Mary River mine proposal on Baffin Island? Students support their opinions with clear reasons and credible evidence from the texts they have read, using the Painted Essay structure. Students revise their drafts and refer to ideas from their editorials to participate in a Fishbowl discussion with peers for the final performance task.

Guiding Questions and Big Ideas

- **How can we develop informed opinions about an issue based on our research, analysis, and reflection upon different points of view?**
- **How can we effectively communicate opinions?**
- *Research, analysis, and reflection on different points of view help us develop informed opinion.*
- *It is important to clearly explain the reasons for an opinion using credible evidence.*

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Mid-Unit 3 Assessment	**On-Demand Note-Taking, Analysis, and Reflection: "Should We Drill?"** This assessment centers on NYSP12 ELA CCLS RI.5.1, RI.5.6, RI.5.8, W.5.8, W.5.9b, and L.5.4a, b. For this assessment, students read a new article titled "Should We Drill?" and collect notes, analyze, and reflect upon the information presented to express an opinion about whether or not offshore oil drilling should be allowed along the Atlantic Coast of the United States. Students refer to their notes and the article, then respond to multiple choice and short answer questions that ask them to note similarities and differences between the points of view presented as well as explain how the author supports both points of view with reasons and evidence. Students also demonstrate their ability to determine the meaning of unfamiliar words using a variety of strategies.
End of Unit 3 Assessment	**Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island** This assessment centers on NYSP12 ELA CCLS RI.5.1, W.5.1, W.5.8, W.5.9b, and L.5.4a, b. For the end of unit assessment, students read an excerpt of text from *The New Book of Knowledge* titled "Nunavut." They answer text-dependent questions by quoting accurately from the text and determine the meaning of unfamiliar words and phrases using a variety of strategies. Then, students use their notes and articles from the first half of the unit to write a rough draft of an editorial essay about whether or not the Inuit community of Baffin Island should approve the Mary River mining proposal. Students will use the Painted Essay® structure to craft a four-paragraph editorial that expresses an opinion supported by reasons and evidence, in the form of quotes and paraphrased details from a variety of sources.

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Content Connections

This module is designed to address English Language Arts standards as students read informational texts about resource use and distribution in Canada. However, the module intentionally incorporates Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content.
These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework: http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf

5.1 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.

5.1c The physical environment influences human population distribution, land use, and other forms of economic activity.

- Students will use physical, climate, and vegetation maps in combination with population density maps and land use and resource distribution maps to discern patterns in human settlement and types of economic activity.

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Texts
1. "Excerpts from the Qikiqtani Inuit Association Website," found at http://www.qia.ca/apps/authoring/dspPage.aspx?page=theproject
2. "Monitoring the Mary River Project" from the Qikiqtani Inuit Association Website, found at http://www.qia.ca/apps/authoring/dspPage.aspx?page=MRP-monitoring
3. "Nunavut Braces for Massive Mary River Mine" from the CBC, September 13, 2012, found at http://www.cbc.ca/news/canada/north/nunavut-braces-for-massive-mary-river-mine-1.1179502
4. "Multibillion-dollar Iron Mine Approved for Baffin Island" from the CBC, found at http://www.cbc.ca/news/canada/north/multibillion-dollar-iron-mine-approved-for-baffin-island-1.1204024
5. Nunavut Mega Project Approved, video clip from the CBC, found at http://www.cbc.ca/player/Embedded-Only/News/ID/2312450234/
6. "Should We Drill?" from Scholastic News, found at http://www.scholastic.com/content/collateral_resources/pdf/s/snonline/SN56-DRILLDECISION-042610.pdf
7. Bone, R.M. "Nunavut." The New Book of Knowledge. Grolier Online, 2013. Web. 11 Sept. 2013.

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This unit is approximately 2.5 weeks or 12 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Building Background Knowledge: Competing Views Regarding Mining on Inuit Lands	• I can engage effectively in a range of collaborative discussions with diverse partners. (SL.5.1) • I can summarize information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) • I can read and comprehend informational texts independently and proficiently. (RI.5.10)	• I can work with group members to identify benefits and concerns related to mining on Inuit lands. • I can work with group members to develop an initial opinion about mining on Inuit lands. • I can use established criteria to select a text for independent reading.	• Completed Point of View charts (one per group) • Appropriate selection for independent reading	• Guiding Questions anchor chart • Big Ideas anchor chart • Canada's Natural Resources anchor chart • Vocabulary Strategies anchor chart • Criteria for Selecting Texts anchor chart
Lesson 2	Conducting Research: Analyzing Text from the Qikiqtani Inuit Association (QIA)	• I can explain how the author uses reasons and evidence to support particular points in a text. (RI.5.8) • I can paraphrase information in notes. (W.5.8) • I can draw evidence from informational texts to support analysis, reflection, and research. (W.5.9 b) • I can determine the meaning of unknown words and phrases, choosing flexibly from a range of strategies. (L.5.4)	• I can analyze the meaning of key words and phrases, using a variety of strategies. • I can support my research, analysis, and reflection on the Mary River Project by drawing upon evidence from the Qikiqtani Inuit Association's Web site. • I can paraphrase to explain the reasons and evidence given to support two different points of view about the Mary River Project on Baffin Island.	• Vocabulary terms on index cards and Frayer Models • Point of View graphic organizer: Qikiqtani Web site	• Developing an Opinion anchor chart

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Conducting Research: Analyzing Expert Texts about the Mary River Project	• I can analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent. (RI.5.6) • I can explain how the author uses reasons and evidence to support particular points in a text. (RI.5.8) • I can draw evidence from informational texts to support analysis, reflection, and research. (W.5.9b) • I can determine the meaning of unknown words and phrases, choosing flexibly from a range of strategies. (L.5.4)	• I can analyze the meaning of key words and phrases, using a variety of strategies. • I can support my research, analysis, and reflection on the Mary River project by drawing upon evidence from expert texts. • I can explain the reasons and evidence given to support two different points of view about the Mary River project on Baffin Island.	• Vocabulary terms defined on index cards and Frayer Models • Point of View Graphic Organizer: Expert Texts	• Vocabulary Strategies anchor chart • Developing an Opinion anchor chart
Lesson 4	Close Reading and Viewing: Nunavut Iron Ore Mine Approval	• I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) • I can analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent. (RI.5.6) • I can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3) • I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (L.5.4)	• I can determine the meaning of unfamiliar words and phrases, using a variety of strategies. • I can support my research, analysis, and reflection on the Mary River project by drawing upon evidence from the text and video. • I can analyze multiple accounts of the Mary River project to note similarities and differences in the points of view they represent.	• Nunavut Mine note-catcher • Vocabulary defined on index cards	• Vocabulary Strategies anchor chart

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Mid-Unit Assessment: On-Demand Note-Taking, Analysis, and Reflection: "Should We Drill?"	• I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1) • I can analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent. (RI.5.6) • I can explain how the author uses reasons and evidence to support particular points in a text. (RI.5.8) • I can paraphrase information in notes. (W.5.8) • I can draw evidence from informational texts to support analysis, reflection, and research. (W.5.9b) • I can determine the meaning of unknown words and phrases, 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 paraphrase to explain the reasons and evidence given to support two different points of view about offshore oil drilling in the United States. • I can support my research, analysis, and reflection on the issue of offshore oil drilling by drawing upon evidence from the text. • I can determine the meaning of unknown words, using a variety of strategies.	• Mid-Unit 3 Assessment • Tracking My Progress, Mid-Unit 3 recording form	• Criteria for Selecting Texts anchor chart

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	The Painted Essay for Opinion Writing: The Introductory Paragraph	• I can write an opinion piece on topics, supporting a point of view with reasons and information. (W.5.1) a. I can introduce the topic clearly. a. I can state an opinion. a. I can create an organizational structure in which ideas are logically grouped to support my purpose.	• I can identify and explain the purpose of the introduction, thesis, and points of an introductory paragraph about wind power. • With peers, I can develop an introduction, thesis, and points of an introductory paragraph about offshore drilling in the United States.	• Introductory Paragraph on Draft Editorial charts	• Back-to-Back, Face-to-Face protocol • Guiding Questions anchor chart • Big Ideas anchor chart • Parts of a Painted Essay anchor chart
Lesson 7	The Painted Essay for Opinion Writing: Writing Proof Paragraphs	• I can write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.1) b. I can provide logically ordered reasons that are supported by facts and details. • I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)	• With group members, I can determine reasons and evidence related to the first and second points of an editorial about offshore oil drilling in the United States. • With group members, I can write two proof paragraphs for an editorial about offshore oil drilling in the United States by using reasons and evidence related to each point in my introductory paragraph.	• Proof paragraphs on Draft Editorial charts	• Parts of a Painted Essay anchor chart • Developing an Opinion anchor chart

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	The Painted Essay for Opinion Writing: Developing a Conclusion and Adding Linking Words	• I can write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.2) c. I can link opinion and reasons using words, phrases, and clauses. d. I can provide a concluding section related to the opinion presented. • I can effectively engage in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing my own ideas clearly. (SL.5.1)	• With group members, I can write a conclusion for an editorial about offshore drilling in the United States, using specific language and key vocabulary. • With group members, I can connect the ideas in an editorial about offshore oil drilling in the United States by using linking words.	• Conclusion paragraph that includes specific language and key terms on Draft Editorial charts • Linking words added to proof paragraphs and conclusion of offshore drilling editorial	• Parts of a Painted Essay anchor chart • Linking Words anchor chart
Lesson 9	End of Unit Assessment: Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island	• I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1) • I can write an opinion piece on topics, supporting a point of view with reasons and information. (W.5.1) • I can paraphrase information in finished work. (W.5.8) • I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) • I can determine the meaning of unknown words and phrases, choosing flexibly from a range of strategies. (L.5.4)	• I can explain information about the Inuit territory of Nunavut by quoting accurately from the text. • I can draw upon evidence from the informational texts I've read and viewed about the Mary River mine proposal to support the thesis and points of my editorial. • I can write a four-paragraph editorial essay that supports my point of view about the Mary River mine proposal on Baffin Island.	• End of Unit 3 Assessment • Tracking My Progress, End of Unit 3 recording form	• Vocabulary Strategies anchor chart • Developing an Opinion anchor chart • Parts of a Painted Essay anchor chart • Linking Words anchor chart

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10	Peer Critique and Revision: Editorial Essay	• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) • I can use a writing process to produce clear and coherent writing, with guidance and support from peers and adults. (W.5.5) • I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly. (SL.5.1)	• I can follow our class norms when working with partners to give and receive feedback. • I can use feedback from peers to revise my editorial essay to better meet the criteria.	• Draft Editorial revisions • Editorial Essay Criteria feedback forms	• Peer Critique protocol • Group Norms anchor chart • Parts of a Painted Essay anchor chart
Lesson 11	Group Discussions and Revision: Editorial Essay	• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) • I can use a writing process to produce clear and coherent writing, with guidance and support from peers and adults. (W.5.5) • I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly. (SL.5.1) • I can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3)	• I can build on others' ideas and express my own ideas clearly, by engaging effectively in collaborative discussions. • I can summarize ideas shared during group discussions and explain how speakers' ideas are supported by reasons and evidence. • I can use feedback from peers to revise my editorial to better meet the criteria.	• Lesson 10 Discussion Questions (from homework) • Fishbowl discussion feedback from reviewers • Revised editorial essay	• Fishbowl protocol

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 12	Final Performance Task: Fishbowl Discussion about Editorial Essay	• I can write an opinion piece on topics, supporting a point of view with reasons and information. (W.5.1) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) • I can use a writing process to produce clear and coherent writing, with guidance and support from peers and adults. (W.5.5) • I can paraphrase information in finished work. (W.5.8) • I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) • I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.5.1) • I can demonstrate command of the conventions of standards English capitalization, punctuation, and spelling when writing. (L.5.2) • I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly. (SL.5.1) • I can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3)	• I can build on others' ideas and express my own ideas clearly, by engaging effectively in collaborative discussions. • I can summarize ideas shared during group discussions and explain how speakers' ideas are supported by reasons and evidence. • I can write a four-paragraph editorial essay that supports my point of view about the Mary River mine proposal on Baffin Island.	• Lesson 11 Discussion Questions (from homework) • Fishbowl discussion feedback from reviewers • Revised editorial essays	• Fishbowl protocol • Guiding Questions anchor chart • Big Ideas anchor chart

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Optional: Experts, Fieldwork, and Service

Experts:

- Invite members of the Inuit community who are familiar with the Mary River Project to speak with students about the community's decision-making process.
- Encourage students to learn more about the lives of Inuit people today, by accessing the "Inuit Tapiriit Kanatami" website at https://www.itk.ca/about-inuit.

Fieldwork:

- Arrange for students to visit a local mine that is open to tourist groups and/or a reclaimed mining area.

Service:

- Consider getting students involved with a local reclamation project.
- Ask students to conduct an investigation of how much energy is used by the school and ways energy can be conserved in order to make recommendations to the staff and school board regarding ways to conserve energy.

Optional: Extensions

- Coordinate with a media specialist or a technology or art instructor to help students create a class newspaper and/or design accompanying political cartoons for their editorials.
- Consider having students present their speeches to family members and interested local community members.

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Preparation and Materials

- In advance, review texts from the Qikiqtani Inuit Association Website (Lessons 2 and 3) as well as the articles and video from the Canadian Broadcasting Company (Lessons 3 and 4). This will help you build your own background knowledge about what the Inuit people in Nunavut see as the benefits (e.g., jobs, infrastructure) and concerns (e.g., impact to wildlife, pollution) related to allowing the development of the Mary River Iron Mine.
- Review the Unit 3 Recommended Texts list and gather a variety of books for students to choose from for independent reading, beginning in Lesson 1.
- If you did not teach Module 2B, you will need to add an additional lesson to Unit 3 of this module, immediately following the mid-unit assessment, in order to teach the Painted Essay® lesson plan. For your reference, you can find a sample lesson in Module 2B, Unit 3, Lesson 8.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 3:
Recommended Texts

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GRADE 5: MODULE 3B: UNIT 3: RECOMMENDED TEXTS

The list below includes texts with a range of Lexile® text measures about the folktale, myths, and legends of the Inuit. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:
(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L
- Grades 6–8: 925–1185L

Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (under 740L)			
The Polar Bear Son: An Inuit Tale	Lydia Dabcovich (author)	Literature	470
Arctic Stories	Michael Kusugak (author) Vladyana Krykorka (illustrator)	Literature	510*
Kamik: An Inuit Puppy Story	Donald Uluadluak (author) Qin Leng (illustrator)	Literature	660*
Earth Care: World Folktales to Talk About	Margaret Read McDonald (author)	Literature	690
Inuit	Barbara A. Gray-Kanatiiosh (author) David Kanietakeron Fadden (illustrator)	Informational	740*

*Lexile based on a conversion from Accelerated Reading level.

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Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (740L–1010L)			
Igloos and Inuit Life	Louise Spilsbury (author)	Informational	750
Under the Ice	Rachel A. Qitsualik (author) Jae Korim (illustrator)	Literature	800*
Ookpik: The Travels of a Snowy Owl	Bruce Hiscock (author)	Literature	810*
The Legend of the Fog	Qaunaq Mikkigak and Joanne Schwartz (authors) Danny Christopher (illustrator)	Literature	850*
The Inuit	Brian Alexander and Cherry Alexander (authors)	Informational	860*
The Inuit	Kevin Cunningham and Peter Benoit (authors)	Informational	910
Kaugjagjuk	Marion Lewis (author) Kim Smith (illustrator)	Informational	900*
Inuit History and Culture	Helen Dwyer and Michael Burgan (authors)	Informational	980*

*Lexile based on a conversion from Accelerated Reading level.

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Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (over 1010L)			
Stories of the Amautalik: Fantastic Beings from Inuit Myths and Legends	Neil Christopher (author) Larry McDougall (illustrator) Louise Flaherty (translator)	Literature	nolxl
Stones, Bones, and Stitches: Storytelling through Inuit Art	Shelley Falconer and Shawna White (authors)	Informational	nolxl
Magic Words: From the Ancient Oral Tradition of the Inuit	Mike Blanc (author) Edward Field (translator)	Poetry	NP

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 3: Lesson 1

Building Background Knowledge: Competing Views Regarding Mining on Inuit Lands

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Building Background Knowledge:
Competing Views Regarding Mining on Inuit Lands

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can engage effectively in a range of collaborative discussions with diverse partners. (SL.5.1) I can summarize information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) I can read and comprehend informational texts independently and proficiently. (RI.5.10)	
Supporting Learning Targets	**Ongoing Assessment**
• I can work with group members to identify benefits and concerns related to mining on Inuit lands. • I can work with group members to develop an initial opinion about mining on Inuit lands. • I can use established criteria to select a text for independent reading.	• Completed Point of View charts (one per group) • Appropriate selection for independent reading

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Agenda	Teaching Notes
1. Opening A. Engaging the Reader (10 minutes) 2. Work Time A. Building Background Knowledge: Exploring Different Points of View (35 minutes) B. Selecting Independent Reading Texts (10 minutes) 3. Closing and Assessment A. Debrief and Review of Learning Targets (5 minutes) 4. Homework A. Begin reading your independent reading book for this unit. Read for at least 30 minutes.	• In this lesson, students transition from learning general information about the ways Canada's natural resources are used to meet people's needs and wants as well as the environmental impacts of resource industries, to building background knowledge about the benefits of and concerns about mining in the present-day Inuit territory of Nunavut. Beginning in Lesson 2, students will conduct a case study of opposing points of view regarding the Mary River Project on Baffin Island in order to develop an opinion about whether or not the Inuit community of Baffin Island should approve the Mary River iron mine proposal. • Students are introduced to the performance task during the Opening of this lesson. Review the performance task in advance, in order to clearly explain the task and establish expectations for student work throughout this unit. • Students will work in groups throughout this unit. Place students in new heterogeneous groups of four, so they continue to have practice using their speaking and listening skills with a variety of peers. Because this topic is complex and many of the texts are at a high fifth grade reading level, having stronger readers work with struggling readers will support all students' ability to access ideas presented in the texts. However, use caution when placing students who have large discrepancies in their reading abilities together, as this may cause embarrassment or frustration. • In Work Time A, students are introduced to the concept of analyzing opposing points of view in order to develop an opinion about an issue. They are given a packet of resources that express different points of view about mining on Inuit lands. They work with group members to review the information provided, sort it onto a group Point of View chart, and then develop and record a group opinion based on their initial understanding of the benefits and concerns related to mining in Nunavut. Students will continue to revisit the information and opinion recorded on their group charts in successive lessons, as a way to emphasize to students that often opinions are formed based on limited knowledge of a issue, but that as we learn more about both sides, it is important to reflect and either add to or revise the opinion, based on new insights gained from research. • During Work Time B, students may choose a new book for independent reading or continue reading their books from Unit 2. • In advance: – Determine and post new heterogeneous groups of four.

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Agenda	Teaching Notes (continued)
	– Create and post a Point of View chart for each group (see example in the supporting materials). – Prepare a "Point of View packet" for each group by cutting apart the text strips (see supporting materials). • Post: Learning targets; Guiding Questions and Big Ideas anchor charts; Canada's Natural Resources anchor chart (completed); Vocabulary Strategies anchor chart; Criteria for Selecting Texts anchor chart.

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Lesson Vocabulary	Materials
develop, informed, opinions, issue, research, analysis, reflection, points of view, effectively, communicate, benefits, concerns, related, initial; investment, potential wealth, sacred, access, affect, natural state, primary beneficiaries, wages, flowing, self-reliance, transportation networks	• Guiding Questions anchor chart (from Unit 1, Lesson 1) • Big Ideas anchor chart (from Unit 2, Lesson 1) • Canada's Natural Resources anchor chart (completed; from Unit 2 Overview) • Map of Nunavut (for display) • Point of View chart (new; teacher-created; one per group; see blank example in supporting materials) • Point of View packet (one per group): – Point of View task card (one per packet) – Text Strips (one set per packet; cut apart into strips) – Graph (one per packet) – Mary River Iron Mine Map (one per packet) – Magazine cover (one per packet) • Document camera • Vocabulary Strategies anchor chart (from Unit 1, Lesson 2) • Dictionary and/or thesaurus (one per student or group) • Bolded Words and Phrases (for teacher reference) • Tape (for each group) • Point of View chart (sample answers, for teacher reference) • Criteria for Selecting Texts anchor chart (from Unit 1, Lesson 1)

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Opening	Meeting Students' Needs

A. Engaging the Reader (10 minutes)
• Praise students for their work in Unit 2, where they closely examined a variety of media and texts to build their understanding of not only how Canada's natural resources meet people's wants and needs today, but also how resource industries modify the physical environment.
• Bring students' attention to the **Guiding Questions anchor chart** and the **Big Ideas anchor chart**. Revisit the guiding questions and big ideas from Unit 1, by asking students to read each one aloud with you:
  * "How do people adapt to their environment and use the resources that are available to meet their needs?"
  * "How do the ideas conveyed through informational texts help us understand complex relationships?"
  * "People adapt to their environment and use the resources that are available to meet their needs."
  * "The multiple ideas conveyed through informational texts help us understand complex relationships."
• Then, focus students on the guiding questions from Unit 2, and ask them to once again read each one aloud with you:
  * "How are Canada's available resources used to meet peoples' needs and wants today?"
  * "How do natural resource industries modify the physical environment?"
  * "How can I integrate information from a variety of texts and media to build knowledge about a topic?"
• Ask students to think about and discuss with a nearby partner: "Based on the various types of media and text we viewed and read in Unit 2, what do you think were the big ideas for that unit?"
• Encourage students to refer to the **Canada's Natural Resources anchor chart (completed),** developed over the course of Unit 2, as they consider and discuss with group members what the big ideas from Unit 2 may be.
• Invite a few students to share their thinking with the class, and listen for:
  – "Canada's natural resources are used to meet people's needs and wants (in Canada, the United States, and other parts of the world)."
  – "Analyzing information from different types of media can deepen my understanding of an idea."
• Synthesize students' thinking to add big ideas for Unit 2 to the Big Ideas anchor chart.
• Then share the new Unit 3 questions:
  * "How can we develop informed opinions about an issue based on our research, analysis, and reflection upon different points of view?"
	• To provide all students access to the peer discussion, provide a sentence starter: "Based on what we saw and read in Unit 2, I think one big idea was ..."
	• Consider creating a Word Wall and/or adding key terms to an existing Word Wall with student-generated synonyms or images to support all students with appropriate vocabulary recall as they speak and write about this topic throughout the unit.

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Opening (continued)	Meeting Students' Needs
* "How can we effectively communicate opinions?" • Underline the key terms: *develop*, *informed*, *opinions*, *issue*, *research*, *analysis*, *reflection*, *points of view*, *effectively*, and *communicate*. • Ask students to discuss with two or three nearby peers what they recall about the meaning of each of these familiar terms from previous units and modules, and then to consider: "What do you think we will be learning about in this third unit?" • After 2 minutes, invite a few students to share out whole group. Listen for suggestions such as: – "I think we will be learning about different sides of an issue and writing what we think about it, because the questions refer to an issue, different points of view, and how we can communicate our opinion." • If students struggle to explain what they think they will learn in this unit, consider revisiting the key terms and then asking students to think about it again. • Provide a brief overview of the final performance task. Explain that after learning about traditional Inuit people's use of natural resources in Unit 1, then analyzing various media and texts to learn about how resources currently available in Canada are used to meet people's needs and wants in Unit 2, students will shift their focus in this unit to researching different points of view, regarding the benefits and concerns associated with resource development in the present-day Inuit territories. They will use the information they collect to write an opinion piece in the form of a newspaper editorial, which will be their final performance task. (If students are not familiar with what an editorial is, provide a short definition, but tell them they will learn more about this type of writing in later lessons.)	

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Work Time	Meeting Students' Needs

A. Building Background Knowledge: Exploring Different Points of View (35 minutes)
• Post and ask students to join their new small groups (see Teaching Notes).
• Refer students once again to the Canada's Natural Resources anchor chart (completed), from Unit 2. Cold call a few students to share out ways that mining meets people's needs and wants, as well as the ways that mining modifies the physical environment (listen for students to mention specific examples from the resources chart).
• Tell students that today they are going to begin building background knowledge about mining in the Inuit territory of Nunavut.
• Display and point out the five color-coded areas on the **Map of Nunavut**. Provide a little background for students by telling them that the color-coded areas on the map are referred to as Nunavut, which means "our land" in the Inuit language of Inuktitut. Nunavut was established as an Inuit-governed and -controlled territory in 1999.
• Then, post and ask students to chorally read the first two learning targets aloud with you:
  * "I can work with group members to identify benefits and concerns related to mining on Inuit lands."
  * "I can work with group members to develop an initial opinion about mining on Inuit lands."
• Draw students' attention to the terms *benefits*, *concerns*, *related*, and *initial*.
• Ask students to briefly think about and then discuss in groups what they think each of these terms means in the context of the targets.
• After 1 or 2 minutes, cold call a few students to share their thinking aloud. Listen for:
  – "*Benefits* are advantages—things that are good."
  – "*Concerns* are worries, fears, or feelings of unease."
  – "*Related* in this context means connected to, associated with."
  – "*Initial* means first, earliest, original."
• Ask a few students to use their understanding of the key terms to explain what they think they will be doing to build background knowledge about mining on Inuit lands. Listen for ideas such as:
  – "I think we will work in groups to identify ways that mining is good for Inuit communities and worries about mining on Inuit lands."
  – "I think that after we identify ways mining is good and concerns about mining, we will form our own opinion about whether mining is good or bad for people in Inuit territories."
	• When displaying the map, consider also showing students on a globe or Internet mapping tool where Nunavut is in relation to New York State.
	• Consider adding these terms to a Word Wall or student dictionary as a resource when speaking and writing about this topic throughout the unit.
	• Consider previewing the Point of View task card as well as text strips, graph, map and magazine cover with students who struggle to integrate ideas from multiple sources. You might preview this activity with fewer items during a small group at another time during the day.
	• Consider pulling a small group to support a few students who may have trouble forming or capturing their initial opinion. Work together to brainstorm reasons they might support or not support mining in Nunavut.

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Work Time (continued)	Meeting Students' Needs
– "I think we will continue to revise our thinking as we learn more." • Confirm or clarify students' thinking by explaining that they will work within groups to sort and analyze short excerpts of text and other media about mining on Inuit lands. Then they will form an opinion based on their *initial* understanding of the benefits and concerns associated with mining in the Nunavut territory. • Point out each group's **Point of View chart** and distribute the **Point of View packets**. • Ask students to locate the first packet item: the **Point of View task card**. Using a **document camera**, display and read the task card directions aloud. Then ask students to reread the directions in groups and review each of the materials in their packet: the **text strips**, the **graph**, the **Mary River Iron Mine Map**, and the **magazine cover**. Answer any clarifying questions students may have, and then ask them to begin working with group members to complete the first two steps of the task. • As you circulate to offer guidance and support, encourage students to refer to the **Vocabulary Strategies anchor chart** and other available resources such as a **dictionary or thesaurus** to help them determine the meaning of bolded words and phrases in the packet materials. Students may also benefit from writing synonyms or short definitions above or next to bolded words and phrases. • After 10–12 minutes, or once most groups complete the first two steps, pause students in their work. Invite students from different groups to share out their thinking about the meaning of bolded words and phrases from the packet materials—see **Bolded Words and Phrases (for teacher reference)**. Confirm or clarify definitions as needed. • Then, focus students on and reread Step 3 of the task card. Clarify as needed and distribute **tape** to each group. • Direct students to use their understanding of bolded terms to sort and tape each strip of text (Text Strips), the graph, the Mary River Iron Mine map, and the magazine cover onto either the "Benefits" or "Concerns" side of their charts. Note: Some students may feel a source could fit into either category. In this case, allow students to place the material in the center of the chart, between "Benefits" and "Concerns," and explain why they feel it could belong in either category. Use this as an opportunity to reinforce the idea that evidence is sometimes unclear and could be used to support more than one point of view. • After 3 or 4 minutes, invite group members to share out how and why they sorted each packet resource the way they did—see **Point of View chart (sample answers, for teacher reference)**.	

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Work Time (continued)	Meeting Students' Needs
• As students share out, ask students from other groups to show a thumbs-up if they agree and sorted the source onto the same side of the chart, or a thumbs-down to show they disagree and sorted the source onto the other side of the chart. If there is disagreement about how to sort packet items, encourage students to further explain and justify their thinking by referring to specific parts of the text and images, as well as key highlighted terms. Allow students to revise their charts as necessary. • Next, ask students to reread Step 4 of the task directions and then review the information they added to the "Benefits" side of their charts to discuss: "Why do some people believe mining is beneficial to Inuit communities?" • After 2 or 3 minutes, cold call a few students to share their thinking with the class—see Point of View chart (sample answers, for teacher reference) for ideas students may share. • Repeat for Step 5 of the task. • Then ask students to focus on Step 6. Read the directions and question aloud to students. Ask a few students to review the information on their charts to help them develop an initial opinion about mining on Inuit lands, discuss their ideas with group members, and then record an opinion. (A group may record more than one opinion if group members are not able to arrive at a consensus.) • Emphasize that the opinion students record on their charts today will be revisited and revised in successive lessons as students learn more about the issue of mining in Nunavut. Briefly explain that often people form an opinion based on limited background knowledge, just as students did today by considering only the sources provided in the packet. However, as they continue to research, analyze, and reflect on the issue further, their opinion may be confirmed or it may change, based on their evaluation of new information. • After 3 or 4 minutes, cold call a member from each group to share the opinion(s) they recorded on their chart—again refer to Point of View chart (sample answers, for teacher reference) for ideas students may share. • Congratulate students on their growing knowledge about both the benefits of and concerns about mining in Inuit territories. Remind students that in the following lessons, they will further build their understanding of this issue as they read several new texts about a current mining project being proposed in Nunavut.	

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Work Time (continued)	Meeting Students' Needs
B. Selecting Independent Reading Texts (10 minutes) • Tell students that today they will have an opportunity to choose a new independent reading book to read for homework throughout this third unit, or they may continue reading their independent book from the previous unit. • Read the third learning target aloud: * "I can use established criteria to select a text for independent reading." • Cold call a few students to share out reasons it is important to read a variety of texts both in class and independently. • Then, display the **Criteria for Selecting Texts anchor chart** and review as needed. • Give students 7 or 8 minutes to choose a book. If any students are unable to choose a book in the time allotted, find other times during the day for students to review the independent reading choices and select a text.	• For struggling readers who may have trouble selecting appropriate texts, consider building a "bookshelf" of books that are just right for them to narrow their selection. Explain that you would like them to use the same process to select a book from the choices you provide.

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Closing and Assessment	Meeting Students' Needs

A. Debrief and Review of Learning Targets (5 minutes)
• Revisit the guiding questions for Unit 3, by asking students to chorally read them aloud:
  * "How can we develop informed opinions about an issue based on our research, analysis, and reflection upon different points of view?"
  * "How can we effectively communicate opinions?"
• Ask students to consider the first two learning targets in the context of these questions and then discuss with a nearby partner:
  * "How did the targets you worked toward today help you build background knowledge about the benefits and concerns related to mining in Nunavut?"
  * "What do you think you will learn about mining in Nunavut? Explain why you think so."
• After 1 minute, invite a few students to share their thinking with the class.
• Briefly review each learning target and ask students to show a thumbs-up or thumbs-down to demonstrate their level of mastery toward each target.
	• To provide all students with access to the debrief questions, offer sentence starters and/or frames, such as: "The targets helped me build background knowledge about ... by ..." and "I think we'll learn about ... because ..."

Homework	Meeting Students' Needs
• Begin reading your independent reading book for this unit. Read for at least 30 minutes.	• As available, provide audio versions of independent reading texts to support students who struggle reading independently.

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Grade 5: Module 3B: Unit 3: Lesson 1

Supporting Materials

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Map of Nunavut

Peter Fitzgerald, Creative Commons Attribution-Share Alike 3.0 Unported

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Point of View Chart
(Blank Example, for Teacher Reference)

Focus Question: Should Inuit communities allow mining in Nunavut?

Point of View Chart	
Benefits	Concerns
One point of view is ...	Another point of view is ...
Initial opinion: _____	

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Point of View Packet:
Point of View Task Card

Directions for completing the Point of View chart:

1. With group members, read and view each of the packet resources: text strips, graph, Mary River Iron Mine Map, and magazine cover.
2. As you review each item, notice and work with group members to determine the meaning of bolded words and phrases from context and other strategies (you may also use a dictionary and/or thesaurus).
3. Discuss in groups if each resource describes a benefit or a concern about mining on Inuit lands, and then sort and tape each resource onto either the "Benefits" or "Concerns" side of your chart.
4. After your group finishes sorting each resource, review and discuss the information you added to the "Benefits" side of your chart, and complete the sentence starter in the left box: "One point of view is ..." to explain why some people think mining is beneficial to Inuit communities.
5. Review and discuss the information you added to the "Concerns" side of your chart and complete the sentence starter in the right box: "Another point of view is ..." to explain why some people are concerned about mining on Inuit lands.
6. Talk with group members about both points of view, and the supporting information regarding benefits and concerns about mining, to collaboratively develop and record an *initial opinion* that answers the focus question:

   Should Inuit communities allow mining in Nunavut?

   *Remember to use key words from the question in your initial opinion statement (if you are not able to agree on one opinion, you may record more than one).

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Point of View Packet:
Text Strips

Nunavut has a very small population and very little industry. Mining is the only large source of **potential wealth** in the area.
The Inuit people are not against using the resources available, but they are concerned about the impact of developing these resources on the environment. The land is **sacred** to them.
How will mining impact the caribou and muskox?
How will mining affect **access** to traditional hunting grounds?
What will mining do to the water?
It is important that mining companies clean up and return the land to its **natural state** when the mines are no longer producing anything.
The Nunavut Land Claims Agreement states that the Inuit are supposed to be the people who gain the most from resource development in Nunavut.
The mining industry has provided many Inuit with jobs and business opportunities. The mining industry has also helped to improve Inuit communities by investing in them.
Not enough of the profits and **wages** go to people in Nunavut.

Ideas from http://theindependent.ca/2013/05/06/mining-the-land-the-resource-industry-in-nunavut/

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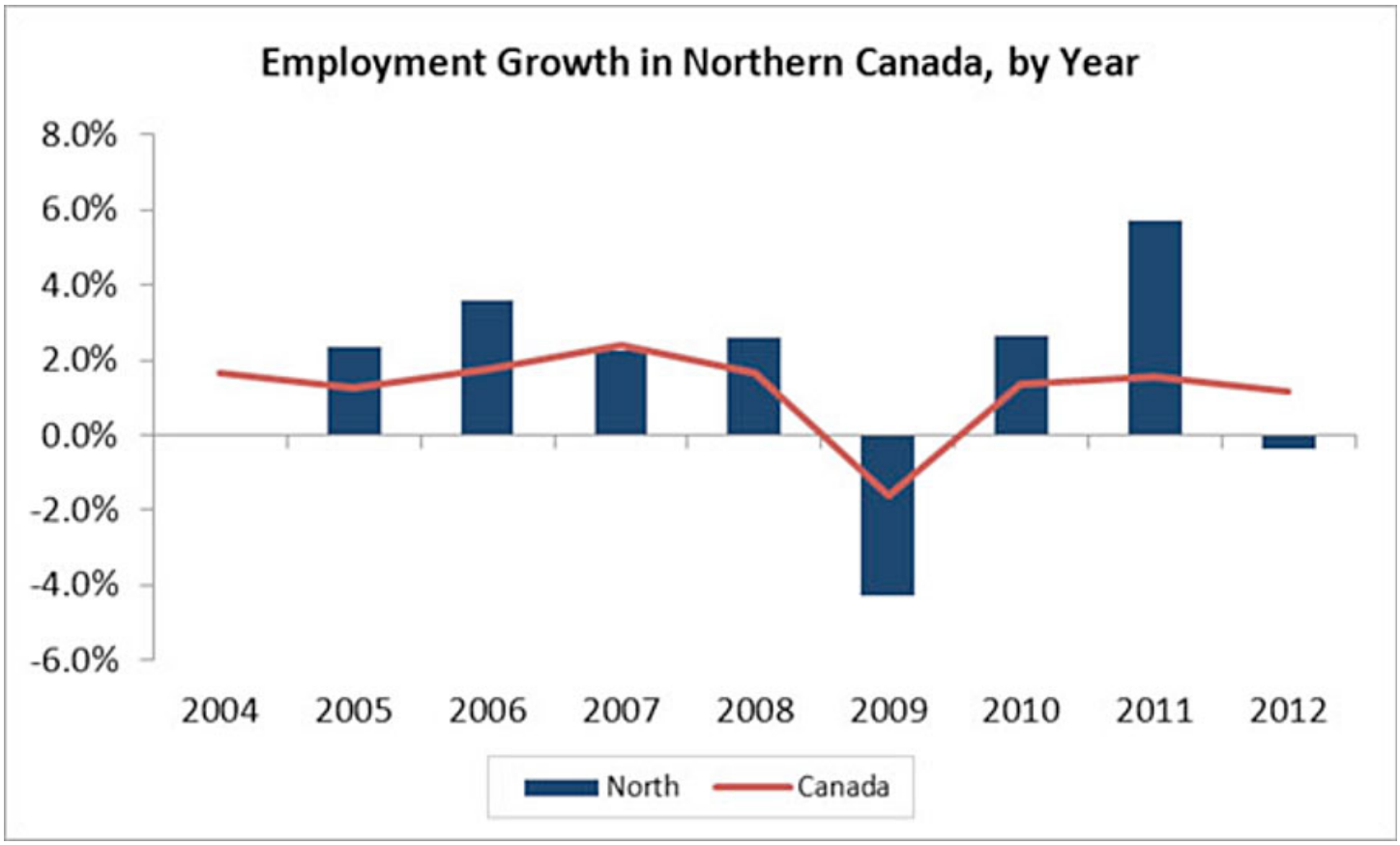
Point of View Packet:

Graph



Moving forward ... employment in ... resource extraction should pick up ... as mining projects enter development phases.

Labour Market Information (LMI) Division, Service Canada, Northwest Territories, Nunavut and Yukon

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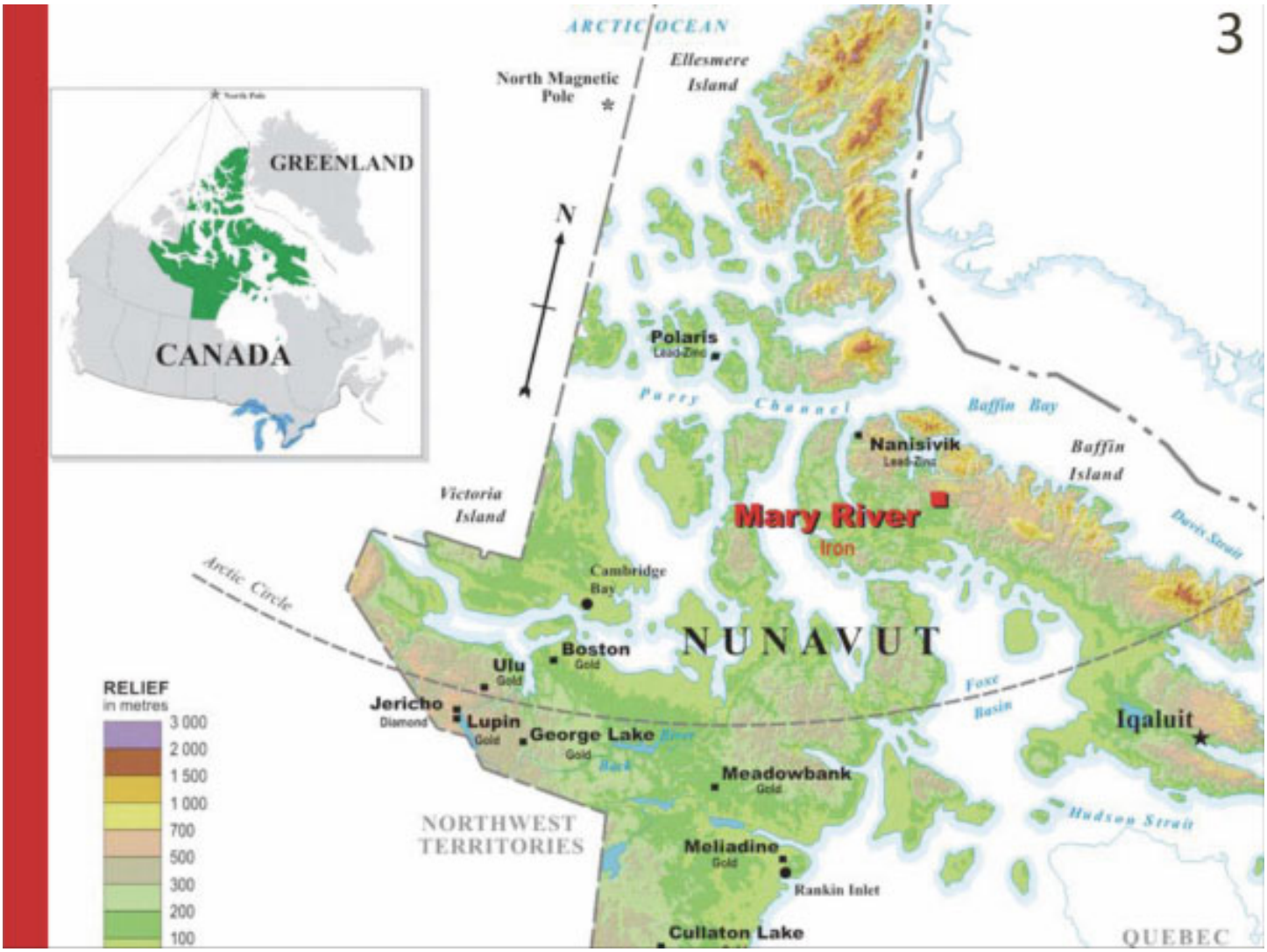
Point of View Packet:
Mary River Iron Mine Map



Mining holds great promise to help pave the way to Nunavut's economic **self-reliance....** It is estimated that several thousand jobs will emerge over the coming years, making the mining industry Nunavut's largest ... employer.

... the minerals industry plays a substantial role in developing Nunavut's infrastructure. With new **transportation networks** such as roads, port facilities, and airstrips, Nunavut will be able to provide easier and cheaper access to not only support expanding exploration programs and new mining development, but also lower the cost of living for communities.

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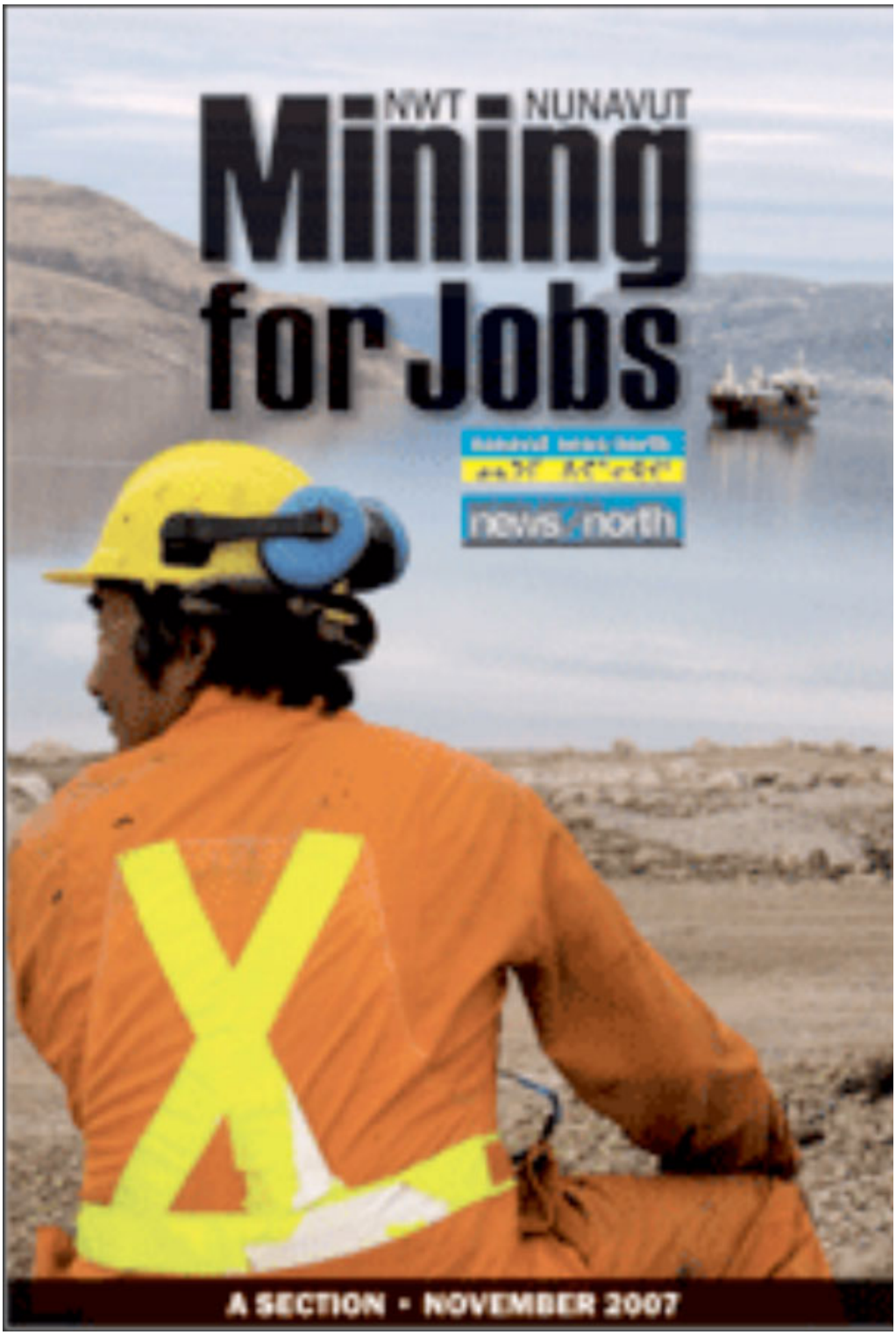
Point of View Packet:
Magazine Cover



Source: http://www.nunavutnews.com/

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Bolded Words and Phrases
(For Teacher Reference)

Potential wealth: money that could be made

Sacred: worshiped; highly respected

Access: a way into a certain place

Natural state: the way something was to begin with

Wages: money earned

Self-reliance: taking care of oneself/own community

Transportations networks: ways to travel (roads, port facilities, airstrips)

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Point of View Chart
(Sample Answers, for Teacher Reference)

Focus Question: Should Inuit communities allow mining in Nunavut?

Point of View Chart	
Benefits	Concerns
Nunavut has a very small population and very little industry. Mining is the only large source of potential wealth in the area. **The Nunavut Land Claims Agreement states that the Inuit are supposed to be the people who gain the most from resource development in Nunavut.** **The mining industry has provided many Inuit with jobs and business opportunities. The mining industry has also helped to improve Inuit communities by investing in them.** **{graph}{map}{magazine cover}**	**The Inuit people are not against using the resources available, but they are concerned about the impact of developing these resources on the environment. The land is sacred to them.** **How will mining impact the caribou and muskox?** **How will mining affect access to traditional hunting grounds?** **What will mining do to the water?** **It is important that mining companies clean up and return the land to its natural state when the mines are no longer producing anything.** **Not enough of the profits and wages go to people in Nunavut.**
One point of view is ... **The Inuit will benefit from mining through jobs and community investments.**	Another point of view is ... **There are many concerns about the environmental impacts of mining and whether or not wages will stay in Nunavut.**
Initial opinion: **We/I believe Inuit communities should/should not allow mining in Nunavut.**	

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EXPEDITIONARY LEARNING

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

Conducting Research: Analyzing Text from the Qikiqtani Inuit Association (QIA)

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can explain how the author uses reasons and evidence to support particular points in a text. (RI.5.8) I can paraphrase information in notes. (W.5.8) I can draw evidence from informational texts to support analysis, reflection, and research. (W.5.9 b) I can determine the meaning of unknown words and phrases, choosing flexibly from a range of strategies. (L.5.4)

Supporting Learning Targets	Ongoing Assessment
• I can analyze the meaning of key words and phrases, using a variety of strategies. • I can support my research, analysis, and reflection on the Mary River Project by drawing upon evidence from the Qikiqtani Inuit Association's Web site. • I can paraphrase to explain the reasons and evidence given to support two different points of view about the Mary River Project on Baffin Island.	• Vocabulary terms on index cards and Frayer Models • Point of View graphic organizer: Qikiqtani Web site

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Agenda	Teaching Notes
1. Opening A. Reviewing Homework and Engaging the Reader (5 minutes) 2. Work Time A. Reading for Gist (10 minutes) B. Analyzing Vocabulary (15 minutes) C. Researching to Build Understanding: The Mary River Project (25 minutes) 3. Closing and Assessment A. Debrief and Review Learning Targets (5 minutes) 4. Homework A. Reread "Excerpts from the Qikiqtani Inuit Association Web Site." B. Complete the Lesson 2 Homework task card.	• In this lesson, students begin research on their case study of the proposed Mary River Project on Baffin Island, in the Inuit territory of Nunavut, by reading excerpts from the Qikiqtani Inuit Association Web site. The Mary River case study will form the basis for their performance task, an editorial essay about the Mary River Iron Mine project. • Students read an article from the Qikiqtani Inuit Association Web Site in order to begin building their knowledge about what the Mary River project is, foreseen benefits of the project, and key concerns the Inuit people have raised about the project (see the Unit 3 Overview, "Preparation and Materials" for more details). • Because of the challenging nature of the text analyzed in this lesson, the text is introduced as a read-aloud. • In advance: – Review the text and key terms bolded within the text in order to support and provide clarification for students as needed. – Create and post a new anchor chart titled: Developing an Opinion (see example in supporting materials). • Post: Learning targets.

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Lesson Vocabulary	Materials
draw, evidence, support, analysis, reflection, research, context, reference, analyze, key, reasons, points of view; ore, unrealistic, operations, transportation/transport, feasibility, contamination, financial(ly)	• Document camera • Map of Nunavut (from Lesson 1) • Modified map of Nunavut (for display) • Journals (begun in Unit 1, Lesson 1) • "Excerpts from the Qikiqtani Inuit Association Web Site" (one per student) • Index cards (seven per student) • Modified Frayer Model (for display) • Dictionary and thesaurus (one of each per student or group) • Developing an Opinion anchor chart (new; teacher-created) • Point of View task card (one per student) • Point of View graphic organizer: Qikiqtani Web site (one per student) • Sample Opinion, Prediction, Call to Action (one to display) • Point of View graphic organizer: Qikiqtani Web site (sample answers, for teacher reference) • Point of View chart (from Lesson 1; one per group) • Lesson 2 Homework: Letter to a Partner task card (one per student)

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Opening	Meeting Students' Needs
A. Reviewing Homework and Engaging the Reader (5 minutes) • Ask students to briefly consider and then turn to a nearby partner to share: * "Based on what you read for homework, do you believe the independent reading text you chose in the previous lesson was a good choice for you? Explain." • After 1 minute, invite a few students to share their thoughts whole group. • Then, use a **document camera** to display the **map of Nunavut** (from Lesson 1) and the **modified map of Nunavut**. • Ask students what they notice about the two maps. • Listen for students to identify that the maps are the same, except the modified map shows the approximate location of the Baffinland Iron Mine. • Invite a student to point to where the mine is located on the map. • Explain to students that over the next several lessons, they will conduct research to learn about an iron mine proposal in Nunavut, specifically in the Inuit community of Baffin Island. They will analyze and reflect on different points of view about the project to form an opinion about whether or not the Inuit community should allow a mine to be built there.	• If any students mention they do not feel they made an appropriate independent text selection, consider allowing them to choose a different book during another time of the day. • When displaying the map, consider also showing students on a globe or Internet mapping tool to show Nunavut's location in relation to New York State.

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Work Time	Meeting Students' Needs
A. Reading for Gist (10 minutes) • Ask students to collect their **journals** and meet in their groups. • Distribute the text **"Excerpts from the Qikiqtani Inuit Association Web Site."** • Explain that for the first read, you are going to read the text aloud, pausing at several points to give students a chance to discuss the gist and annotate, or write their ideas in the margins. Tell the students that some of them may notice that several words are bolded. Let them know they can try to determine the meaning of these words using strategies they have practiced before, but they should not spend too much time on them at this point, as they will have an opportunity to more closely analyze these terms during Work Time B. • Begin reading the text aloud. Use the document camera to help students follow along as you read. • Pause after the second paragraph, ending with, "... which lessens some of the risks associated with working in a location and severe climate." • Ask students to consider and discuss the gist of the first two paragraphs. • After 1 minute, cold call a few students to share their thinking whole class. Listen for: – "Changes in the world market are making it possible to mine the iron at Mary River." • After several students share out, ask students to record the gist of the first two paragraphs in the margin of the text. • Continue reading aloud, stopping after the fourth paragraph, "... there will be between 700 and 900 workers required for all project activities." • Have students discuss the gist of the section in their small groups. • After 1 minute, cold call several students to share possible gist statements whole class. Listen for ideas such as: – "The proposed project will employ a lot of people; it will be very large." • Direct students to record a second gist statement in the margin of their texts. • Finish reading the first page of text and pause to allow students to discuss the gist. • After 1 minute, cold call several students to share possible gist statements whole class. Listen for responses such as: – "They plan to build a train and a deep water port." • Have students record the gist in the margin. • After reading the second page of the text aloud, give students another minute to discuss the gist of the section.	• To support students who struggle to comprehend complex text, consider grouping them and sitting with them to guide their thinking when you invite groups to consider and discuss the gist of each section. • Consider modeling how to record one or two of the gist statements in the margins of the text, under the document camera, to support visual learners.

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Work Time (continued)	Meeting Students' Needs
• Cold call a few students to share out whole class. Listen for ideas such as: – "Many Inuit have concerns about the project." • Direct students to once again record a gist statement in the margin of the text. • Then, ask students to review all of the gist statements they recorded, consider them, and then discuss with group members: * "What do you think the author of this article is trying to help readers understand? Explain." • After 1 or 2 minutes, invite a few groups to share their thinking with the class. Listen for responses such as: – "I think the author is trying to help readers understand what the Mary River project is, how it will affect the area, and the concerns Inuit have about it, because the text describes what will be mined, the high demand for ore, the transportation that will be built, and concerns the Inuit people have about the project." • Ask students to record a brief statement at the bottom of their articles to explain what they think this article is mostly about. • Tell students that during the next part of Work Time, they will take a closer look at the key terms bolded in the text to help them further refine their understanding of the ideas presented in the article from the Qikiqtani Inuit Association Web site.	
B. Analyzing Vocabulary (15 minutes) • Explain that this text includes many challenging but important vocabulary terms. Focus students' attention on the terms that are bolded. • Ask students to read the learning target aloud chorally: * "I can analyze the meaning of key words and phrases, using a variety of strategies." • Point out that this target is similar to ones students have worked with in previous units and modules. Then cold call a few students to share out strategies and/or resources they have used to determine the meaning of unfamiliar key terms. • Distribute seven **index cards** to each student and display the **modified Frayer Model**. • Provide the following directions: 1. Record each highlighted vocabulary word from the text onto its own index card. 2. Work with your group members to define each term. On the *same side of the card* that you recorded each word, record a definition or synonym for the term. 3. Select one of the bolded terms to analyze further by creating and completing a modified Frayer Model on the back of the appropriate index card. Refer to the modified Frayer Model displayed in class.	• For support students struggling to write the same volume as their peers, provide partially completed index cards. They will still go through the important steps of using resources to complete each side of their card. • Consider displaying, neat, accessible and accurate Frayer Models on a Word Wall to support students' appropriate use of vocabulary as they speak and write about this topic throughout the unit.

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Work Time (continued)	Meeting Students' Needs
• Clarify directions as needed then ask students to begin working. Ensure that appropriate vocabulary resources are available (such as a **dictionary** and/or a **thesaurus**) and circulate to provide assistance as needed. • As you move throughout the room, point out common roots and affixes in terms such as *unrealistic* and *transportation*, and encourage students to refer to reference materials and context clues to distinguish between the multiple meanings of the term *operations*. • After 10 minutes, cold call several students to share out a definition or synonym for each term. Encourage students to explain what strategy they used to determine the meaning of the word. Listen for: – "*Ore* is a naturally occurring solid material from which metal or minerals can be extracted." – "*Unrealistic* means not realistic, not worth the effort and challenge." – "*Operations* are work or functions." – "*Transport* is to move from one place to another." – "*Feasibility* is the state of being done easily or conveniently." – "*Contamination* is pollution; it's something made impure by adding something harmful." – "*Financial(ly)* means relating to money or economics." • Praise students for their ability to use a variety of strategies to determine the meaning of unfamiliar terms. • Ask students to consider and discuss: * "How does determining the meaning of these terms help you better understand the text?" • After 1 or 2 minutes, cold call a few students to share their thinking whole class. Student responses will vary, but listen for students to explain how a specific word helped them better understand an important point that was previously unclear. • Then, direct students to review and discuss the statements they recorded at the bottom of their articles during Work Time A and add to them or revise them, based on new understandings about key vocabulary. Invite a few students to share out what they changed and why, as time allows.	• For students who struggle to express how determining the meaning of vocabulary helps them better understand the text, provide a pallet of choices to choose from based on the most common responses.

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Work Time (continued)	Meeting Students' Needs

C. Researching to Build Understanding: The Mary River Project (25 minutes)
• Explain that students will now use their deeper understanding of the text to work toward two more complex targets.
• Have students read the second and third learning targets aloud chorally:
  * "I can support my research, analysis, and reflection on the Mary River Project by drawing upon evidence from the Qikiqtani Inuit Association's Web site."
  * "I can paraphrase to explain the reasons and evidence given to support two different points of view about the Mary River Project on Baffin Island."
• Draw students' attention to the familiar terms: *draw*, *analysis*, *reflection*, and *research*. Clarify terms if needed.
• Then, focus students on the terms *reasons*, *evidence*, and *points of view*.
• Refer students to the **Developing an Opinion anchor chart** and reveal definitions for these terms.
• Ask students to consider and discuss:
  * "What is the difference between reasons and evidence?"
  * "How are reasons and evidence used to support a point a view?"
  * "Why is it important to include *clear reasons* and *credible evidence* in support of an opinion?"
• After 1 or 2 minutes, cold call a few students to share their responses whole class. Listen for:
  – "Reasons explain *why* the author has a particular opinion/point of view; evidence includes facts, information, quotes from experts, statistics/data that help prove or back up the reasons and opinion."
  – "Both reasons and evidence are used to support a point of view or an opinion."
  – "Clear reasons and credible evidence make people more likely to agree with your opinion."
• Provide clarification as needed to ensure students understand what an opinion is, and how reasons and evidence are used to support an opinion. Then refer to the learning targets. Invite a few students to use their understanding of the key terms to restate these targets in their own words.
• Distribute the **Point of View task card** and **Point of View graphic organizer: Qikiqtani Web site**.
• Review the task directions and all parts of the Points of View graphic organizer. Clarify as needed and ask students to begin.
• Give them 12–15 minutes to work with their group members to complete the first four steps of the Point of View task card.
•
	• Offer a sentence starter to provide all students access to the peer discussion. Examples: "Both reasons and evidence ..." or "Reasons can be used ..., whereas evidence is used ..."
	• Offer a sentence starter for the next peer discussion: "_____ could be considered evidence because ..."
	• Consider recording a student-restated learning target above the original target to support all learners, especially ELLs.
	• Consider abbreviating the text that struggling readers work with and/or working with them in a small group to complete their Point of View graphic organizer.
	• For students who struggle to generate language, consider providing predictions and calls to action for them to choose from, or provide sentence frames for them to complete, such as: "If mining is allowed in Nunavut, _____will happen."

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Work Time (continued)	Meeting Students' Needs
• Circulate to provide support as needed. Consider pushing student thinking by asking questions such as: * "How might this project benefit the Inuit community?" * "How might this project have a negative impact on the Inuit community?" * "How do you think local Inuit community members feel about the project proposal? Explain your thinking." • Once most or all students complete Steps 1–4 of the task, refocus them whole class and point out the two boxes at the bottom of the graphic organizer, "My prediction" and "A call to action." • Underline the words *prediction* and *action*. Explain the meaning of each term in the context of this graphic organizer: * "A prediction is something you tell your audience will happen if they support your opinion; a call to action is a way of asking to get involved in some way that will support your opinion." • Display the **Sample Opinion, Prediction, Call to Action**. • Ask students to read the opinion and the example of a prediction aloud with you. Tell them to think about and then discuss: * "What do you notice about how the prediction supports the opinion?" * "How might the prediction convince readers to agree with the opinion?" • After 1 or 2 minutes, invite a few students to share their thinking with the class. Listen for: – "I notice the prediction supports the opinion because it explains what will happen if we do not stop using fossil fuels." – "The prediction might convince readers to agree with the opinion because it tells them that we could one day run out of energy resources." • Then, ask students to read the opinion and example of a call to action aloud with you. Ask students to consider and discuss: * "What does the call to action ask the reader to do?" * "How does the call to action support the opinion?" • After 1 or 2 minutes, cold call a few students to share out whole group. Listen for suggestions such as: – "The call to action asks the reader to write a state representative to ask them to stop allowing the use of fossil fuels." – "It supports the opinion because it asks people to take action, to write to politicians in support of the author's opinion." • Provide additional examples or clarification about what a prediction and call to action are and how they support the opinion, as needed.	

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Work Time (continued)	Meeting Students' Needs
• Ask students to independently refer to their notes and the text to think about and discuss in groups: * "What prediction or call to action could I add to my graphic organizer to support my opinion and convince the reader to agree with my point of view?" • Cold call several students to share their opinion, one supporting reason, one piece of evidence, and a prediction or call to action. Refer to **Point of View graphic organizer: Qikiqtani Web site (sample answers, for teacher reference)** for possible student ideas.	

Closing and Assessment	Meeting Students' Needs

A. Debrief and Review Learning Targets (5 minutes)
• Review each of the learning targets and ask students to consider and discuss in groups:
  * "How did the Point of View graphic organizer help you work toward these targets?"
• After 1 minute, cold call several students to share their thinking whole class.
• Remind students that as they learn more about the issue of mining in Nunavut, it is important to reflect on their initial opinions and add to or refine them based on new understandings from research and analysis. Ask groups to quickly refer to the "initial opinion" they recorded on the bottom of their **Point of View charts**, refer to their Point of View graphic organizers from today, and determine:
  * "Do you still agree with your initial opinion? Why or why not?"
• Direct student groups to place a check mark next to the initial opinion if they still agree with it, or to write a new opinion below it if they have changed their minds. (If any groups are not able to reach consensus, allow them to write a check mark next to the initial opinion and record a new opinion.)
• After 2 minutes, invite a few groups to share their thinking with the class. Answers will vary, but prompt students to support their initial or new opinion with reasons and evidence from today's reading.
• Reread each target aloud once more, pausing to ask students to use a Thumb-O-Meter to demonstrate their level of mastery toward each target.
• Distribute the **Lesson 2 Homework: Letter to a Partner task card**. Read the directions and provide clarification as needed.
	• Offer a sentence starter to provide all students with access to the discussion questions: "The Point of View graphic organizer helped me meet [target] because ..." or "I do/do not still agree with the initial opinion because ..."

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Homework	Meeting Students' Needs
• Reread "Excerpts from the Qikiqtani Inuit Association Web Site." • Complete the homework task card.	• Provide an audio version of the text, if available. • Allow students who struggle with independent work and/or writing to dictate their homework to someone at home to scribe. • Consider providing a partially completed task card for students to fill in; ask them to complete only one Frayer Model.

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

Supporting Materials

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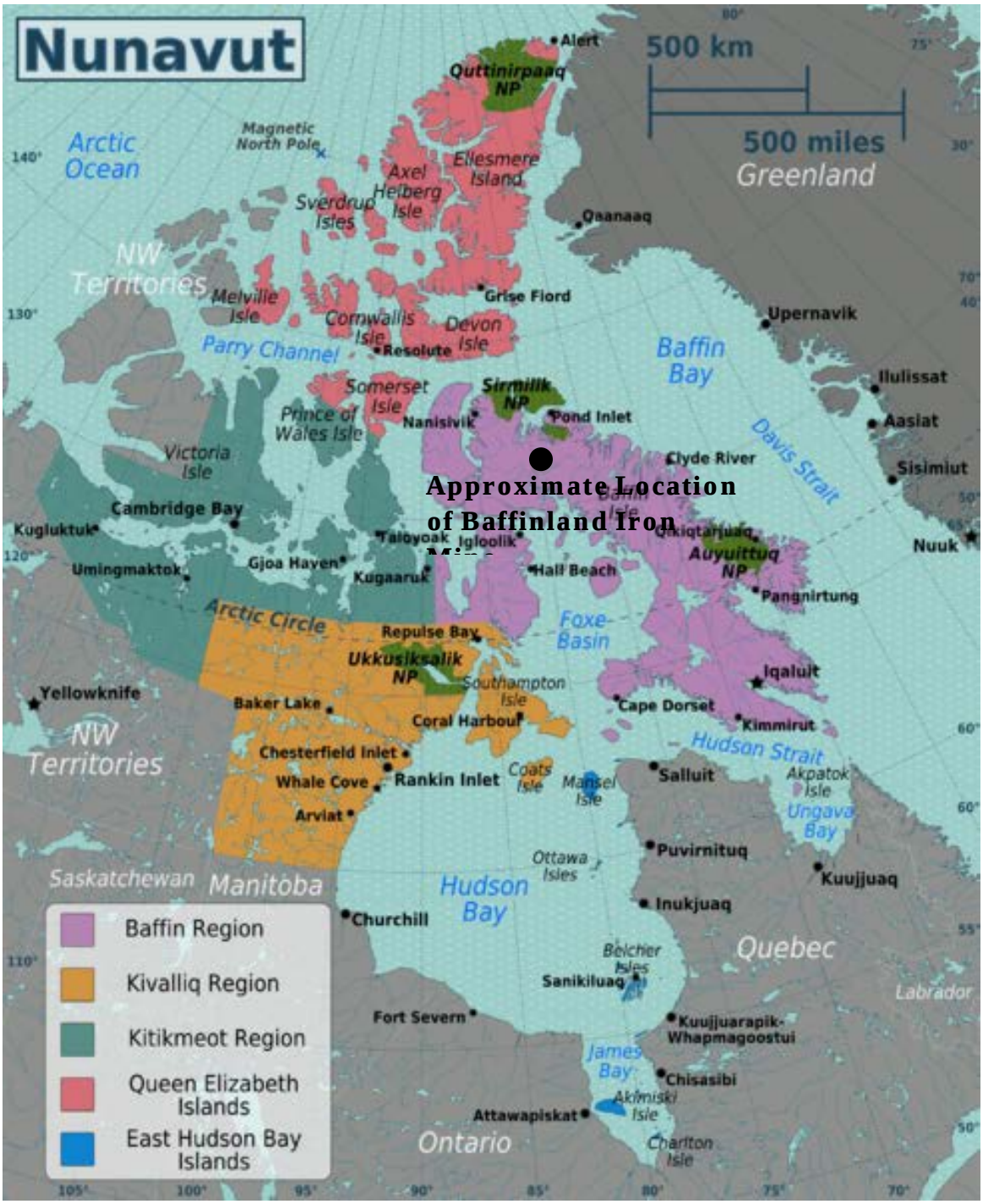
Modified Map of Nunavut



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Excerpts from the Qikiqtani Inuit Association Web Site

Section 1:

What is the Mary River Project?

The area where the Mary River Project is located has long been known to Inuit as Nuluujaat (□□□□). The Mary River iron **ore** deposits were first discovered by mining prospectors in 1960s. Following their original discovery, tests conducted demonstrated that the iron ore was of very high quality. However, given the area and lack of transportation for a bulk commodity like iron, the cost of further exploration and development made it **unrealistic** to open a mine.

Many things have changed in recent years. There is a high world demand for iron ore, and the market price has significantly increased. New technologies are also available, making access to Arctic resources possible, which lessens some of the risks associated with working in a location and severe climate.

The current Project Proposal is focused on Deposit No. 1. Mining of Deposit No.1 is expected to produce approximately 18 million tons of iron each year with **operations** estimated to last for 21 years. In addition to operations, project construction is expected to last for four years.

During operation there will be permanent work camps at Mary River, Milne Inlet, and Steensby Inlet. During construction additional camps will be required along the rail line. At the peak of construction over 1,000 employees will be required. Later, during the operation of the mine there will be between 700 and 900 workers required for all project activities.

Plans are for a 150 km railway to be constructed from Mary River to Steensby Inlet. During operations there would be several train sets each carrying ore to the project port-site on a daily basis. The trains would consist of up to 110 ore cars. Trains would also be used to **transport** people, supplies, and fuel. Once transported to site, the ore would be stockpiled at Steensby Inlet.

BIMC's project plans call for an all-season deep water port and ship loading facility to be built at Steensby Inlet. Shipping will be year round with a ship passage approximately every day either in or out of the port. A fleet of ice-reinforced ships will be built specifically for this Project. These will be the largest ships ever to be seen in the area. Each vessel will be approximately 310 meters long.

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Excerpts from the Qikiqtani Inuit Association Web Site

Impacts to Inuit, Communities and the Qikiqtani Region

The area that will be affected by the Project is large and diverse. The land and waters of the North Baffin Region support many resources. The waters of Eclipse Sound are key habitat for narwhal and the waters of Steensby Inlet provide important habitat for walrus, ringed seals, and other marine mammals. The land around Mary River is an important calving area and migration range for caribou. Arctic char is an important fish resource throughout the region.

Here is a summary of the key concerns that have been raised by Inuit and the QIA up to this point:

- The impact of the shipping route in Steensby Inlet on marine wildlife and traveling across the sea ice.
- The impacts of the rail line and rail traffic on caribou migrations and health.
- The potential for **contamination** of water from sewage and fuel spills throughout the area.
- Inuit need employment. In order to fully benefit from the jobs that will be created by the Project, Inuit will need training, education, and other forms of support.
- Archeological and other cultural sites must be protected.
- Inuit must benefit **financially** from the revenues of the Project.

These statements were supported by hundreds of pages of technical comments and submitted to NIRB, which can be accessed on NIRB's Web site.

"Mary River." *Qikiqtani Inuit Association*.Web. 30 June 2014.

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Modified Frayer Model

Definition	**Synonyms** **Antonyms**
Examples	**How does knowing this term help you understand the text better?**

Key Term

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Developing an Opinion Anchor Chart
(Example, for Teacher Reference)

Developing an Opinion
Opinion A personal belief, point of view, or judgment about something
Authors use clear reasons and **credible** evidence to support their opinion. If evidence is **credible**, it is considered trustworthy, reliable, or believable. If you want people to agree with your opinion, it is important to support your opinion with clear reasons and credible evidence. **Reasons** Why the author believes the opinion **Evidence** Information used to demonstrate accuracy or provide support for a reason and opinion • Facts • Information from the text • Quotes from experts • Statistics/data

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Point of View Task Card

1. With group members, reread both excerpts to determine and record both points of view ("Some people think ... / Other people think ...").
2. With group members, skim the texts to locate and record at least two reasons and evidence in support of each point of view (four total) ("Reasons and evidence that support this point of view ..."). **Be sure to include at least one quote in support of each point of view (two total).*
3. With group members, review the details recorded on your graphic organizer, as well as both texts, to write a 3-5 sentence summary of the articles ("Summary").
4. With group members, review both points of view, reasons and evidence, your summary, and the article to develop a response to the focus question. Record your opinion about whether or not the Inuit community on Baffin Island should approve the Mary River mine proposal ("After reading both points of view, I think ..."). **Remember to use key words from the focus question in your opinion statement.*
5. Pause after completing the first four steps for a whole group discussion about the boxes titled "My prediction" and "A call to action."

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Point of View Graphic Organizer:
Qikiqtani Web Site

Focus Question: Should the Inuit community on Baffin Island approve the Mary River mine proposal?

Summary:

Some people think:

Reasons and evidence that support this point of view:

Other people think:

Reasons and evidence that support this point of view:

After reading about both points of view, I think:

My prediction:

OR

A call to action:

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Point of View Graphic Organizer:
Qikiqtani Web Site (Sample Answers, for Teacher Reference)

Focus Question: Should the Inuit community on Baffin Island approve the Mary River mine proposal?

Summary:
There is a proposal for a new iron ore mine on Inuit land. Changes in the demand for iron ore and the technologies used for mining make it reasonable to mine the high-quality iron ore in Nuluujaat. The current project proposal for mining Deposit No. 1 is a very large operation. In order to transport the iron ore, the mining company will need to build a train and a controversial deep water port. The Inuit have many concerns about the project proposal, including worries about the environmental impacts and if the money will benefit the community. Some people are excited about the new opportunities the mine might bring, but others are worried about the impacts.

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Point of View Graphic Organizer:
Qikiqtani Web Site (Sample Answers, for Teacher Reference)

Some people think:

- **It is a good idea to mine the iron ore at Mary River.**

Reasons and evidence that support this point of view:

- **The proposed mine will bring new jobs and resources to the community.**
- **Mining of Deposit No. 1 should provide 18 million tons of iron ore each year for 21 years.**
- **During construction, the mine will need up to 1,000 employees. During operation, the mine will need 700–900 employees.**
- **The mining company will build a train and a deep water port for transportation of ore, people, and supplies.**

Other people think:

- **An iron ore mine at Mary River might have negative impacts on the land and community.**

Reasons and evidence that support this point of view:

- **The ships traveling to the port may have a negative impact on marine wildlife.**
- **The train might have a negative impact on caribou migrations and health.**
- **Water could become contaminated.**
- **Inuit don't yet have the training to participate in jobs at the mine.**
- **Inuit might not make money from the mine.**

After reading about both points of view, I think:
The Inuit community of Baffin Island should/should not approve the Mary River mine proposal.

My prediction:
(should) The mine would bring much needed jobs and resources that will benefit the Inuit community for many years.
(should not) If the mine is built, caribou and other animals will be

OR

A call to action:

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Sample Opinion, Prediction, Call to Action

OPINION: Fossil fuels should no longer be used to meet our energy needs.

PREDICTION: If we continue using only nonrenewable fossil fuels to meet our energy needs, we will have no energy resources to use in the future.

CALL TO ACTION: Tell your state representative to stop allowing the use of fossil fuels to meet America's energy needs!

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Lesson 2 Homework: Letter to a Partner Task Card

1. Reread "Excerpts from the Qikiqtani Inuit Association Web Site."
2. Select two highlighted terms from the text and use them to complete the modified Frayer Models below. Select terms that are different from the term you analyzed in class.
3. Write a letter to your partner that shares your response to the text.
   - As you think about your letter, consider the following questions:
     - Why is this text important?
     - What does the author want readers to understand about the issue?
     - What do you think is the most important reason to approve or not approve the mine?
   - Your letter should include:
     - The date
     - A greeting
     - At least one body paragraph
     - At least seven sentences
     - A closing

Definition	**Synonyms** **Antonyms**	**Definition**	**Synonyms** **Antonyms**
Key Term		**Key Term**	
Examples	**How does knowing this term help you understand the text better?**	**Examples**	**How does knowing this term help you understand the text better?**

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

Conducting Research: Analyzing Expert Texts about the Mary River Project

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent. (RI.5.6) I can explain how the author uses reasons and evidence to support particular points in a text. (RI.5.8) I can draw evidence from informational texts to support analysis, reflection, and research. (W.5.9b) I can determine the meaning of unknown words and phrases, choosing flexibly from a range of strategies. (L.5.4)	
Supporting Learning Targets	**Ongoing Assessment**
• I can analyze the meaning of key words and phrases, using a variety of strategies. • I can support my research, analysis, and reflection on the Mary River project by drawing upon evidence from expert texts. • I can explain the reasons and evidence given to support two different points of view about the Mary River project on Baffin Island.	• Vocabulary terms defined on index cards and Frayer Models • Point of View Graphic Organizer: Expert Texts

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Agenda	Teaching Notes
1. Opening A. Reviewing Homework and Engaging the Reader (5 minutes) 2. Work Time A. Reading for Gist (10 minutes) B. Determining the Meaning of Vocabulary Terms (10 minutes) C. Analyzing Points of View (25 minutes) 3. Closing and Assessment A. Debrief and Review Learning Targets (10 minutes) 4. Homework A. Complete the Analyzing Key Terms task card. B. Read your independent reading book for at least 15 to 20 minutes.	• This lesson follows a similar format to Lesson 2. • Because of the challenging nature of the text excerpts analyzed in this lesson, the text will be introduced as a read-aloud. • Scaffolding throughout the lesson is intended to help students complete the graphic organizer in Work Time C with less support from the teacher so they will be prepared to complete a similar task for homework at the end of Lesson 4 and during the mid-unit assessment in Lesson 5. Encourage students to refer back to the Developing an Opinion anchor chart to support their work. • In advance: – Read each text carefully to determine additional vocabulary terms that may need clarification to further support students' access to the complex texts. – Review Fist to Five in Checking for Understanding Techniques (see Appendix). • Post: Learning targets; anchor charts listed in materials.

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Lesson Vocabulary	Materials
draw, evidence, support, analysis, reflection, research, context, reference, analyze, key, reasons, points of view; disturb, scrutinized, wary, boon	• Journals (begun in Unit 1; one per student) • Expert texts (one per student) – "Monitoring the Mary River Project" (excerpt 1) – "Nunavut Braces for Massive Mary River Mine" (excerpt 2) • Document camera • Index cards (four per student) • Dictionary and thesaurus (one of each per student or group) • Vocabulary Strategies anchor chart (from Unit 1, Lesson 2) • Point of View task card (one per student) • Point of View graphic organizer: Expert Texts (one per student) • Developing an Opinion anchor chart (from Lesson 2) • Point of View graphic organizer: Expert Texts (answers, for teacher reference) • Point of View chart (from Lesson 1; one per group) • Lesson 3 Homework: Analyzing Key Terms task card (one per student)

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Opening	Meeting Students' Needs
A. Reviewing Homework and Engaging the Reader (5 minutes) • Ask students to quickly locate their homework letters and meet with a nearby partner. • Direct them to exchange letters with their partners. • Give students 2 or 3 minutes to read the letters silently, then record a question about or response to their partner's letter in the margins of the paper. • Ask students to return their partner's letter and discuss the question and/or response recorded in the margin. Encourage them to consider this question: * "Do you agree or disagree with your partner's response to the text? Explain." • After 1 or 2 minutes, invite a few students to share ideas from their discussion whole group. • Tell students that today they will read two excerpts of text that present opposing views about the Mary River mine proposal to build their understanding of the issue and further refine or revise their initial opinions about mining on Inuit lands.	• To provide all students access to the discussion with their partner, offer a sentence starter ("I agree/disagree with your response because ...").

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Work Time	Meeting Students' Needs
A. Reading for Gist (10 minutes) • Tell students to collect their **journals** and meet with their group members. • Distribute and orient students to the **expert texts**. • Ask them to follow along as you read aloud, beginning with the title of the first expert text, "Monitoring the Mary River Project." Use an overhead projector or **document camera** to help students read along with you. Encourage students to consider the highlighted vocabulary terms, but remind them that they will have time to work with these terms later in the lesson. • Pause after reading the first text to ask students to consider and discuss the gist of the excerpt. • After 1 minute, cold call a few students to share gist statements whole class. Listen for ideas such as: – "The Inuit value local wildlife and worry that the Mary River project will disrupt the ecosystem." • Direct students to record a gist statement in the margin next to the first expert text. • Read aloud the second text, "Nunavut Braces for Massive Mary River Mine," as students follow along silently. • Ask students to consider and discuss the gist of the second expert text. • After 1 minute, cold call a few students to share out possible gist statements. Listen for ideas such as: – "Many Inuit think the development of the Mary River will create jobs and wealth for the region, but they are worried about the environmental impact." • Have students record the gist in the margin, next to the second text. • Ask students to review their gist statements and both texts to consider and discuss in groups: * "How are the ideas expressed in these texts similar and different?" • After 2 minutes, invite a few groups to share their thinking with the class. Listen for suggestions such as: – "Both articles discuss environmental concerns." – "The first article seems more focused on the impact the project will have on wildlife and marine life." – "The second article gives more details about jobs and wealth that could benefit the region." • Tell students that they will have a chance to refine their thinking after analyzing key terms from both texts and reading them more closely.	• Students who have trouble concentrating for an extended read-aloud may benefit from sensory integration tools such as a weighted lap blanket and/or squishy ball or other object to hold in their hand. • To support struggling writers, consider providing a scribe or word processing tool to record gist statements.

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Work Time (continued)	Meeting Students' Needs

B. Determining the Meaning of Vocabulary Terms (10 minutes)
• Ask students to read the first learning target aloud together:
  * "I can analyze the meaning of key words and phrases, using a variety of strategies."
• Invite students to clarify the terms *analyze*, *meaning*, *variety*, and *strategies* as needed before cold calling a few students to restate the target in their own words.
• Distribute four **index cards** to each student. Then draw their attention to highlighted terms in the expert texts: *disturb*, *scrutinized*, *wary*, *boon*.
• Direct students to work with group members to record and write a definition and synonym for each term on a separate card.
• Clarify directions as needed before releasing students to work in groups.
• Circulate to provide assistance. Ensure that students have appropriate vocabulary resources available (online or print **dictionary** and **thesaurus**) and encourage them to refer to the **Vocabulary Strategies anchor chart** for ideas about how to determine the meaning of unfamiliar terms. Consider helping students locate roots and affixes for terms such as *disturb* and *scrutinized*. If students do not independently identify it, point out the relationship between *disturb* and *disturbance*, used in the final paragraph of the first text.
• After 6 or 7 minutes, cold call several students to share a definition or synonym for each term. Listen for:
  – "*Disturb* means to interfere with or to stop something from doing what it was doing; to disrupt."
  – "*Scrutinized* means to examine closely."
  – "*Wary* means cautious or suspicious."
  – "*Boon* means something that is beneficial, in this case jobs and wealth."
• Explain that students will choose two of these key terms to analyze for homework to help deepen their understanding of the ideas presented in the texts.
	• Consider displaying a strong student-restated version of the target to support all learners, especially ELLs.
	• Consider adding some or all of the key words to the word wall as a resource for students as they speak and write about this topic throughout the unit.

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Work Time (continued)	Meeting Students' Needs
C. Analyzing Points of View (25 minutes) • Ask a few students to remind the class of the purpose for reading these expert texts. Listen for: – "To conduct research about different points of view regarding the Mary River mine proposal in Nunavut, so we can analyze and reflect on both sides of the issue to help us further develop, refine, or revise our initial opinion." • If students are not able to articulate the purpose for reading these texts, provide clarification. • Have students read the second and third learning targets aloud together: * "I can support my research, analysis, and reflection on the Mary River project by drawing upon evidence from expert texts." * "I can explain the reasons and evidence given to support two different points of view about the Mary River project on Baffin Island." • Focus on the familiar terms *draw*, *evidence*, *analysis*, *reflection*, *research*, *reasons*, and *points of view*. Clarify if needed. • Invite several students to use their understanding of the terms to restate the targets in their own words. • Distribute the **Point of View task card** and **Point of View Graphic Organizer: Expert Texts**. • Have students read the focus question at the top of the graphic organizer aloud together: * "Should the Inuit community on Baffin Island approve the Mary River mine proposal?" • Remind students that as they work with group members to reread the texts and complete the graphic organizer, they should use the focus question to guide their work. • Read the task card directions aloud and answer any clarifying questions. • Refer to and review the **Developing an Opinion anchor chart** as needed to support students' ability to complete the graphic organizer. Then ask them to begin. Circulate to offer guidance and support. • Give groups about 15 minutes to complete the task card. • Then refocus them whole class. Cold call several students to share parts of their work whole class. Refer to the **Points of View Graphic Organizer: Expert Texts (answers, for teacher reference)** for possible student responses. • Praise students for their growing understanding of both points of view, as well as their ability to think critically and develop their own opinions based on clear reasons and credible evidence from reliable sources such as today's expert texts.	• Consider recording student-generated synonyms above or below the spot they appear in the original target to support all learners, especially ELLs. • Consider supporting a group of struggling readers and writers to circle or underline reasons and evidence they locate in the text. • Consider working with a small group of struggling readers and/or writers to complete the Point of View graphic organizer. • To support students who struggle with the physical act of writing, provide this graphic organizer electronically to allow the student to type or provide a scribe.

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Closing and Assessment	Meeting Students' Needs

A. Debrief and Review Learning Targets (10 minutes)
• Ask students to pair up with a nearby peer who is not a member of their regular small group. Invite pairs to discuss:
  * "In what ways were the points of view presented in each excerpt *similar* and in what ways were they *different*?"
• After 2 minutes, invite a few students to share their thinking whole group. Listen for suggestions such as:
  – "Both sides are concerned about the environment."
  – "One side thinks protecting wildlife and the environment is more important than building a mine."
  – "The other side thinks that the damage to the environment will not be a problem and that the jobs and wealth the mine will bring are what is most important."
• Reiterate that as students learn more about the different perspectives regarding mining on Inuit lands, it is important to reflect on their opinions and determine whether they still agree with or want to revise their initial thinking.
• Ask group members to come together and review the "initial opinion" (with a check mark near it or the initial and revised opinion recorded) at the bottom of their **Point of View charts**, and then review their Point of View graphic organizers from today to determine and discuss:
  * "Do I still agree with my initial or revised opinion? Why or why not?"
• Direct groups to place a check mark next to the initial or revised opinion they still agree with (some students in a group may place a check mark next to the initial opinion and others may place a check mark next to the revised opinion).
• After 2 or 3 minutes, invite a few groups to share their thinking with the class (answers will vary, but prompt students to support their initial or revised opinion with reasons and evidence from today's reading).
• Then, read each of the learning targets aloud and ask students to use a Fist to Five to demonstrate their level of mastery toward each target.
• For students showing three or fewer fingers, consider providing additional practice opportunities before the mid-unit assessment in Lesson 5.
• Distribute the **Lesson 3 Homework: Analyzing Key Terms task card** and preview as needed.
	• Provide sentences starters and frames to allow all students access to the discussion.
	• Consider providing a Pair-Share opportunity and/or cold calling one to three students to give the reasoning behind the number they put up for each target.

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Homework	Meeting Students' Needs
• Complete the Homework: Analyzing Key Terms task card. • Read your independent reading book for at least 15 to 20 minutes.	• Provide an audio version of the texts, if available. • Allow students who struggle with independent work and/or writing to dictate their Frayer Model ideas to someone at home to scribe. • For struggling language learners, consider providing partially completed Frayer Models or asking students to complete only one.

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

Supporting Materials

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Expert Texts

Monitoring the Mary River Project (excerpt 1)

From the Qikiqtani Inuit Association website

Inuit are extremely attached to the wildlife found in the Arctic. From the Inuit point of view, this is talking about the traditional staple diet, food that nourishes and is directly connected to our bodies and sense of who we are.

If the Mary River project goes ahead, it would be sure to **disturb** the wildlife around it. Keeping a close eye on how animals are being impacted by the mining activities would be a critical job to carry out.

The three major disturbances would be the mine itself, the railway as well as the port and year-round shipping. For the mine itself, Mary River would actually be transformed into an open-pit and thus changing the face and the Inuktitut meaning of the land called Nuluuyaat. Monitoring the rail seems straight-forward yet the biggest concern remains of how caribou would be impacted and the dynamite explosions to build a tunnel, the impacts this would have on nearby lake fish. And probably the largest concerns have involved the port and shipping components, which means that monitoring the port facility and shipping lanes would likely be **scrutinized** most stringently.

"Monitoring the Mary River Project." *Qikiqtani Inuit Association*.Web. 30 June 2014.

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Expert Texts

Nunavut Braces for Massive Mary River Mine (excerpt 2)

CBC, September 13, 2012

A massive open-pit iron mine proposed on northern Baffin Island would be the North's largest industrial development to date, but Nunavut residents are divided over what it would mean for the territory.

Some people in Nunavut welcome the potential wealth they could gain from the mine. Others, however, are **wary** about its potential impacts.

Baffinland says the project, if approved by regulators, will benefit Inuit who live in the region. For one, the company will need about 3,000 people to build the mine and 950 people to run it. The mine will not only be a potential source for employment, but also a huge financial **boon.**

Though the Government of Nunavut supports the proposed mine, it has voiced concerns to the Nunavut Impact Review Board about environmental impacts.

Baffinland says its project will have little or no impact on wildlife.

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Point of View Task Card

1. With group members, reread both excerpts to determine and record both points of view ("Some people think" and "Other people think").
2. With group members, skim the texts to locate and record at least three reasons and evidence in support of each point of view (six total—"Reasons and evidence that support this point of view"). *Be sure to include at least one quote in support of each point of view (two total).
3. With group members, review the details recorded on your graphic organizer, as well as both texts, to write a three- to five-sentence summary of both articles ("Summary").
4. With group members, review both points of view, reasons and evidence, your summary, and the articles to develop a response to the focus question and record your opinion about whether the Inuit community on Baffin Island should approve the Mary River mine proposal ("After reading both points of view, I think"). *Remember to use key words from the focus question in your opinion statement.
5. Think about, discuss with group members, and then record a prediction or a call to action in support of your opinion ("My prediction," "A call to action").

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Points of View Graphic Organizer: Expert Texts

Focus question: Should the Inuit community on Baffin Island approve the Mary River mine proposal?

Summary:

Some people think:

Reasons and evidence that support this point of view:

Other people think:

Reasons and evidence that support this point of view:

After reading *more* about both points of view, I think:

My prediction:

OR

A call to action:

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Points of View Graphic Organizer: Expert Texts
(Answers, for Teacher Reference)

Focus question: Should the Inuit community on Baffin Island approve the Mary River mine proposal?

Summary:
Many Inuit support the Mary River mine, but others have concerns. Some Inuit rely on the migrating caribou and whales, as well as the seals and walruses, but the mine may disrupt wildlife. Baffinland says the project will create jobs for Inuit living in the region, and although the Inuit community welcomes the potential wealth, they continue to worry about environmental impacts.

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Points of View Graphic Organizer: Expert Texts
(Answers, for Teacher Reference)

Some people think:
The mine will benefit the community by creating jobs and wealth.
Reasons and evidence that support this point of view:

- **"The company will need about 3,000 people to build the mine and 950 people to run it."**
- **The mine will create jobs and bring a financial boon to the region.**
- **"The Government of Nunavut supports the proposed mine."**

Other people think:
The mine will have a negative impact on the environment.
Reasons and evidence that support this point of view:

- **The QIA says, "Inuit are extremely attached to wildlife."**
- **The mine, the train, and the port will all disturb the environment.**
- **The open-pit mine will change the shape of the landscape.**
- **"The biggest concern remains of how caribou would be impacted."**
- **Ships travelling to and from the port could harm marine mammals, such as walrus and whale.**
- **"The Government of Nunavut ... has voiced concerns to the Nunavut Impact Review Board about environmental impacts."**

After reading *more* about both points of view, I think:
The Inuit community of Baffin Island should/should not approve the Mary River mine proposal

My prediction:

OR

A call to action:
(should) Accept the mining proposal now!

(should not) Tell community leaders not to accept this project proposal!

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Lesson 3 Homework:
Analyzing Key Terms Task Card

Directions:

- Select one highlighted key term from each of the expert texts.
- Use the terms you selected to complete the two modified Frayer Models below.

Definition	**Synonyms** **Antonyms**
Key Term	
Examples	**How does knowing this term help you understand the text better?**

Definition	**Synonyms** **Antonyms**
Key Term	
Examples	**How does knowing this term help you understand the text better?**

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 3: Lesson 4

Close Reading and Viewing: Nunavut Iron Ore Mine Approval

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1) I can analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent. (RI.5.6) I can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3) I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (L.5.4)

Supporting Learning Targets	Ongoing Assessment
• I can determine the meaning of unfamiliar words and phrases, using a variety of strategies. • I can support my research, analysis, and reflection on the Mary River project by drawing upon evidence from the text and video. • I can analyze multiple accounts of the Mary River project to note similarities and differences in the points of view they represent.	• Nunavut Mine note-catcher • Vocabulary defined on index cards

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Agenda	Teaching Notes
1. Opening A. Reviewing Homework and Engaging the Reader (5 minutes) 2. Work Time A. Determining the Gist (15 minutes) B. Close Reading and Viewing Guide: The Mary River Project (35 minutes) 3. Closing and Assessment A. Debrief and Review of Learning Targets (5 minutes) 4. Homework A. Read your independent reading book for at least 30 minutes.	• In this lesson, students closely read a short informational text, "Multibillion-dollar Iron Mine Approved for Baffin Island," and view an excerpt from the video "Nunavut Mega Project Approved" to continue building their understanding of opposing points of view regarding the Mary River mine proposal for Baffin Island in Nunavut. • In Work Time A, students hear the text read aloud (as it is above grade level) and then discuss and record the gist. Then, they view and listen to the video excerpt twice before discussing and recording the gist in their journals. • During Work Time B, students are led through a close reading of the text and viewing of the video excerpt. The questions are arranged so that they access the text first, then build upon their understanding of ideas presented in the text through reviewing and responding to questions about the video clip. • In advance: – Display the Vocabulary Strategies anchor chart (from Module 2A or 2B, Unit 1). – Read the text "Multibillion-dollar Iron Mine Approved for Baffin Island," view the video clip "Nunavut Mega Project Approved" (1:13–3:05) found at http://www.cbc.ca/player/Embedded-Only/News/ID/2312450234/. – Review the Close Reading and Viewing Guide (see supporting materials). – Ensure that technology to view and listen to the video excerpt is available and in working order. – Review Milling to Music and Glass, Bugs, Mud in Checking for Understanding Techniques (see Appendix). • Post: Learning targets; anchor charts listed in materials.

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Lesson Vocabulary	Materials
meaning, variety, strategies, support, research, analysis, reflection, drawing, evidence, note, similarities, differences, accounts; proceed, conditions, monitoring, minimizing, divided, opposed, deliver	• Journals (begun in Unit 1; one per student) • "Multibillion-dollar Iron Mine Approved for Baffin Island" (one per student) • Video clip: "Nunavut Mega Project Approved" (1:13–3:05) (http://www.cbc.ca/player/Embedded-Only/News/ID/2312450234/). • Nunavut Mine note-catcher (one per student) • Index cards (two per student) • Dictionary and thesaurus (one of each per student or group) • Vocabulary Strategies anchor chart (from Unit 1, Lesson 2) • Close Reading and Viewing Guide: Nunavut Mine (for teacher reference) • Point of View charts (from Lesson 1; one per group)

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Opening	Meeting Students' Needs
A. Reviewing Homework and Engaging the Reader (5 minutes) • Ask students to take out the Frayer Models they completed for homework. • Review directions for Milling to Music as needed, then ask students to mill and find a partner who is not a member of their regular group. • Once students are paired, ask them to complete the following: 1. Share your Frayer Models with your partner. 2. If you analyzed the same terms, what similarities and differences do you notice between your ideas? 3. How did analyzing the meaning of these terms deepen your understanding of ideas presented in the expert texts? • After 2 or 3 minutes, invite a few students to share ideas from their partner discussion whole group. • Tell students that today they will closely read a short informational text and view a video excerpt about the Mary River mine proposal for Baffin Island, to further build their understanding of what Inuit community members see as benefits and potential concerns related to the project. Remind students that as they research and analyze multiple accounts of this issue, it is important for them to continuously reflect on the reasons and evidence presented by both sides to refine or revise their own opinions about whether the Inuit community should approve the mine proposal.	• Provide sentence starters and frames for partner discussions, as needed. ("I analyzed the words _____." "I notice these ideas from our Frayer Models are similar/different because _____." "Analyzing the meaning of the word _____ deepened my understanding of the ideas by _____.")

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Work Time	Meeting Students' Needs

A. Determining the Gist (15 minutes)
• Ask students to collect their **journals** and join their regular groups.
• Focus them on the learning targets. Invite them to read the targets aloud with you:
  * "I can determine the meaning of unfamiliar words and phrases, using a variety of strategies."
  * "I can support my research, analysis, and reflection on the Mary River project by drawing upon evidence from the text and video."
  * "I can analyze multiple accounts of the Mary River project to note similarities and differences in the points of view they represent."
• Underline or circle the key words in the first two targets that students are familiar with from previous work: *meaning*, *variety*, *strategies*, *support*, *research*, *analysis*, *reflection*, *drawing*, and *evidence*.
• Ask students to think about, briefly discuss, and then share out ideas for how they could restate the first two targets, based on their understanding of key terms and previous work with similar targets.
• Then focus students on the third learning target and underline "multiple accounts" and the last part of the target, "note similarities and differences in the points of view they represent."
• Tell students that over the course of the previous two lessons, they read several "accounts" (descriptions, versions) of the Mary River project. For the most part, the texts highlighted the differences between the points of view represented; however, in Lesson 3, students were able to recognize a similarity between the accounts.
• Ask them to discuss what they recall from the debrief in Lesson 3 regarding how the ideas in both articles were similar. Invite a few students to share their thinking with the class and listen for:
  – "Both texts shared information about environmental concerns, even though one account was strongly against the mine and the other was in more in favor of the mine because it would bring jobs and wealth."
• If students are not able to recall or articulate the similarity between the previous lessons' accounts, clarify for them.
• Tell students that before they closely read the new text and view the video clip about the Mary River project, they will first read and view to determine the gist.
• Distribute the article **"Multibillion-dollar Iron Mine Approved for Baffin Island."**
• Ask students to follow along silently as you read the full article, starting with the title, and end, "There's still some opposition to the project going ahead."
	• Students who have trouble concentrating for an extended read-aloud may benefit from sensory integration tools.
	• To support struggling writers, consider providing a scribe or word processing tool to record gist statements.

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Work Time (continued)	Meeting Students' Needs
• Ask students to discuss in groups what they think the gist of this article is. Then, invite a few students to share their thinking whole group. Listen for: – "The Nunavut review board decided to let the mine be built, but there are a lot of conditions." – "The Inuit community decided to let them build the mine, but only if the mining company meets certain terms and conditions." • Direct students to record the gist of the article in the margin. • Tell students they will view and listen to a brief **video clip: "Nunavut Mega Project Approved" (1:13–3:05)**. Tell them the video clip will be played twice before they discuss the gist within groups. • Play the video from (1:13–3:05), and then ask students to independently think about what the gist of the clip is. Then tell students you will play it one more time. As students listen and view a second time, they should keep their mental gist in mind and add to or revise their thinking as needed. • Play the video clip once again (1:13–3:05), and then ask students to think about and discuss with group members what they think is the gist of the video. • After 1 or 2 minutes, invite a few groups to share out with the class. Listen for: – "The gist of the video clip is that the mine is expected to bring jobs and money, but that the environmental impacts will need to be monitored and dealt with." • Ask students to turn to the next blank page in their journals to record the gist of the video. • Explain to students that during the next part of Work Time, they will read and view these texts much more closely to build upon their understanding of the benefits and issues associated with the Mary River project on Baffin Island.	

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Work Time (continued)	Meeting Students' Needs
B. Close Reading and Viewing Guide: The Mary River Project (35 minutes) • Tell students they will now be led through a close reading of "Multibillion-dollar Iron Mine Approved for Baffin Island" and viewing of the video clip, "Nunavut Mega Project Approved" (1:13–3:05), to consider and further develop their own opinions about the Mary River mine proposal. • Distribute **Nunavut Mine note-catcher**. Ask students to work with group members to skim the questions and ask clarifying questions as needed. • Then distribute **index cards** and make sure that a variety of resources are available for students to use to determine the meaning of key terms from the text (e.g., a **dictionary** and **thesaurus,** as well as the **Vocabulary Strategies anchor chart**). • When students are ready, begin the close read using the **Close Reading and Viewing Guide: Nunavut Mine (for teacher reference)**.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Review of Learning Targets (5 minutes) • Ask students to consider what they learned about the similarities and differences between the points of view presented in the text and video in this lesson. Then refer to their group **Point of View charts** and discuss: * "How does what you learned today influence the opinion(s) you recorded, refined, and/or revised on your chart during previous lessons?" • After 2 or 3 minutes, invite members from a variety of groups to share their thinking with the class. • Review each of the learning targets and ask students to use Glass, Bugs, Mud to demonstrate their level of mastery toward each target. • Inform students they will take the Mid-Unit 3 Assessment in the next lesson.	• Provide sentence starters and frames to allow all students access to the discussion.

Homework	Meeting Students' Needs
• Read your independent reading book for at least 30 minutes. Be prepared to discuss whether you think this book is a good choice for you and why or why not. *Note: In Lesson 5, students take the Mid-Unit 3 Assessment. Preview the Lesson 5 Teaching Notes. Specifically, note that since the assessment text, "Should We Drill?" is slightly above grade level (1070) accommodations are recommended.*	• Provide an audio version of the texts, if available.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 3: Lesson 4

Supporting Materials

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Multibillion-dollar Iron Mine Approved for Baffin Island

CBC News Posted: Sep 15, 2012

1. The Nunavut Impact Review Board (NIRB) issued its final report Friday night allowing Baffinland's Mary River iron project to proceed, with conditions.
2. The board's decision is the culmination of a four-year assessment of the project, in which Baffinland Iron Mines Corporation plans to build a massive open-pit mine at its Mary River site ... along with a railway and port that would allow icebreakers to ship the ore through Arctic waters year-round.
3. The 17,000-hectare mine will cost about $4 billion to build.
4. "Obviously NIRB recommended in the direction we were hoping they would," said Baffinland spokesperson Greg Missal. "Now we have to spend a number of days looking at the document and looking at the terms and conditions."
5. The decision comes with close to 200 terms and conditions, most of them focused on monitoring and minimizing some of the possible negative environmental and social effects of the development.
6. A wide range of concerns on the project were raised during the final public hearings this summer. They included:
   - the mine's potential impact on the North Baffin caribou herd and on archeological sites;
   - the possibility of oil spills in the shipping lane and disruptions to marine wildlife;
   - the availability of training and jobs for Inuit;
   - and the possible social problems that could result from an influx of money into nearby communities.
7. In Igloolik, one of the closest communities to the proposed mine site, acting mayor Peter Ivalu said the mine will mean jobs. But his community is still **divided.**
8. "It's about 50-50," he said. "There's still some **opposition** to the project going ahead."

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Nunavut Mine Note-catcher

Guiding questions:

- How can we develop informed opinions about an issue through research, analysis, and reflection upon different points of view?
- Why is it important for authors to use clear reasons and credible evidence to support their opinions?

*Refer to "Multibillion-dollar Iron Mine Approved for Baffin Island" and the video excerpt, "Nunavut Mega Project Approved," to help you respond to these questions.

Directions	**Questions**	
With group members, read **Paragraphs 1 and 2 of the article** aloud together. Then work together to answer the questions on the right.	In the first sentence, first paragraph, what do you think the words *proceed* and *conditions* mean? Record each term on its own index card, then determine and record a **definition**, **synonym**, and **antonym** for each word. * As time allows, sketch an image to represent the meaning of each word. What important ideas is the author trying to immediately convey to the reader by including these two words at the beginning of the article?	
With group members, whisper- read **Paragraphs 5 and 6, plus the bullet points of the article**. Then work together to respond to the questions on the right.	What do most of the 200 terms and conditions focus on? Complete the chart to show the "negative environmental impacts" and "social effects" the review board is concerned about.	
	Negative Environmental Impacts	**Social Effects**

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Nunavut Mine Note-catcher

Directions	Questions
Independently, read **Paragraphs 7 and 8 of the article**. Then discuss the questions on the right with group members before recording your responses.	Based on the last two paragraphs of the article and what you have read so far, what do you think the Igloolik community is still *divided* about? Why would some people in the Igloolik community still be *opposed* to the project?
With group members, read together and then restate the question to the right in your own words. Keep the question in mind as you view and listen to the **video excerpt (1:13–1:55)**. You may record notes about your thinking in the margin of your note-catcher as you view and listen to the video to help you remember details from the excerpt. You will discuss your thinking in groups before recording a response.	According to the reporter, what is the Mary River mine expected to *deliver* in the North?

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Nunavut Mine Note-catcher

Directions	Questions
With group members, read aloud and then restate the questions to the right in your own words. Keep the questions in mind as you view and listen to the **video clip (1:55–2:52)**. You may record notes about your thinking in the margin of this note-catcher as you view and listen to the video, to help you remember details from the clip. You will discuss your thinking in groups before recording your responses.	Why was the project review "so long and involved"? What are the concerns regarding the types of transportation that will be used to get iron ore from the mine to Europe (e.g., railway, deep-water port, icebreakers)?

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Nunavut Mine Note-catcher

Directions	Questions
With group members, whisper-read and then restate the question on the right. Keep the question in mind as you view and listen to last few seconds of **the video clip (2:52–3:05)**. You may record notes about your thinking in the margin of this note-catcher to help you remember details from the clip that help you to answer the question. You will discuss your thinking with group members before recording a response.	What did the review board focus on?

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Nunavut Mine Note-catcher

Directions	Questions
Synthesis question: Refer once again to the article and your response to each of the questions above to determine your answers to the questions on the right.	After analyzing multiple accounts of the Mary River project, determine which of the following statements BEST explains the *similarities* and *differences* between the points of view presented in the article and video. Place a check mark next to the answer you choose. Be prepared to discuss your thinking by referring to details from the article and your responses. – Both sides want to keep a traditional lifestyle and to protect the environment; they disagree about whether the review board should approve the project. – Both sides want jobs, money, and infrastructure that the mine will bring; they disagree about how many jobs the mine will bring and how much the project will affect the environment. – Both sides want the mine to be built; they disagree about whether they want the jobs, money, and infrastructure the mining company will bring to the area. After learning more about the Mary River project, what is your opinion about whether the Inuit community of Baffin Island should allow Baffinland's mining proposal to move forward? Has your *initial opinion* changed or remained the same? Explain why, using reasons and evidence from the texts you read and viewed today.

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Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Total time: 35 minutes

Directions	Questions	Teaching Notes
With group members, read **Paragraphs 1 and 2 of the article** aloud together. Then work together to answer the questions on the right.	In the first sentence, first paragraph, what do you think the words *proceed* and *conditions* mean? Record each term on its own index card, then determine and record a **definition**, **synonym**, and **antonym** for each word. * As time allows, sketch an image to represent the meaning of each word. What important ideas is the author trying to immediately convey to the reader by including these two words at the beginning of the article?	Ask students to circle or underline each word. Encourage them to use a variety of resources to determine the meaning, a synonym, and an antonym for each term. After 2 or 3 minutes, cold call a few students to share their thinking whole group. Listen for ideas such as: – "*Proceed* means to go forward; a synonym is 'go'; an antonym is 'stop.'" – "*Conditions* are the things that must happen before the project can proceed; synonyms are 'requirement, restriction'; an antonym is 'unnecessary.'" Ask students to think about and then discuss in groups: • "So what does it mean that the review board allowed the project to *proceed*, but with *conditions*?" After 1 or 2 minutes, invite a few groups to share their thinking with the class. Listen for suggestions such as: – "It means they said that Baffinland Mining Co. could build the mine on Baffin Island, but only if it agrees to certain requirements and restrictions.

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Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions	Teaching Notes
		Direct students to focus on the second question, review the text, and discuss their thinking within groups. After 1 or 2 minutes, invite a few students to share their group's thinking whole group. Listen for: "We think the author is trying to emphasize to the reader that even though the NIRB approved the mine, it still may not be built if the mining company doesn't agree to conditions set by the review board."
With group members, whisper- read **Paragraphs 5 and 6, plus the bullet points of the article**. Then work together to respond to the questions on the right.	What do most of the 200 terms and conditions focus on? Complete the chart to show the "negative environmental impacts" and "social effects" the review board is concerned about.	Ask students to look back to the beginning of Paragraph 5 to locate and underline the phrase "monitoring and minimizing." Ask them to use their vocabulary strategies and resources to determine the meaning of *monitor* and *minimize* and discuss their ideas with their group. After 2 minutes, invite a few groups to share out. Listen for: – "*Monitor* means to keep an eye on, observe, watch, check on something over a period of time." "*Minimize* means to lessen, decrease, reduce."

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Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions		Teaching Notes
	Negative Environmental Impacts	**Social Effects**	Ask students to once again look back to Paragraph 5 to determine what the 200 terms and conditions mostly focus on "monitoring and minimizing." After 1 or 2 minutes, cold call a few groups to share their thinking aloud. Listen for: – "The 200 terms and conditions mostly focus on monitoring and minimizing negative environmental and social effects of the development." Ask students to record a response to the first question. Then cold call a few students to use their knowledge from this module to briefly explain what they think the author means by "negative environmental impacts." Listen for a response such as: – "We learned in Unit 2 that resource industries like mining can modify the physical environment in negative ways; we have also been reading about Inuit people's concerns regarding the disruption to migrating caribou and marine life due to railways and shipping connected to the mine, so I think the 'negative environmental impacts' the author is referring to have to do with land and animals/wildlife in the area."

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Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions	Teaching Notes
		Ask students to write "land/animals" below "Negative Environmental Impacts" on the left side of the T-chart. Then focus students on the phrase "Social Effects." Ask them to think about and then briefly discuss in groups what this may refer to. After 1 minute, invite a few students to share aloud. Listen for: – "Based on the word *social* and the bullet points, I think 'social effects' may refer to concerns about what happens to the people and/or community when the mine opens." If students are not able to determine the meaning of "social effects," define the term for them. Ask students to write "people/community" below "Social Effects" on the right side of the T-chart.

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Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions	Teaching Notes
		Ask students to work with group members to read, paraphrase, and then record concerns from the bullet points that deal with either "environmental" or "social" effects of the mining project, on either side of the T-chart on their note-catchers. As students work in groups, encourage them to use multiple strategies to determine the meaning of unfamiliar terms that may interfere with their ability to comprehend and paraphrase the text, such as: *archaeological sites* (areas where archaeologists study remains of ancient cultures); *disruptions* (disturbances, interference); *availability* (accessibility; how easily accessible or obtainable something is); *influx* (arrive in large numbers, flood, inflow). After 3 or 4 minutes, cold call members from a variety of groups to share their thinking with the class. Listen for: – "Environmental concerns include the impact on caribou herds and archaeological sites, and oil spills that may disrupt marine life; social concerns include the number of jobs and amount of training that will be available to the Inuit, as well as social problems due to an influx of money."

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Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions	Teaching Notes
Independently, read **Paragraphs 7 and 8 of the article**. Then discuss the questions on the right with group members before recording your responses.	Based on the last two paragraphs of the article and what you have read so far, what do you think the Igloolik community is still *divided* about? Why would some people in the Igloolik community still be *opposed* to the project?	As students read and then discuss their thinking about the questions with group members, encourage them to use vocabulary strategies to determine the meaning of the terms: *divided* (split; not in agreement) and *opposed* (against) to help them understand and develop an appropriate response to each question. Also, refer students to other relevant sections of the text and their responses above to support their thinking. After 3 minutes, invite several students to share their thinking aloud. Listen for suggestions such as: – "I think the community is still divided about whether jobs and money or protecting the environment is most important." – "I think some members of the Igloolik community are still opposed to the project because they don't know if the mining company will accept all the conditions; how the project will negatively impact the environment; how they will deal with social problems that may arise." Praise students for their close reading and critical thinking around the issues and benefits associated with the Mary River mine. Then ask them to prepare to closely view and listen to the video clip to build upon their understanding of the Mary River proposal.

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Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions	Teaching Notes
With group members, read together and then restate the question to the right in your own words. Keep the question in mind as you view and listen to the **video clip (1:13–1:55)**. You may record notes about your thinking in the margin of this note-catcher as you view and listen to the video to help you remember details from the clip. You will discuss your thinking in groups before recording a response.	According to the reporter, what is the Mary River mine expected to *deliver* in the North?	After students review and restate the question in groups, invite a few to share their restated version of the question whole group. Then cue the video clip to 1:13 and pause at 1:55. Ask students to refer to the question and silently think about their initial response, based on what they just saw and heard. Tell them you will play the clip again, so they should keep the question and their initial thinking in mind as they review and listen once again to this portion of the video. Play from 1:13–1:55 a second time, and then direct students to discuss their ideas with group members. After 2 minutes, cold call a few groups to share their answers with the class. Listen for: – "The reporter explains that the mine is supposed to bring a lot of jobs (hundreds for construction; thousands when the mine opens); royalties and benefits ($2 to $5 billion over 20 years); infrastructure; jobs; and money.

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Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions	Teaching Notes
		If students are not able to identify all of the above, consider playing the clip one more time and asking them to define and listen for specific terms they are familiar with from previous lessons and units that may help them identify important details from the clip that help to answer the question (e.g., *royalties*, *benefits*, *infrastructure*). After students share out their responses, ask them to record an answer to the question, using details from the video clip, on their note-catchers.
With group members, read aloud and then restate the questions to the right in your own words. Keep the questions in mind as you view and listen to the **video clip (1:55–2:52)**. You may record notes about your thinking in the margin of this note-catcher as you view and listen to the video, to help you remember details from the clip. You will discuss your thinking in groups before recording your responses.	Why was the project review "so long and involved?" What are the concerns regarding the types of transportation that will be used to get iron ore from the mine to Europe (e.g., railway, deep-water port, icebreakers)?	After students review and restate the questions in groups, invite a few students to share their restated version whole group. Then cue the video clip to 1:55 and pause at 2:52. Ask students to refer to the questions and silently think about their initial responses. Encourage them to record notes about their initial thinking in the margin of their note-catchers. Then, tell students you will play the clip again, so they should keep the questions and their initial thinking in mind as they view and listen once again to this portion of the video. Play from 1:55–2:52 a second time, then direct students to discuss their ideas with group members.

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Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions	Teaching Notes
		After 2 minutes, cold call a few groups to share their answers with the class. Listen for: – "The project review was so long and involved because it's such a major project; there are potential impacts not just form the mine but from the types of transportation that have to be built and used." – "The main concerns about the types of transportation that will have to be used are what effects will be on caribou (in North Baffin Island), the walrus (Steensby Inlet, where a port will be built), and other marine life; general environmental effects." If students struggle to respond to the questions after two views, consider playing the clip again. Ask students to record a response to each question on their note-catchers.

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Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions	Teaching Notes
With group members, whisper-read and then restate the question on the right. Keep the question in mind as you view and listen to last few seconds of **the video clip (2:52–3:05)**. You may record notes about your thinking in the margin of this note-catcher to help you remember details from the clip that help you to answer the question. You will discuss your thinking with group members before recording a response.	What did the review board focus on?	After students review and restate the question in groups, invite a few to share the restated question whole class. Cue the video to 2:52 and pause at the end of the video, 3:05. Ask students to refer to the question and silently think about their initial response. Encourage them to record notes in the margin of their note-catchers. Tell students you will play the clip again, so they should keep the question and their initial thinking in mind as they view and listen once again to the last few seconds of the video. Play from 2:52–3:05 a second time, then direct students to discuss their ideas with group members. After 2 minutes, cold call a few groups to share their answer aloud. Listen for suggestions such as: – "They focused on the need for monitoring the project to make sure any (negative) effects from the mine are dealt with."

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Close Reading and Viewing Guide: Nunavut Mine
(For Teacher Reference)

Directions	Questions	Teaching Notes
Synthesis question: Refer once again to the article and your response to each of the questions above to determine your answers to the questions on the right.	After analyzing multiple accounts of the Mary River project through this close reading and viewing, what are at least two *similarities* between the points of view presented? What are the most common *differences* between the points of view presented? After learning more about the Mary River project, what is your opinion about whether the Inuit community of Baffin Island should give final approval to Baffinland's mining proposal? Has your *initial opinion* changed or remained the same? Explain why, using reasons and evidence from the texts you read and viewed today.	Once students read and discuss each question within groups, cold call a few students to restate the questions in their own words. Clarify any misconceptions as needed. Then ask them to refer to the article and responses on their note-catchers to help them answer the questions. Consider replaying portions of the video as needed. Circulate to offer support. After 5 minutes, invite students from multiple groups to share their thinking aloud. Listen for ideas such as: – "It seems that both sides want jobs, money, benefits, infrastructure that will come from the mine; they both agree that impacts from the project need to be monitored and minimized." – "The most common differences between the points of view seem to be that some people think there will be a major impact on the environment (animals, land, marine life); they are concerned about the actual availability of jobs at the mine for Inuit people; they think the mine could cause social problems for the Inuit community." **Answers to the last question will vary, but listen for students to support their opinion with reasons and evidence from today's article and video clip.*

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EXPEDITIONARY LEARNING

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

Mid-Unit Assessment: On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?”

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Mid-Unit Assessment:

On-Demand Note Taking, Analysis, and Reflection: “Should We Drill?”

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1) I can analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent. (RI.5.6) I can explain how the author uses reasons and evidence to support particular points in a text. (RI.5.8) I can paraphrase information in notes. (W.5.8) I can draw evidence from informational texts to support analysis, reflection, and research. (W.5.9b) I can determine the meaning of unknown words and phrases, 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.

Supporting Learning Targets	Ongoing Assessment
• I can paraphrase to explain the reasons and evidence given to support two different points of view about offshore oil drilling in the United States. • I can support my research, analysis, and reflection on the issue of offshore oil drilling by drawing upon evidence from the text. • I can determine the meaning of unknown words, using a variety of strategies.	• Mid-Unit 3 Assessment • Tracking My Progress, Mid-Unit 3 recording form

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Agenda	Teaching Notes
1. Opening A. Reviewing Homework and Engaging the Reader (5 minutes) 2. Work Time A. Mid-Unit 3 Assessment (45 minutes) B. Tracking My Progress (5 minutes) 3. Closing and Assessment A. Debrief: Sharing Reflections (5 minutes) 4. Homework A. Read your independent reading book for at least 30 minutes.	• In this lesson, students take the Mid-Unit 3 Assessment. They apply what they have learned about vocabulary strategies, research, analysis, and reflection on opposing points of view that are supported by reasons and evidence, taking notes from a new article titled "Should We Drill?" and then responding to short-answer and text-dependent questions. • The assessment text, "Should We Drill?" was chosen for several reasons, 1) The structure of the article (clear introduction, one side "yes," one side "no") allows students to get an overall sense of the issue and to clearly identify each point of view, supporting reasons and evidence; 2) The text focuses on both the benefits and impacts of drilling for a natural resource (oil), which relates to the case study students have been conducting about the Mary River Project; 3) Students will be able to refer to the structure of and information contained in the article, as well as their assessment notes, to collaboratively practice writing an editorial about drilling for oil, in preparation for the end-of-unit assessment when they will write an editorial about the Mary River Project, independently. • Because the assessment text, "Should We Drill?" is slightly above grade level (1070), the first read is aloud. Also, set up listening stations with an audio version of the text for struggling readers. When reviewing students' completed assessments, be sure to focus primarily on whether or not students are able to paraphrase both sides of the issue, locate and record supporting reasons and evidence for each point of view, and form their own opinions based on the details provided. Note that asking struggling readers to work with a complex text, with appropriate support (e.g., read aloud and audio versions of the text) will help them move toward mastery of RI.5.10. • Students will use their notes from the Mid-Unit 3 Assessment Point of View graphic organizer for a shared writing experience during Lessons 6–9 of this unit. Therefore, be prepared to return their assessments in the next lesson. If you are not able to score all assessments before the next lesson, consider making copies of students' assessments to score so you may return their original work. • Some students may require additional time to complete this assessment independently. Make provisions for them accordingly. • Some students may benefit from having someone read the questions aloud to them. Again, make provisions for those students accordingly. • Post: Learning targets.

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Lesson Vocabulary	Materials
paraphrase, reasons, evidence, support, points of view, research, analysis, reflection, issue, drawing, meaning, strategies	• Criteria for Selecting Texts anchor chart (from Lesson 1) • “Should We Drill?” (assessment text; one per student) • Mid-Unit 3 Assessment: On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?” (one per student) • Tracking My Progress, Mid-Unit 3 recording form (one per student) • Mid-Unit 3 Assessment: On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?” (answers, for teacher reference)

Opening	Meeting Students’ Needs
A. Reviewing Homework and Engaging the Reader (5 minutes) • Remind students that for homework they were to read independently and then consider and be prepared to discuss whether their independent text is a good choice for them. • Ask students to refer to the **Criteria for Selecting Texts anchor chart** and silently formulate a response to the question: * “Based on the criteria, did you make a good text selection for independent reading? Why or why not?” • Once students have had a moment to independently consider their responses, ask them to quickly find a nearby partner to discuss their ideas. • After 1 or 2 minutes, invite a few students to share their thinking with the class and encourage them to refer to specific criteria from the anchor chart to support their explanations. • Tell students that today they will take the Mid-Unit 3 Assessment to demonstrate all they have learned about analyzing key terms, explaining how opposing points of view are supported by reasons and evidence, and developing their own opinions based on research, analysis, and reflection on information from reliable sources.	• Continue providing sentence starters or frames for students who have difficulty expressing their ideas orally.

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Work Time	Meeting Students' Needs

A. Mid-Unit 3 Assessment (45 minutes)
• Focus students on the learning targets. Invite them to read them aloud with you:
  * "I can paraphrase to explain the reasons and evidence given to support two different points of view about offshore oil drilling in the United States."
  * "I can support my research, analysis, and reflection on the issue of offshore oil drilling by drawing upon evidence from the text."
  * "I can determine the meaning of unknown words, using a variety of strategies."
• Remind students of the guiding questions:
  * "How can we develop informed opinions about an issue through research, analysis, and reflection upon different points of view?"
  * "How can we effectively communicate opinions?"
• Invite a few students to restate the guiding questions in their own words and share out any reflections they may have about the questions at this point.
• Distribute the article **"Should We Drill?"** and the **Mid-Unit 3 Assessment: On-Demand Note-Taking, Analysis, and Reflection: "Should We Drill?"**
• Take some time to orient students to the assessment without giving them any of the answers. Point out that they will first read and take notes using the familiar Point of View graphic organizer, and then they will refer to their notes and the article to respond to short-answer and text-dependent questions.
• Ask students to set the assessment aside, then follow along silently as the article "Should We Drill?" is read aloud once before they reread, take notes, and respond to questions independently.
• When students are ready, begin the read-aloud. Start with the title and read through to the last sentence in the box "No." Then point students to the captions and vocabulary and invite individual students to read them aloud with you.
• Ask students to gather their assessments and the text, reread the directions, and then complete the assessment. Clarify as needed. If you have established listening centers with audio recordings of the text, direct students to move to designated listening areas.
	• If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.

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Work Time (continued)	Meeting Students’ Needs
• Remind the class that because this is an assessment, it is to be completed independently; however, if they need assistance, they should raise their hand to speak with a teacher. • Circulate and support students as they work. During an assessment, prompting should be minimal. • If students finish the assessment early, they may begin filling out their Tracking My Progress forms or reading their independent reading book. • Congratulate students on their hard work during the assessment. Tell them to hold on to their assessments to refer to as they complete their Tracking My Progress forms and for the debrief.	
B. Tracking My Progress (5 minutes) • Distribute a **Tracking My Progress Mid-Unit 3 form** to each student. Remind them that this form is just like the progress trackers they have completed during previous units and modules. Provide clarification as necessary. • Ask students to refer to their responses on the Mid-Unit 3 Assessment as they reflect on their ability to meet each of the targets. • Once students complete their progress trackers, collect their assessments but ask them to hang on to their tracking forms for a discussion during the debrief (use the **Mid-Unit 3 Assessment: On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?”, Answers, for Teacher Reference** to review and score students’ work.)	• Allow students who struggle with expressing their ideas through writing to dictate their reflections to you or another adult to scribe.

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Closing and Assessment	Meeting Students' Needs
A. Debrief: Sharing Reflections (5 minutes) • Ask students to join a partner who is *not* a part of their regular small group to share reflections from their progress trackers. • After 2 or 3 minutes, invite several students to share their thinking whole group. • Collect students' progress trackers to review.	• Offer sentence starters to support all students in accessing the debrief conversation. ("I think I have mastered _____because _____." "I'm still struggling with_____because_____.").

Homework	Meeting Students' Needs
• Read your independent reading book for at least 30 minutes. Be prepared to discuss the "organizational structure" of your independent reading book and how it helps you understand ideas the author(s) is trying to convey. *Note: Students will need their Mid-Unit 3 Assessment for a shared writing experience in Lessons 6–9. Ideally, each student's assessment will be reviewed and scored prior to the next lesson. However, if you are not able to score students' assessments before the next lesson, make sure to at least review and comment on each student's Point of View graphic organizer to ensure they understand and have paraphrased both points of view, and that there is at least one recorded reason and piece of evidence in support of each side. This will allow all students to participate and contribute to group discussions as well as the shared writing activities in the lessons leading up to the end-of-unit assessment, in Lesson 10.*	• Consider providing an audio version of the independent reading text to students who struggle to read independently.

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EXPEDITIONARY LEARNING

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

Supporting Materials

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"Should We Drill?"

cover story

Should We DRILL?

Weighing economic concerns against environmental ones

Offshore oil rigs are some of the largest facilities in the world.

Large areas of U.S. coastal waters are set to be opened to offshore drilling for oil and natural gas. President Barack Obama says it was no easy decision to allow new offshore drilling in the Atlantic Ocean south of New Jersey, the Gulf of Mexico, and part of Alaska (*see map*). His plan reverses a decades-long ban on drilling in areas other than the Gulf. People concerned about how much oil the U.S. buys from other countries and excited about the jobs oil and gas exploration may create say it is a step in the right direction. People concerned about the environmental damage drilling can cause are outraged. Read on to learn more. Then you decide!

Words to Know

perceived (pur-SEEVD) *adjective.* Assumed or expected.

renewable energy *compound noun.* Power that can never be used up. Sources include wind, waves, and the sun.

YES We'll Energize America

Men hard at work at an offshore oil rig.

Oil fuels America. The fossil fuel powers cars, fuels power plants, and heats homes. Americans use 19.5 million barrels of oil each day. That is the most of any country in the world. The United States pumps some of its own oil, but it buys most of it from nations like Canada and Saudi Arabia.

Oil is big business. It is a $100 billion industry. Oil companies provide more than 100,000 jobs in the U.S. Geologists figure out the best places to drill for it. Then companies set up oil rigs—elaborate platforms—in the ground, or ocean for offshore operations, to find the oil. Hundreds of engineers, operators, and technicians are needed to work on a rig. Rigs also employ people like cooks, doctors, and cleaning staff to take care of the rig workers' needs.

Reducing America's need to buy oil from foreign countries and creating more U.S. jobs are major reasons that some people support President Obama's recent decision to expand offshore drilling. The **perceived** benefits may be years away, but supporters say Obama's move is a step in the right direction. "The President's decision . . . will mean thousands of new jobs" for Virginia, says Virginia Governor Bob McDonnell. Virginia is one of the states affected by Obama's decision. "It will also help our nation take a further step towards energy independence," adds McDonnell.

Leaders in other states along the Atlantic and Gulf coasts see similar benefits.

"With record gas prices straining the budgets of many Georgia families, we cannot afford to take any option off the table," says Georgia Governor Sonny Perdue, a longtime supporter of offshore drilling.

NO We'll Enter Dangerous Waters

A bird covered in oil.

Ducks and other water fowl covered in suffocating oil. Beaches damaged during the construction of needed oil rigs. Air and water pollution. Those are among the concerns critics have about President Obama's plan to open more of America's coastline to oil drilling.

"This is not a decision that I've made lightly," Obama says. The President says he had to balance the need to protect America's natural resources with the country's increasing need for energy and jobs. Offshore drilling is one part of a larger energy plan, according to Obama. Ultimately, the President says, he wants to end the country's dependence on fossil fuels—like oil—and on foreign sources of those fuels. His aim is cleaner energy—like wind power—and greater use of oil and gas found in U.S. waters.

Many environmental groups and lawmakers are not happy about the drilling. They say the risks to the environment outweigh any benefits. They believe the President should focus on pushing Americans toward cleaner, **renewable energy**, instead of continuing to support the use of oil and other fossil fuels. Even in states like New Jersey, where offshore drilling will not take place, there is concern about toxins brought there by wind and waves.

"It makes no sense to threaten the East Coast of America . . . with spills and other drilling disasters when we're about to unleash the real solutions to energy dependence—cleaner cars, cleaner fuels, and clean energy," says Doug O'Malley of Environment New Jersey.

YOU DECIDE!

What do you think? Is offshore drilling a good idea? Take a position and defend it by using supporting details from this story.

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Mid-Unit 3 Assessment:
On-Demand Note-Taking, Analysis, and Reflection: "Should We Drill?"

Long-Term Learning Targets Assessed:

I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1)

I can analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent. (RI.5.6)

I can explain how the author uses reasons and evidence to support particular points in a text. (RI.5.8)

I can paraphrase information in notes. (W.5.8)

I can draw evidence from informational texts to support analysis, reflection, and research. (W.5.9b)

I can determine the meaning of unknown words and phrases, 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.

Directions:

1. Reread the article "Should We Drill?"
2. Refer to the article to help you fill in the Point of View graphic organizer:
   - Determine and record both points of view ("Some people think" and "Other people think").
   - Record at least three reasons and evidence in support of *each* point of view (six total—"Reasons and evidence that support this point of view"). **Be sure to include at least one quote in support of each point of view (two total).*
   - Summarize the article in three to five sentences ("Summary").
   - Review both points of view, reasons and evidence, your summary, and the article to develop a response to the focus question and record your opinion about offshore oil drilling in the United States ("After reading both points of view, I think"). **Remember to use key words from the focus question in your opinion statement.*
   - Record a prediction or a call to action in support of your opinion ("My prediction," "A call to action").
3. Refer to your notes and the article to respond to the text-dependent questions.

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Mid-Unit 3 Assessment:
Point of View Graphic Organizer

Focus question: Should offshore oil drilling be allowed along the Atlantic Coast of the United States?

Summary:

Some people think:

Reasons and evidence that support this point of view:

Other people think:

Reasons and evidence that support this point of view:

After reading about both points of view, I think:

My prediction:

OR

A call to action:

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Mid-Unit 3 Assessment:
On-Demand Note-Taking, Analysis, and Reflection: "Should We Drill?"

1. Determine the meaning of the term in bold, using context clues.

   a. In the sentence "His plan reverses a decades-long ***ban*** on drilling in areas other than the Gulf," what does the word ***ban*** mean?

      ☐ order

      ☐ allow

      ☐ stop

   b. How did you use context clues to determine the meaning of the word ***ban***?

      _____

      _____

      _____

      _____

2. Determine the meaning of the term in bold, using context clues as well as your knowledge about common prefixes and root words.

   a. In the sentence "It makes no sense to threaten the East Coast of America ... with spills and other drilling disasters when we're about to ***unleash*** the real solutions to energy dependence," what does the word ***unleash*** mean?

      ☐ let loose

      ☐ keep under control

      ☐ begin to develop

   b. How did you use context clues or the prefix and root word in ***unleash*** to determine the meaning of this word?

      _____

      _____

      _____

      _____

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Mid-Unit 3 Assessment:
On-Demand Note-Taking, Analysis, and Reflection: "Should We Drill?"

3. Which of the following reasons and evidence does the author use to explain why offshore oil drilling *should* be allowed in the United States?
   - ☐ Offshore oil drilling won't really harm the environment; beaches and marine life are not affected.
   - ☐ Americans will benefit right away from offshore oil drilling; gas prices will drop almost immediately.
   - ☐ It will create more American jobs; oil companies provide more than 100,000 jobs in the United States.
4. Which of the following reasons and evidence does the author use to explain why offshore oil drilling *should not* be allowed in the United States?
   - ☐ There are no benefits to offshore oil drilling; it will not create jobs or meet America's energy needs.
   - ☐ Offshore oil drilling will cause damage to beaches; there will be air and water pollution from toxins and oil spills.
   - ☐ Offshore oil drilling will not provide very much energy; the oil available along the Atlantic Coast is not enough to meet America's energy needs.

5. Based on information from the article, which of the following statements BEST describes important *similarities* and *differences* between both points of view regarding offshore oil drilling in the United States?
   - ☐ Both sides agree that America needs to find additional energy sources; they disagree about the type of energy sources America should be developing.
   - ☐ Both sides agree offshore oil drilling will cause environmental damage; they disagree about how much environmental damage will be caused.
   - ☐ Both sides agree offshore oil drilling will create jobs; they disagree about how many jobs will be created.

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Mid-Unit 3 Assessment:
On-Demand Note Taking, Analysis and Reflection: "Should We Drill?"
(Answers, for Teacher Reference)

Focus question: Should offshore oil drilling be allowed along the Atlantic Coast of the United States? **(RI.5.1, W.5.8, W.5.9b)**

Summary:
Not everyone agrees about President Obama's new plan to allow offshore drilling for oil and gas in American waters. Except for a few areas in the Gulf of Mexico, this is the first time offshore drilling has been allowed in U.S. waters in decades. The drilling will provide fuel for cars and homes, reduce the need to buy oil from other countries, and create jobs. On the other hand, some people are worried about the environmental impacts and think President Obama should focus on renewable energy instead. President Obama said it was a hard decision, but he decided that he had to find a balance between environmental concerns and the need for energy and jobs.

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Mid-Unit 3 Assessment:
On-Demand Note Taking, Analysis and Reflection: "Should We Drill?"
(Answers, for Teacher Reference)

Some people think:

- **Offshore oil drilling will provide the resources we need and many jobs.**

Reasons and evidence that support this point of view:

- **Offshore drilling will provide necessary fuel for cars, homes, and power plants.**
- **Offshore drilling will provide jobs.**
- **"It will also help our nation take a further step towards energy independence," adds McDonnell.**
- **"Americans use 19.5 million barrels of oil each day. That is the most of any country in the world."**
- **Oil is a $100 billion industry.**
- **In the United States, the oil industry creates 100,000 jobs, including work for geologists, engineers, technicians, doctors, and cooks.**

Other people think:

- **Offshore oil drilling will hurt the environment, and we need to try to develop clean energy sources.**

Reasons and evidence that support this point of view:

- **Animals will be in danger of suffocating if oil leaks or spills.**
- **Air and water will be polluted.**
- **The focus should be on creating renewable energy.**
- **Oil spills are dangerous to animals, such as ducks and penguins.**
- **"Ultimately, the president says, he wants to end the country's dependence on fossil fuels—like oil—and on foreign sources of those fuels."**
- **Doug O'Malley from Environment New Jersey says it doesn't make sense to threaten the environment when other solutions, such as clean energy and clean cars, exist.**

After reading about both points of view, I think:
Offshore oil drilling should/should not be allowed along the Atlantic Coast of the United

My prediction:

OR

A call to action: **We could all write letters to President Obama to encourage him to put more money and research into cleaner energy, like wind energy.**

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Mid-Unit 3 Assessment:
On-Demand Note Taking, Analysis and Reflection: "Should We Drill?"
(Answers, for Teacher Reference)

1. Determine the meaning of the term in bold, using context clues. **(L.5.4a)**

   a. In the sentence "His plan reverses a decades-long ***ban*** on drilling in areas other than the Gulf," what does the word ***ban*** mean?

   ☐ order

   ☐ allow

   X **stop**

   b. How did you use context clues to determine the meaning of the word ***ban***?

   The sentence before this says, "It was no easy decision to allow new offshore oil drilling," and that President Obama's "plan reverses a ban"; so if it is allowed now and that reverses a ban, it means that offshore oil drilling was stopped before, when there was a ban on it.

2. Determine the meaning of the term in bold, using context clues as well as your knowledge about common prefixes and root words. **(L.5.4a, b)**

   a. In the sentence "It makes no sense to threaten the East Coast of America ... with spills and other drilling disasters when we're about to ***unleash*** the real solutions to energy dependence," what does the word ***unleash*** mean?

   X **let loose**

   ☐ keep under control

   ☐ begin to develop

   b. How did you use context clues or the prefix and root word in ***unleash*** to determine the meaning of this word?

   The prefix *un-* means "not," and *leash* means "to control, keep something tied up." So *unleash* would mean to let something loose, not keep it tied up.

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Mid-Unit 3 Assessment:
On-Demand Note-Taking, Analysis, and Reflection: "Should We Drill?"
(Answers, for Teacher Reference)

3. Which of the following reasons and evidence does the author use to explain why offshore oil drilling *should* be allowed in the United States? **(RI.5.6, RI.5.8)**

   ☐ Offshore oil drilling won't really harm the environment; beaches and marine life are not affected.

   ☐ Americans will benefit right away from offshore oil drilling; gas prices will drop almost immediately.

   X **It will create more American jobs; oil companies provide more than 100,000 jobs in the United States.**

4. Which of the following reasons and evidence does the author use to explain why offshore oil drilling *should not* be allowed in the United States? **(RI.5.6, RI.5.8)**

   ☐ There are no benefits to offshore oil drilling; it will not create jobs or meet America's energy needs.

   X **Offshore oil drilling will cause damage to beaches; there will be air and water pollution from toxins and oil spills.**

   ☐ Offshore oil drilling will not provide very much energy; the oil available along the Atlantic Coast is not enough to meet America's energy needs.

5. Based on information from the article, which of the following statements BEST describes important *similarities* and *differences* between both points of view regarding offshore oil drilling in the United States? **(RI.5.6)**

   ☐ **Both sides agree that America needs to find additional energy sources; they disagree about the type of energy sources America should be developing.**

   ☐ Both sides agree offshore oil drilling will cause environmental damage; they disagree about how much environmental damage will be caused.

   ☐ Both sides agree offshore oil drilling will create jobs; they disagree about how many jobs will be created.

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Tracking My Progress Mid-Unit 3

Name:

Date:

Learning Target: I can paraphrase to explain the reasons and evidence given to support two different points of view about offshore oil drilling in the United States.

1. The target in my own words is:

_____

_____

_____

_____

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3.The evidence to support my self-assessment is:

_____

_____

_____

_____

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Tracking My Progress, Mid-Unit 3

Name:

Date:

Learning Target: I can support my research, analysis, and reflection on the issue of offshore oil drilling by drawing upon evidence from the text.

1. The target in my own words is:

_____

_____

_____

_____

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3.The evidence to support my self-assessment is:

_____

_____

_____

_____

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Tracking My Progress, Mid-Unit 3

Name:

Date:

Learning Target: I can support my research, analysis, and reflection on the issue of offshore oil drilling by drawing upon evidence from the text.

1. The target in my own words is:

_____

_____

_____

_____

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3.The evidence to support my self-assessment is:

_____

_____

_____

_____

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Tracking My Progress, Mid-Unit 3

Name:

Date:

Learning Target: I can determine the meaning of unknown words, using a variety of strategies.

1. The target in my own words is:

_____

_____

_____

_____

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3.The evidence to support my self-assessment is:

_____

_____

_____

_____

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EXPEDITIONARY LEARNING

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

The Painted Essay for Opinion Writing:

The Introductory Paragraph

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write an opinion piece on topics, supporting a point of view with reasons and information. (W.5.1) a. I can introduce the topic clearly. a. I can state an opinion. a. I can create an organizational structure in which ideas are logically grouped to support my purpose.	
Supporting Learning Targets	**Ongoing Assessment**
• I can identify and explain the purpose of the introduction, thesis, and points of an introductory paragraph about wind power. • With peers, I can develop an introduction, thesis, and points of an introductory paragraph about offshore drilling in the United States.	• Introductory Paragraph on Draft Editorial charts

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Agenda	Teaching Notes
1. Opening A. Homework Review and Engaging the Writer (5 minutes) 2. Work Time A. Determining the Gist and Structure: Model Painted Essay: Editorial about Wind Power (10 minutes) B. The Painted Essay: Identifying and Explaining the Parts and Purposes of the Introductory Paragraph (20 minutes) C. Shared Writing: Developing an Introductory Paragraph for an Editorial (20 minutes) 3. Closing and Assessment A. Debrief and Review of Learning Targets (5 minutes) 4. Homework A. Read your independent reading book for at least 30 minutes.	• In this lesson, students analyze a model Painted Essay about wind power, and then work with group members during a shared writing experience to develop an introductory paragraph that expresses an opinion about offshore oil drilling in the United States. This work supports students both in their understanding of the purpose of each part of a Painted Essay as it is applied to opinion writing, as well as in their preparation for the End of Unit 3 Assessment, in Lesson 9, when they will be asked to write an editorial essay that expresses an opinion about whether the Inuit community should approve the Mary River project on Baffin Island. • First, students read through the entire Model Painted Essay: Editorial about Wind Power to get a sense of the flow of this opinion piece, how all the parts work together, and to determine the gist. • During the second part of Work Time, students color-code and analyze how each piece of the introductory paragraph in the model Painted Essay fits together and establishes a foundation for crafting the proof and conclusion paragraphs. It is important to read through Work Time B carefully to reinforce your own understanding of each part and purpose of the introductory paragraph in the context of an opinion piece. This will prepare you to accurately explain and precisely model the use of the Painted Essay structure for students. • In the final part of Work Time, students work within groups to craft an introductory paragraph that expresses an opinion about offshore oil drilling in the United States, using their Mid-Unit 3 Assessment: Point of View graphic organizers and the article "Should We Drill?" • If your district has printed lessons for you in black and white, it may be helpful to view this lesson in color, and print some colored copies. Go to EngageNY.org or commoncoresuccess.elschools.org and search for 5th grade, Module 3B, Unit 3 lessons. • Based on the needs of your students, and their familiarity with the Painted Essay (which was taught in Module 2B), this lesson may be extended to two sessions. • In advance: – If your students did not do Module 2B, make sure students have completed the Painted Essay lesson before this lesson (see Unit 3 Overview, Preparation and Materials). – Create a new anchor chart titled Parts of a Painted Essay (see supporting materials). – For Work Time A, consider searching the Internet for examples of editorial from newspapers, magazines, or online blogs to show students.

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Agenda	Teaching Notes (continued)
	– Review the Back-to-Back, Face-to-Face protocol and Fist to Five in Checking for Understanding Techniques (see Appendix). • Post: a blank Draft Editorial chart for each group to write their introductory paragraphs on Learning targets; anchor charts listed in Materials.

Lesson Vocabulary	Materials
introductory paragraph, introduction, attention-getter, background, thesis, opinion, point, reason, evidence, focus	• Guiding Questions anchor chart (from Unit 1, Lesson 1) • Big Ideas anchor chart (from Unit 2, Lesson 1) • Journals (begun in Unit 1; one per student) • Model Painted Essay: Editorial about Wind Power (one per student and one to display) • Document camera • Painted Essay templates (students' own, from Module 2B, Unit 2, Lesson 8; provided in supporting materials for ease of reference; see Unit 3 Overview, Preparation and Materials) • Parts of a Painted Essay anchor chart (new; teacher-created) • Crayons, colored pencils, or highlighters (one of each color: red, green, yellow, blue; one set per student) • Overhead markers (red, green, yellow, and blue; one set for teacher use) • Color-Coded Model Painted Essay: Editorial about Wind Power (for teacher reference) • Tape, glue, or staplers (one per student) • Mid-Unit 3 Assessment: Point of View graphic organizer (from Lesson 5; students' completed graphic organizers; with teacher feedback; see Note at end of Lesson 5) • Color-Coded Model Introductory Paragraphs: Narrative Lead, Quote, Statistic (one to display) • "Should We Drill?" (from Lesson 5; one per student) • Draft Editorial chart (blank; teacher-created; one per group)

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Opening	Meeting Students' Needs

A. Homework Review and Engaging the Writer (5 minutes)
• Remind students that for homework they were to read independently and then reflect on how the structure of their independent reading book supports their understanding of the ideas presented.
• Review directions for the Back-to-Back, Face-to-Face protocol and ask students to quickly pair up and turn back-to-back. Ask:
  * "How does the way your independent reading book is structured (organized) support your understanding of the ideas the author is trying to convey?"
• After about 30 seconds, ask students to turn face-to-face to discuss their thinking with their partner.
• After 1 or 2 minutes, invite several students to share their thinking with the class.
• Focus students' attention on the first Unit 3 guiding question on the **Guiding Questions anchor chart**.
  * "How can we develop informed opinions about an issue based on our research, analysis, and reflection upon different points of view?"
• Ask students to briefly consider the question in the context of the research they conducted during Lessons 1–4 about the Mary River mine proposal and then discuss their thinking with their partner.
• After 1 minute, cold call a few students to share their ideas whole group. Listen for them to mention that reading and viewing a variety of texts that presented opposing points of view helped them develop an opinion based on clear reasons and evidence from reliable sources.
• Ask a few students to share out what a possible big idea related to the guiding question might be. Listen for ideas such as:
  – "We can develop informed opinions about an issue based on our research, analysis, and reflection on different points of view."
• Synthesize students' thinking to record a big idea associated with the first guiding question on the **Big Ideas anchor chart**.
• Tell students that in this and the next two lessons, they will participate in a shared writing experience, using their notes from the Mid-Unit 3 Assessment to practice how to develop a well-organized editorial essay that will help them deepen their understanding of the second guiding question for this unit:
  * "How can we effectively communicate opinions?"
	• Allow students who struggle to express their thinking aloud to write or dictate a response to the discussion question.
	• Provide sentence starters to support student discussions and reflections on the guiding questions.

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Opening (continued)	Meeting Students' Needs
• Go on to remind students that during the previous lesson (or Module 2B), they learned about the Painted Essay structure for writing an informational piece. Explain that in today's lesson, they will closely examine each part of the introductory paragraph for a Painted Essay to understand and explain each part and its purpose, how authors can connect each part to support readers' understanding of the opinion, and how the opinion is supported by clear reasons and credible evidence.	

Work Time	Meeting Students' Needs
A. Determining the Gist and Structure: Model Painted Essay: Editorial about Wind Power (10 minutes) • Ask students to collect their **journals** and join their regular small groups. • Distribute the **Model Painted Essay: Editorial about Wind Power** and display a copy using a **document camera**. • Focus students' attention on the word *editorial*. Explain that an *editorial* is an article, usually written for a newspaper or magazine, in which the editor, a staff member, or a guest writer shares her or his opinion about an issue. Clarify and/or provide additional examples as needed (see Teaching Note.) • Ask students to complete the following with their group members: 1. Each person takes a turn reading one paragraph aloud, starting with the first paragraph. 2. After reading the model aloud, discuss what you think the gist of this editorial is. Then, as a group, find and underline the sentence or sentences in the introductory paragraph that best describe what the whole editorial article is about (the gist). 3. On a new page in your journal, write the gist of this editorial. • Clarify directions as needed and then ask students to begin. Circulate to offer support. • After 5 minutes, cold call members from each group to share out their gist statements with the class. Listen for them to identify all or part of the *focus* (thesis/opinion, Points 1 and 2) of the piece: – "Wind is a valuable source of energy." – "Wind will never run out." – "Wind power doesn't hurt the environment." • Next, ask students to locate and review their **Painted Essay templates**. • Tell students to refer to their templates and model editorial to discuss these questions in groups:	• As needed, consider displaying and discussing examples of editorials written by students, or editorials that are about topics students can understand, to support their understanding of what an editorial is (see Teaching Note). • Consider working with a small group of struggling readers to support their reading of the Editorial about Wind Power and the completion of their gist statement. • Consider modifying the length of text struggling readers take on. Make sure they have enough to support a reasonable and accurate gist statement.

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Work Time (continued)	Meeting Students' Needs
* "What do you notice about the structure of the model editorial in comparison to the Painted Essay template?" * "What do you wonder about the structure of the model editorial?" • After 1 or 2 minutes, invite a few students to share their thinking whole group. Listen for: – "I notice that both the template and the essay have four parts, or paragraphs." – "I notice there are introduction sentences in the essay that catch the reader's attention and provide background information." – "I notice that the last sentences (the thesis, Points 1 and 2) of the introductory paragraph tell you the gist, or focus, of the essay." – "I notice that the proof paragraphs have information about wind power that is related to each point from the introductory paragraph." – "I notice the conclusion sounds similar but different from the introductory paragraph." • Tell students that during the next part of Work Time, they will focus specifically on analyzing each part of the model editorial introductory paragraph so they can better understand the importance of the introductory paragraph, as well as how the parts of this paragraph fit together to establish a plan for developing the remainder of the editorial.	
B. The Painted Essay: Identifying and Explaining the Parts and Purposes of the Introductory Paragraph (20 minutes) • Ask students to read the first learning target aloud together: * "I can identify and explain the purpose of the introduction, thesis, and points of an introductory paragraph about wind power." • Circle these key terms in this target: *identify*, *explain*, and *purpose*. Then focus students on the first two words, *identify* and *explain*. Ask them to consider what they already know about the meaning of each of these familiar target words and then discuss in groups how they could restate the target in their own words. • After 1 or 2 minutes, cold call a few students to share their thinking with the class. • Display and draw students' attention to the top row of the **Parts of a Painted Essay anchor chart**. Underline the next three key terms from the target: *introduction*, *thesis*, and *points*. Ask students to locate each of these words on their Painted Essay templates and then discuss:	• Consider pausing periodically and asking students to check in with their neighbors to make sure they are highlighting accurately. If they are not, ask them to support their neighbor by showing their own as a model and coaching them to highlight the correct section. In extreme circumstances, a student might offer to highlight for another student to keep him or her on pace.

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Work Time (continued)	Meeting Students' Needs
* "What do you recall about the purpose of each of these parts in the introductory paragraph?" • After 3 or 4 minutes, invite students from each group to share out with the class. Listen for: – "The *introduction* catches the reader's attention so he or she will want to read more, gives some background information, and provides context about the topic." – "The *thesis* is the most important part of the introductory paragraph; it tells the reader the main idea of the essay and 'steers' your writing the way a steering wheel steers a car." – "The *points* are the parts of your thesis that are going to be described in the proof paragraphs of the essay; they are colored blue and yellow because when blue and yellow combine they make green, to show they are put together to create the (green) thesis." – "The thesis and points combine to create the focus of the essay, or what the essay is mainly about." • After a brief review of each part of the introductory paragraph, distribute **crayons**, **colored pencils**, or **highlighters (red, green, yellow, blue)** and lead the class in color-coding the introductory paragraph, stopping to check for accuracy and address misunderstandings after each step. As you work, use your **overhead markers** (red, green, yellow, blue) to underline each sentence and phrase on the displayed Model Painted Essay: Editorial about Wind Power. Refer to the **Color-Coded Model Painted Essay: Editorial about Wind Power (for teacher reference)** to inform your own understanding of how to guide students through color-coding each part of the introductory paragraph. • Begin by drawing a red box around the whole introductory paragraph of the wind power editorial (be sure students draw a red box around the whole paragraph, including the introduction, thesis, and both points). • Then explain that a red box is drawn around this entire paragraph to indicate that this section of the editorial provides context (attention-getter and background information) and focuses readers on what the entire article will be about. • Ask: * "Which sentences in the introductory paragraph do you think are the *introduction* to the essay, the sentences that provide context by grabbing the reader's attention and giving some background information?" • After 1 minute, invite a few students to share their thinking and listen for: – "The first three sentences grab the reader's attention by asking the reader to imagine a wind farm; they sort of tell a story or create a mind picture for the reader." – "The fourth and fifth sentences provide background information about both sides of the issue, which provides context for the reader."	• To increase participation and ensure all students have opportunities to successfully contribute to the discussion, consider alerting all of them that you will cold call or draw a name to discuss the meaning of these key terms from the target. If the student you call doesn't know how to respond, allow him or her to hear from one or two other students and then come back to him/her. Repeat this process until students can answer successfully and be sure to celebrate their growth and perseverance. • To provide all students access to the synthesis questions, offer sentence starters. ("The introduction grabbed the readers' attention by _____" and "_____ was an example of background information provided in the introduction.") • Offer sentence starters to support all students in participating in the discussion. ("I was able to identify the focus by_____," "I was able to identify the thesis by_____," and "The thesis steers the editorial because_____.")

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Work Time (continued)	Meeting Students' Needs

• Underline the first through fifth sentences with the red marker and ask students to do the same. Then write, "Gets the reader's attention and gives background/provides context" in the third box (Purpose) of the first row of the anchor chart, to the right of Introduction.
• Reiterate to students that the introduction provides not only engagement but also *context* or background knowledge about the topic of the editorial for the reader.
• Next, draw a green box around the *focus* (this will include the thesis and yellow and blue points).
• Remind students that the focus tells the reader what the piece is mostly about.
• Ask students to consider and discuss in groups:
  * "Which sentence in the focus is the *thesis*, the author's opinion about wind power?"
  * "What will this essay be about?"
• After 1-2 minutes, invite a few students to share out and listen for:
  – "I think that 'the wind is a valuable source of energy' is the thesis."
• Model and ask students to lightly highlight the thesis in *green*. Tell them to be sure they color the thesis lightly so they can still read all the words.
• Ask:
  * "What is the purpose of the thesis?"
• After 1 minute, invite a few students to share out whole class and listen for:
  – "The thesis gives the reader an overall idea of what the piece will be about; in this editorial, the thesis is an opinion."
• If students do not recognize that the opinion statement is the thesis in this case, clarify this point for them.
• Record "Tells what the essay is about" in the third box (Purpose) of the first row of the anchor chart, to the right of Thesis.
• Next, tell students that each point helps explain the focus. In an opinion piece, each point is a reason that supports the opinion.
• Ask students to consider, then discuss:
  * "What do you think is the first point that the author will use to explain why she believes wind is a valuable source of energy?"	

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Work Time (continued)	Meeting Students' Needs
• After a moment, ask a few students to share their thinking with the class. Listen for: – "Wind will never run out is one reason she believes wind is a valuable source of energy." • Model and ask students to lightly highlight the first point in *yellow*. Remind them to color lightly so they are still able to read all the words. • Ask students to identify and discuss the second point that the author will use to explain why she believes wind is a valuable source of energy. • After a moment, cold call a few students to share their ideas aloud with the class. Listen for: – "(Wind) doesn't contaminate the environment is another reason the author believes wind is a valuable source of energy." • Model and ask students to lightly highlight the second point in *blue*. • Ask students to consider: * "What is the purpose of the first and second points of the focus and thesis of an opinion essay?" • After 1 minute, invite a few students to share out whole group. Listen for: – "The first and second points provide more detail about the focus; they explain why the author believes the opinion; they break the thesis down into more specific parts." • Record "Provide more details about the focus and breaks the thesis into more specific parts" in the third box (Purpose) of the first row of the anchor chart, to the right of Points 1 and 2. • Then, pose these synthesizing questions for groups to discuss: * "How does the introduction of this editorial grab the reader's attention?" * "What type of background information is provided in the introduction?" • After 1 or 2 minutes, cold call a few students to share out whole group. Listen for: – "It grabs the reader's attention by creating a mind picture for the reader, telling the reader a little story to help him or her better understand the issue." – "The background information presents both sides of the issue, as in 'some people think ...' and 'other people think....'" • Next, ask students to think about and discuss in groups: * "How were you able to identify the *focus* of this editorial?" * "How were you able to identify the *thesis*?"	

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Work Time (continued)	Meeting Students' Needs
* "In what ways does the *thesis* 'steer' the editorial?" • After 1 or 2 minutes, cold call several students to share their thinking with the class. Listen for: – "Knowing that the *focus* connects to the *context* (introduction) helped me locate and identify it." – "The thesis is the author's general opinion about wind energy; it tells the reader what the whole editorial will be about, that wind energy is a valuable resource." • Ask students to think about and discuss in groups: * "How were you able to identify the two *points* of the editorial?" * "How do they BOTH connect to the focus and thesis of this editorial about wind power?" • After 1 or 2 minutes, cold call several students to share out whole group. Listen for: – "I noticed on my Painted Essay template that the *points* seem to be two parts of the same sentence, so I located the sentence in the introductory paragraph that provides more details about the focus and thesis/opinion of the editorial." – "Both points tell why the author believes wind is a valuable resource for energy, because one point explains how wind will never run out and the second point says that wind will not hurt the environment." • Ask students to **tape**, **glue**, or **staple** their model wind power essays onto the next blank page in their journals. • Congratulate students on their growing understanding of the Painted Essay structure, as well as their ability to explain the purpose of each part of the introductory paragraph.	

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Work Time (continued)	Meeting Students' Needs

C. Shared Writing: Developing an Introductory Paragraph for an Editorial (20 minutes)
• Introduce the target:
  * "With peers, I can develop an introduction, thesis, and points of an introductory paragraph about offshore drilling in the United States."
• Tell students that over the course of this and the next two lessons, they will practice writing an editorial about offshore oil drilling in the United States, using the notes from their **Mid-Unit 3 Assessment: Point of View graphic organizer** and the Painted Essay structure. Explain that students' work during this and the next two lessons serves to further develop their understanding of how to use the Painted Essay structure to craft a well-organized opinion piece and will help prepare them for the editorials they will write for the end of unit assessment to argue whether Inuit communities should or should not allow mining on Baffin Island in Nunavut.
• Distribute and display the **Color-Coded Model Introductory Paragraphs: Narrative Lead, Quote, Statistic**.
• Focus students' attention on the first introductory paragraph example, Narrative Lead. Point out that this is the introductory paragraph from the model editorial students just worked with.
• Ask them to follow along silently as you read the first three underlined sentences aloud. Remind them that they already identified these sentences as the "attention-getter" portion of the introduction. Then ask students to consider and discuss:
  * "What do you notice about how these sentences are written?"
  * "How do these first three sentences grab the reader's attention?"
• After 1 or 2 minutes, cold call a few students to share their thinking with the class. Listen for:
  – "I notice these sentences sound kind of like a story."
  – "I notice the use of figurative language: metaphor, 'a field of giant pinwheels'; and personification, 'spinning madly.'"
  – "They grab the reader's attention by comparing windmills to pinwheels, creating a picture of a wind farm in the reader's mind by using a story-like introduction."
• Explain that this first example is called a "narrative lead," which is a technique authors sometimes use to grab readers' attention by telling a short story that helps readers understand the issue.
• Next, focus students on the second introductory paragraph example, Quote, and read the underlined portions of the paragraph aloud as students follow along silently.
	• Offer sentence starters to help all students participate fully in the discussion. ("These first sentences_____" and "They grab the readers' attention by_____.")
	• Offer another set of sentence starters to support students with the next discussion. ("A quote can grab the readers' attention by_____," "The author infused this quote with her own thinking by_____," and "The author connected the quote to the background information by_____.")
	• Consider challenging students to find examples of narrative leads, quotes, and statistics as attention-getters during their independent reading and bring in examples to share with the class.
	• Consider inviting students who may get overwhelmed with the number of choices for an attention-getter to focus on one type and guide them through the process of using that type to grab the readers' attention in their piece.

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Work Time (continued)	Meeting Students' Needs
• Ask them to consider and discuss: * "How can a quote grab readers' attention?" * "How did the author infuse this quote into her own thinking?" * "How does the author connect the quote to the background information?" • After 2 minutes, cold call a few students to share their group's thinking with the class. Listen for ideas such as: – "Quotes are a good way to grab readers' attention because they provide factual information and can establish credibility right away, especially if the quote is from a reliable, recognized source." – "The author started by telling the audience who said the quote and what her expertise is (manager for a company that buys and sells wind power)." – "The author uses a connecting phrase (transition) to connect the quote to the background information by saying, 'This quote illustrates that some people think....'" • Point out that the author used her own words as well as a quote from a reliable source. This is similar to the way students practiced adding quotes to their summary paragraphs in Unit 1 of this module. • Ask students to focus on the third introductory paragraph example, Quote/Statistic, and read the last underlined sentence of the introductory paragraph aloud as they follow along silently. • Ask groups to discuss: * "How is this sentence both a quote and a statistic?" * "What do you notice about where this sentence is placed within the paragraph, in contrast to the other two examples?" * "How does the quote/statistic grab the readers' attention?" • After 2 minutes, cold call several groups to share their thinking with the class. Listen for suggestions such as: – "It is a quote because it was said by the U.S. secretary of energy, Steven Chu, and it is in quotation marks." – "It is a statistic because it provides data in the form of a number, 25 percent of future energy use." – "I notice it is at the end of the paragraph instead of the beginning like the other two examples; it's separated from the background information." – "It grabs the reader's attention because it is specific information in the form of data and is provided by a reliable source, the U.S. secretary of energy; it's interesting because 25 percent is a large amount."	• If group dynamics alone aren't enough to support students who are struggling to read or write grade-level text, offer to support them in a small group to guide them through these steps.

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Work Time (continued)	Meeting Students' Needs
• Take a moment to explain that authors can grab readers' attention in a variety of ways. These three examples demonstrate the use of a narrative lead, a quote, and a statistic for that purpose. Remind students that during previous modules, they also learned that authors sometimes choose to use a question or exclamation to gain their readers' interest. • Go on to emphasize that these examples also illustrate that an introductory paragraph can be organized differently. What is most critical for students to understand are the parts and purpose of each piece of the introductory paragraph and how those pieces can be crafted and arranged in numerous ways that allow each individual writer to express her or his ideas clearly and creatively. • Tell students they are now going to participate in a shared writing experience to develop an introductory paragraph for an editorial about offshore oil drilling, using their notes from the Mid-Unit 3 Assessment: Point of View graphic organizer, the article **"Should We Drill?"** and the Painted Essay structure. • Return and/or help students locate their mid-unit assessment graphic organizer and article. Then point out each group's **Draft Editorial chart**. • Explain that students will work with group members to develop each part of an introductory paragraph for an editorial about offshore oil drilling in the United States. After each group develops and records their thinking on their chart, they will have an opportunity to share their ideas aloud for you to synthesize and record on a class version of the same chart. • Direct students to begin by completing the following in groups: 1. With group members, review your Point of View graphic organizers and article from the mid-unit assessment. 2. Discuss, based on the information in your notes and the text, what would be a good way to grab your readers' attention in the first sentence of the introduction (narrative lead, quote, statistic, question, exclamation). 3. Work with group members to develop and record an attention-getter at the top of your chart (remember to indent the first sentence). • Clarify directions as needed and then circulate to offer support and guidance. • After 3 or 4 minutes, invite groups to share the attention-getter they each recorded and explain why they chose to use either a narrative lead, quote, statistic, question, or exclamation (responses will vary). • Synthesize students' thinking to record an attention-getter at the top of the class chart and underline with red marker.	

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Work Time (continued)	Meeting Students' Needs
• Then give these directions to groups: 1. Once again, review your graphic organizers and article to determine the background information you will include in the introduction of your introductory paragraph (what each side thinks about the issue). 2. Discuss with group members how you could restate the information in your graphic organizers and from the article to provide background knowledge to readers about both sides of the issue. 3. Record background information after the attention-getter on your chart. • Clarify as needed and then circulate to support. • After 2 or 3 minutes, invite groups to share the background information they recorded (responses will vary, but listen for students to share ideas that include both sides of the issue). • Synthesize students' thinking to record background information on the class chart and underline with red marker. • Direct students to work in groups to: 1. Review the opinion each group member recorded on his or her mid-unit assessment graphic organizer. 2. Discuss and arrive at a group consensus: "Should offshore oil drilling be allowed along the Atlantic Coast of the United States?" 3. Record your opinion (thesis) directly after the background information. Be sure to use key words from the question in your opinion statement. • Provide clarification and then circulate to offer guidance as necessary. • After 2 or 3 minutes, invite groups to share the opinion statement (thesis) they recorded. Responses will vary, but listen for students to take one side of the issue and use key terms from the question (e.g., offshore oil drilling should/should not be allowed along the Atlantic Coast of the United States). • Synthesize students' thinking to record a statement of the most prevalent class opinion (thesis) on the class chart. Underline with green marker.	

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Work Time (continued)	Meeting Students' Needs
• Next, direct students to develop their two points by working in groups: 1. Review your graphic organizers and article to locate information that helps you explain the reasons you believe the opinion (thesis). 2. Discuss how you could develop a sentence that expresses two separate reasons (points) that support the opinion (thesis). 3. Once you arrive at consensus, record your group's thinking after the opinion on your group chart. • Provide clarity as needed and then circulate to support. Encourage students to refer to the introductory paragraph from the model essay, or other model introductory paragraphs, for ideas. • After 3 or 4 minutes, cold call groups to share their thinking with the class. Answers will vary, but listen for students to share two reasons (points), combined into one sentence, that support the opinion they recorded on their group chart. Synthesize students' ideas to record a sentence that expresses two reasons (points) in support of the class opinion on the class chart just after the opinion. Underline the first reason with yellow marker and the second reason with blue marker. • Then, draw a green box around the opinion (thesis) and two reasons (Points 1 and 2) on the class chart and ask students: * "What is the purpose of the thesis (opinion) and Points 1 and 2 (reasons)?" * "Why are they boxed in green?" • Listen for them to share that these are the *focus* of the article; they have a green box around them because the green thesis and the yellow and blue points all combine to make green and establish a focus for the piece. • Draw a red box around the entire introductory paragraph on the class chart then ask students to consider and discuss: * "Why is there a red box around the entire paragraph?" * "How do all the parts of the introductory paragraph work together to establish a plan for your editorial?" • After 2 minutes, listen for students to share out that the introductory paragraph is boxed in red because this first section of the editorial is meant to provide context, through an attention-getter and background information, and it focuses readers on what the entire article will be about (or similar suggestions). • Once again, praise students for their developing understanding of the purpose for each part of the introductory paragraph in a Painted Essay and their ability to explain how these parts work together to engage and support readers' understanding of the ideas conveyed.	

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Closing and Assessment	Meeting Students' Needs

A. Debrief and Review of Learning Targets (5 minutes)
• Focus students' attention on the top row, third column of the Parts of a Painted Essay anchor chart, titled Purpose. Point out that one of the purposes of the introduction is to grab the reader's attention. Ask students to refer to their introductory paragraphs about offshore oil drilling and discuss with group members:
  * "What are the types of attention-getters you learned about today?"
  * "Which one do you think would be most effective for grabbing the readers' attention in an opinion piece, like an editorial? Explain your thinking."
• Give students 2 or 3 minutes to share their ideas in groups. Then invite a few students to share out their thinking with the class. Listen for ideas such as:
  – "We learned about a narrative lead, quote, and statistic."
  – "I think a narrative lead/quote/statistic is the best way to grab the reader's attention in an opinion piece because_____."
• Read each learning target aloud and ask students to use Fist to Five to demonstrate their level of mastery toward each target. Note students who show three to fist, as they may need more support identifying the parts of an introductory paragraph and the purpose of each.
	• Provide sentence starters as needed to allow all students access to the debrief discussion.

Homework	Meeting Students' Needs
• Read your independent reading book for at least 30 minutes. Be prepared to discuss one interesting piece of information from your book and explain why it is interesting.	• As available, provide audio versions of texts to students who struggle with independent reading.

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EXPEDITIONARY LEARNING

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

Supporting Materials

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Model Painted Essay:
Editorial about Wind Power

Imagine yourself driving along a deserted stretch of wind-blown land. You come over a little rise and see a field of giant pinwheels—white steel towers topped with blades spinning madly in the wind. What you are seeing is a wind farm, a new and growing source of electrical energy. Some people think wind power is part of the solution to our need for new energy resources, but others worry that wind turbines, the towers that turn wind into energy, are ugly, noisy, and harmful to migrating birds. I think that the wind is a valuable source of energy. Wind will never run out, and it doesn't contaminate the environment.

Wind power is a renewable source of energy. The wind is present everywhere on the planet, and it is never going to stop blowing. Other energy sources, like coal and oil, will run out someday. This is one reason why the cost of coal is rising while the cost of wind power is dropping steadily. The winds that blow offshore are especially strong and reliable, which makes offshore wind farms a very promising source of energy to power our coastal cities.

Wind is also a great energy source because it produces no pollution. When coal and other fossil fuels are burned to generate electricity, they fill the air with dangerous pollutants that can make it hard to breathe. Oil spills and coal mining also cause water pollution. Mining for fossil fuels can leave the land barren, but farms can still grow crops right next to where wind turbines are built.

The wind is one source of energy we will be able to count on for an unlimited amount of time. Wind can also provide electricity without causing extensive damage to the environment. Therefore, I believe people should begin to recognize the value of this incredible resource. If we act now to harness this renewable and clean form of energy, then we can save our earth from further harm.

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Painted Essay template

The Painted Essay ®

A tool for teaching basic essay form

Introduction *Catches the readers' attention* *Gives some background information*	
THESIS	
Point 1	Point 2

Proof Paragraph 1

Gives evidence and reasons to support point 1

Transition

Proof Paragraph 2

Gives evidence and reasons to support point 2

Conclusion

What?

So What?

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Parts of a Painted Essay Anchor Chart
(For Teacher Reference)

	Parts	Purposes
Introductory Paragraph	1. **Introduction** 2. **Thesis (opinion)** 3. **Point 1** and **Point 2 (reasons)**	
Proof Paragraph 1 _____	**Point 1 (Reason 1)** **Evidence**	
Proof Paragraph 2 _____	**Transition** **Point 2 (Reason 2)** **Evidence**	
Conclusion Paragraph	**What?** **So what?**	

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Color-Coded Model Painted Essay:
Editorial about Wind Power
(For Teacher Reference)

Imagine yourself driving along a deserted stretch of wind-blown land. You come over a little rise and see a field of giant pinwheels—white steel towers topped with blades spinning madly in the wind. What you are seeing is a wind farm, a new and growing source of electrical energy. Some people think wind power is part of the solution to our need for new energy resources, but others worry that wind turbines, the towers that turn wind into energy, are ugly, noisy, and harmful to migrating birds. I think that the wind is a valuable source of energy. Wind will never run out, and it doesn't contaminate the environment.

Wind power is a renewable source of energy. The wind is present everywhere on the planet, and it is never going to stop blowing. Other energy sources, like coal and oil, will run out someday. This is one reason why the cost of coal is rising while the cost of wind power is dropping steadily. The winds that blow offshore are especially strong and reliable, which makes offshore wind farms a very promising source of energy to power our coastal cities.

Wind is also a great energy source because it produces no pollution. When coal and other fossil fuels are burned to generate electricity, they fill the air with dangerous pollutants that can make it hard to breathe. Oil spills and coal mining also cause water pollution. Mining for fossil fuels can leave the land barren, but farms can still grow crops right next to where wind turbines are built.

The wind is one source of energy we will be able to count on for an unlimited amount of time. Wind can also provide electricity without causing extensive damage to the environment. Therefore, I believe people should begin to recognize the value of this incredible resource. If we act now to harness this renewable and clean form of energy, then we can save our earth from further harm.

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Color-Coded Model Introductory Paragraphs:
Narrative Lead, Quote, Statistic

Narrative Lead:

Imagine yourself driving along a deserted stretch of wind-blown land. You come over a little rise and see a field of giant pinwheels—white steel towers topped with blades spinning madly in the wind. What you are seeing is a wind farm, a new and growing source of electrical energy. Some people think that wind power is part of the solution to our need for new energy resources. Others worry that wind turbines, the towers that turn wind into energy, are ugly, noisy, and harmful to migrating birds. I think that the wind is a valuable source of energy. Wind will never run out, and it doesn't contaminate the environment.

Quote:

According to Cindy Bothwell, manager of Integrated Resource Planning for PNM, a company that buys wind power to sell as electricity to its customers, "Wind farms help our nation's energy supply without creating greenhouse gases or other pollutants." This quote illustrates that some people think wind power is part of the solution to our need for new energy resources. However, other people worry that wind turbines, the towers that turn wind into energy, are ugly, noisy, and harmful to migrating birds. I think that the wind is a valuable source of energy. Wind will never run out, and it doesn't contaminate the environment.

Quote/Statistic:

Some people think that wind power is part of the solution to our need for new energy resources. Others worry that wind turbines, the towers that turn wind into energy, are ugly, noisy, and harmful to migrating birds. I think that the wind is a valuable source of energy. Wind will never run out, and it doesn't contaminate the environment. In fact, "wind energy could provide as much as 25 percent of our electricity [in the future]," according to U.S. Secretary of Energy Steven Chu,.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 3: Lesson 7

The Painted Essay for Opinion Writing: Writing Proof Paragraphs

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.1) b. I can provide logically ordered reasons that are supported by facts and details. I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)

Supporting Learning Targets	Ongoing Assessment
• With group members, I can determine reasons and evidence related to the first and second points of an editorial about offshore oil drilling in the United States. • With group members, I can write two proof paragraphs for an editorial about offshore oil drilling in the United States by using reasons and evidence related to each point in my introductory paragraph.	• Proof paragraphs on Draft Editorial charts

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Agenda	Teaching Notes
1. Opening A. Homework Review and Engaging the Writer (5 minutes) 2. Work Time A. Determining Related Ideas: Reasons and Evidence for the Proof Paragraphs of a Painted Essay (15 minutes) B. Determining Related Reasons and Evidence: Offshore Oil Drilling in the United States (15 minutes) C. Writing Proof Paragraphs: Offshore Oil Drilling in the United States (20 minutes) 3. Closing and Assessment A. Debrief and Review of Learning Targets (5 minutes) 4. Homework A. Read your independent reading book for at least 30 minutes.	• This lesson follows a similar pattern to Lesson 6; however, in this lesson students focus on analyzing and writing the proof paragraphs of a Painted Essay. • First, students closely review the parts and purposes of the proof paragraphs in the Model Painted Essay: Editorial about Wind Power to build their understanding of how the proof paragraphs use reasons and evidence to support the opinion and points presented in the introductory paragraph. • Then, students review their notes from the Mid-Unit 3 Assessment: Point of View graphic organizers and the article "Should We Drill" to locate and record evidence that supports the group thesis (opinion) and points (reasons) from their introductory paragraph. • During the final part of Work Time, students use the reasons and evidence they locate and record during Work Time B to develop two proof paragraphs to support the thesis and each point made in the introductory paragraph about offshore oil drilling. Note that linking words will be introduced in the next lesson; therefore, do not focus on having students use linking/transitional words in their proof paragraphs at this point. Students' work during this lesson supports their understanding of the connection between the proof paragraphs and the thesis and points presented in the introductory paragraph, as well as their ability to write proof paragraphs for the editorials they will develop to express an opinion about the Mary River project on Baffin Island for the End of Unit 3 Assessment in Lesson 9. • In advance: – Closely review Work Times A, B, and C to help reinforce your own understanding of how the proof paragraphs use reasons and evidence to support the thesis and points made in the introductory paragraph, so you are prepared to accurately explain and precisely model the use of the Painted Essay structure. – Review Milling to Music and Glass, Bugs, Mud in Checking for Understanding Techniques (see Appendix). • Post: Learning targets; anchor charts listed in materials.

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Lesson Vocabulary	Materials
proof paragraphs, introductory paragraph, thesis, opinion, point, reason, evidence	• Journals (begun in Unit 1; one per student) • Painted Essay templates (students' own, from Module 2B, Unit 2, Lesson 8; or from this unit, Lesson 6) • Model Painted Essay: Editorial about Wind Power (from Lesson 6; one per student and one to display) • Crayons, colored pencils, or highlighters (one yellow and one blue for each student) • Parts of a Painted Essay anchor chart (from Lesson 6) • Developing an Opinion anchor chart (from Lesson 2) • Draft Editorial charts (from Lesson 6; one per group) • Proof Paragraphs graphic organizer (one per group) • "Should We Drill?" (from Lesson 5; one per student) • Mid-Unit 3 Assessment: Point of View graphic organizer (from Lesson 5; one per student) • Reasons and Evidence task card (one per group) • Proof Paragraphs task card (one per group)

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Opening	Meeting Students' Needs

A. Homework Review and Engaging the Writer (5 minutes)
• Ask students to partner with a classmate they have not worked with much or at all.
• Ask students to discuss their homework reflections:
  * "What is one interesting piece of information you learned from your independent reading book?"
  * "Why is this information interesting to you?"
• After 2 minutes, invite a few students to share out interesting ideas they heard from their partner. Answers will vary.
• Focus students whole group and remind them that during the previous lesson, they examined a complete model Painted Essay about wind power. They focused specifically on the introductory paragraph to analyze the purpose of each part and how those parts work together to introduce the issue and establish a plan for the rest of the essay. Then they worked collaboratively with group members to write their own introductory paragraphs about offshore oil drilling in the United States.
• Explain that today students will take a closer look at the two points (reasons) from the model introductory paragraph to help focus their writing of the proof paragraphs for their group editorial about whether offshore oil drilling should be allowed along the Atlantic Coast of the United States. Remind students that their work in these lessons is meant to support their understanding of how to write an editorial about whether the Inuit community should approve the Mary River mine proposal on Baffin Island for the End of Unit 3 Assessment in Lesson 9.
	• Provide sentence starters to allow all students access to partner discussions.

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Work Time	Meeting Students' Needs

A. Determining Related Ideas: Reasons and Evidence for the Proof Paragraphs of a Painted Essay (15 minutes)
• Ask students to collect their **journals**, **Painted Essay templates**, and **Model Painted Essays: Editorial about Wind Power** and join their regular groups. Distribute **crayons, colored pencils, or highlighters** (yellow and blue).
• Tell students to refer to the introductory paragraph of their model essays and locate the thesis. Ask:
  * "According to the thesis, what is the main idea of this editorial? What will this editorial be mostly about?"
• Listen for students to repeat or paraphrase the thesis:
  – "I think that the wind is a valuable source of energy."
• Ask students to point to the part of the introductory paragraph that tells the reader the first point (reason) the author uses to support the thesis (opinion): "Wind is a valuable source of energy." Help students locate Point 1 (Reason 1), which they highlighted in yellow during Lesson 6. Direct students to read Point 1 aloud together:
  * "Wind will never run out."
• Draw students' attention to the **Parts of a Painted Essay anchor chart** and then write, "Wind will never run out" on the line below Proof Paragraph 1 in the first box of the second row of the anchor chart.
• Next, ask students to refer to their Painted Essay templates to determine which paragraph of the model essay should be color-coded yellow, the same as Point 1 in the introductory paragraph. Tell students that once they determine which paragraph relates to Point 1, they need to hold up their model essays and point to the paragraph they believe should be color-coded yellow. Look for them to point to the second paragraph of the model essay, then ask them to highlight the entire second paragraph in yellow.
• Direct students to once again refer to the introductory paragraph of their model essays and review the thesis (opinion) of the essay. Ask them to point to the part of the introductory paragraph that tells the reader the second point (reason) the author will use to support the thesis (opinion): "Wind is a valuable source of energy."
• Help students to locate Point 2 (Reason 2), which they highlighted in blue during Lesson 6. Ask them to read Point 2 aloud together: "... and it doesn't contaminate the environment."
• Draw students' attention to the fact that the second point is a "sentence fragment," or an incomplete sentence, and ask them to complete this sentence by thinking about:
  * "What doesn't contaminate the environment? What is the topic of the essay?"
	• Consider displaying the Editorial about Wind Power under the document camera and pointing out the thesis and points as they are discussed.
	• Pause after students have had some time to color their paragraphs. Ask them to check in with their table mates to make sure they have located the correct paragraph.
	• Offer a sentence starter to give all students access to the discussion question. ("Reasons are used to_____, whereas evidence is_____.")
	• Consider supporting students struggling to read grade-level text by meeting with them as a small group to guide them through the steps to link the reasons and evidence in each paragraph to reasons from the introductory paragraph and the purpose of each point and the evidence provided.
	• Consider displaying the wind power editorial and pointing to the sentences students suggest is the transition.

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Work Time (continued)	Meeting Students' Needs
• Cold call one or two students to share out and listen for: – "Wind energy is the topic of this essay, so the second point is wind energy doesn't contaminate the environment." • Write, "Wind energy doesn't contaminate the environment" on the line below Proof Paragraph 2 in the first box of the third row of the anchor chart. • Ask students to look to their Painted Essay templates to help them determine which paragraph of the model essay should be color-coded blue, the same as Point 2 in the introductory paragraph. Tell them that once they determine which paragraph relates to Point 2, they need to hold up their model essays and point to the paragraph they believe should be color-coded blue. Look for them to point to the third paragraph of the model essay and ask them to highlight the entire third paragraph in blue. • Next, focus students' attention on these boxes of the anchor chart in the second and third rows: Point 1 (Reason 1), Point 2 (Reason 2), and Evidence. (Tell them they will come back to the Transition a little later.) Then, ask students to think about and discuss in groups: * "What do you recall from the beginning of this unit about how authors use reasons and evidence to support an opinion?" • After 2 minutes, invite a few students to share out whole group. Listen for: – "We learned that reasons explain why the author believes the opinion." – "We learned that evidence is information, facts, details, and direct quotes from reliable sources (such as experts or information from the texts read in class) that support the reason and opinion." – "Evidence from reliable sources makes our opinion more credible, trustworthy, and believable." • If students cannot explain the distinction between reasons and evidence, briefly refresh their memories by referring to the **Developing an Opinion anchor chart**. • Tell students they will reread Proof Paragraph 1 of the model editorial (highlighted in yellow) to analyze how reasons and evidence are used to support Point 1 (Reason 1) of the introductory paragraph: "Wind will never run out." • Then ask students to complete the following: 1. With group members, reread Proof Paragraph 1 (the second paragraph) of the model wind power editorial. 2. With group members, identify and discuss how Point 1 (Reason 1) and evidence in the first proof paragraph are related to Point 1 (Reason 1) from the introductory paragraph.	

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Work Time (continued)	Meeting Students' Needs
• Clarify directions as needed and then ask students to begin working. Circulate to offer support. • After 3 or 4 minutes, cold call students from each group to share their thinking with the class. Listen for: – "In the model editorial, the first point (reason) we identified is 'Wind power is a renewable source of energy.' This point (reason) explains why the author holds the opinion that 'Wind is a valuable source of energy.'" – "Point 1 (Reason 1) of this model paragraph, 'Wind power is a renewable source of energy,' is a restatement of the first point (reason) from the introductory paragraph, 'Wind will never run out.'" – "Examples of evidence that support the first point (reason) and opinion are: 'The wind is present everywhere on the planet, and it is never going to stop blowing,' 'Energy sources, like coal and oil, will run out someday,' 'The cost of coal is rising while the cost of wind power is dropping steadily,' and 'Wind that blows offshore is especially strong and reliable, making offshore wind farms a very promising source of energy to power our coastal cities.'" • If students have trouble distinguishing between reasons and evidence, provide further clarification as needed. • Focus students on the second row, third column, Purposes, and ask them to consider and discuss in groups: * "What is the purpose (goal, objective) of the point (reason) and evidence you identified in Proof Paragraph 1?" • After 1 or 2 minutes, cold call a few students to share out whole group. Listen for: – "The purpose of Point 1 (Reason 1) and the evidence in the proof paragraph is to explain and support Point 1 (Reason 1) and the thesis (opinion) from the introductory paragraph." – "Give more information to the readers so they will find the piece credible." • Record students' ideas in the Purposes box of the second row of the anchor chart. • Ask students to now look at Point 2, "Wind doesn't contaminate the environment," and Proof Paragraph 2 to complete the following steps: 1. With group members, reread Proof Paragraph 2 (the third paragraph) of the model wind power editorial. • With group members, identify and discuss how Point 2 (Reason 2) and evidence in the second proof paragraph are related to Point 2 (Reason 2) from the introductory paragraph. • Provide clarification as needed and then ask students to begin. Circulate to offer support.	

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Work Time (continued)	Meeting Students' Needs
• After 4 or 5 minutes, cold call students from each group to share their ideas with the class. Listen for: – "The second point (reason) in Proof Paragraph 2 is 'Wind is also a great energy source because it produces no pollution'; this explains why the author believes the opinion that wind is a valuable energy source and is a different way of stating Point 2 (Reason 2) from the introductory paragraph, 'Wind doesn't contaminate the environment.'" – "Examples of evidence that supports Point 2 (Reason 2) and the opinion are: 'When coal and other fossil fuels are burned to generate electricity, it fills the air with dangerous pollutants that can make it hard to breathe,' 'Oil spills and coal mining also cause water pollution,' and 'Mining for fossil fuels can leave the land barren.'" • Focus students on the third row, third column (Purposes) and ask them to consider and discuss in groups: * "What is the purpose (goal/objective) of Point 2 (Reason 2) and evidence you identified in Proof Paragraph 2?" • After 1 or 2 minutes, cold call a few students to share out whole group. Listen for: – "The purpose of Point 2 (Reason 2) and the evidence in the second proof paragraph is to explain and support Point 2 (Reason 2) and the thesis (opinion) from the introductory paragraph." – "The purpose is to give more information about Point 2 so the reader might be persuaded to agree with the author's opinion; to learn more facts and information about the issue." • Record students' ideas in the Purposes box of the second row of the anchor chart. • Focus students' attention on the word *Transition* in the second box of the third row of the anchor chart. Ask them to look back to their Painted Essay templates and locate the area called "transition," colored with yellow and blue. Ask groups to discuss: * "What do you recall about the purpose of the transition sentence?" • After 1 or 2 minutes, invite a few students to share out whole group. Listen for: – "The transition moves the reader from one point to the next." – "The transition is a 'bridge' between the first point (reason) and the second point (reason)." • Record students' thinking in the Purpose box of the third row. If they are not able to remember and share out the role of the transition sentence, explain it to them and then add a description of the purpose to the anchor chart.	

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Work Time (continued)	Meeting Students' Needs
• Ask students to look back at their templates for help in finding the transition sentence in the model editorial. Cold call a few students to share out which sentence they believe is the transition and explain why they think it is the transition sentence. Listen for: – "The first sentence of Proof Paragraph 2, 'Wind is also a great energy source because it produces no pollution,' is the transition. I think this is a transition sentence because it combines the ideas of Proof Paragraph 1, 'Wind will never run out (which is why it's a valuable energy source)' and Proof Paragraph 2, 'Wind doesn't contaminate the environment,' which is what that third paragraph is mostly about." • Praise students' for their ability to identify the points (reasons) and evidence from the proof paragraphs that support the points (reasons) and thesis (opinion) stated in the introductory paragraph, as well as their ability to locate and explain how the transition sentence moves the reader from one point to the next. • Tell students that during the next part of Work Time, they will review the introductory paragraphs they crafted during the previous lesson about offshore oil drilling in the United States, revisiting details they recorded on their graphic organizers during the mid-unit assessment to build an understanding of how to develop proof paragraphs that connect to and support the thesis and points stated in the introductory paragraph.	
B. Determining Related Reasons and Evidence: Offshore Oil Drilling in the United States (15 minutes) • Ask students to read the first learning target aloud together: * "I can determine reasons and evidence related to the first and second points of an editorial about offshore oil drilling in the United States." • Underline words students are familiar with: *determine*, *reasons*, *evidence*, *related*, *points*, and *editorial*. • Ask them to discuss in groups how they could restate the target based on their understanding of key terms. • After 1 or 2 minutes, cold call a few students to share out their ideas whole group. • Ask students to focus on the **Draft Editorial charts** they created during Lesson 6. Distribute a **Proof Paragraphs graphic organizer** to each group. Ask students to find and share out the thesis of each of their charts. Listen for either: "Offshore oil drilling should be allowed along the Atlantic Coast of the United States" or "Offshore oil drilling should not be allowed along the Atlantic Coast of the United States."	• Consider displaying a strong example of a student-restated learning target to support all learners, especially ELLs. • Consider pausing throughout this exercise and asking students to check in with their neighbors to make sure each is completing his or her graphic organizer accurately. • Consider using talking tokens to ensure that each student participates in this discussion equally.

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Work Time (continued)	Meeting Students' Needs
• Ask a few students to locate Point 1 (Reason 1) in the introductory paragraph recorded on their charts (responses will vary, but listen for students to share out the first point (reason) that supports the group thesis (opinion) recorded on their chart). • Ask students to write a complete sentence to express the first point (reason) of their editorials on the line below Point 1 (Reason 1) on their graphic organizers. • Ask students to locate Point 2 (Reason 2) in the introductory paragraph recorded on their charts (again, responses will vary, but listen for students to share out the second point (reason) that supports the group thesis (opinion) recorded on their chart). • Ask students to write a complete sentence to express the second point (reason) of their editorials on the line below Point 2 (Reason 2) on their graphic organizers. • Remind students that before authors begin to write an opinion piece, such as an editorial, they must first conduct research and collect information related to the focus (thesis and points) of their article. Explain that when authors provide clear reasons and credible evidence to support their opinion, their readers are more likely to agree with their point of view, which is the primary purpose of opinion writing, to argue one side of an issue or another for the purpose of persuading one's audience to agree with her/his point of view. Tell students that before they start to write the proof paragraphs that support their thesis, they must first collect information related to the thesis (opinion) and each point (reason) of their editorials • Help students locate their article, **"Should We Drill?"** and completed **Mid-Unit 3 Assessment: Point of View graphic organizer**. • Then distribute the **Reasons and Evidence task card**. Focus students on the Proof Paragraphs graphic organizer, specifically the second column of the and the boxes labeled "Proof Paragraph 1: Evidence that supports Point 1" and "Proof Paragraph 2: Evidence that supports Point 2." Then read aloud and ask students to complete the steps on their Reasons and Evidence task card to prepare for writing the proof paragraphs of their editorials about offshore oil drilling in the United States, during Work Time C. • Provide clarification as needed and then ask students to begin. Circulate to provide support and guidance. • After 10 to 12 minutes, cold call members from each group to share their points (reasons) and supporting evidence and explain why they think each piece of evidence is related to one point (reason) more than the other (answers will vary, but listen for students to justify their choices by making specific connections between each point in their introductory paragraphs and direct quotes and paraphrased evidence from the article).	• To support students who struggle to locate information from multiple sources, consider working with them in a small group to guide them through these steps.

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Work Time (continued)	Meeting Students' Needs
• Ask students to review all of the evidence in both columns and reflect: * "What single main idea does all of this evidence help the reader understand?" • Be sure students understand that all of the evidence gathered under these two points is designed to explain the thesis (opinion) they recorded on their group charts. • Tell them that during the next part of Work Time, they will write their proof paragraphs using the points (reasons) and evidence they added to their Proof Paragraphs graphic organizer.	

C. Writing Proof Paragraphs: Offshore Oil Drilling in the United States (20 minutes)
• Ask students to read the second learning target aloud:
  * "I can write two proof paragraphs for an editorial about offshore oil drilling in the United States by using reasons and evidence related to each point in my introductory paragraph."
• Invite a few students to restate the target in their own words based on their understanding of key terms such as *proof paragraphs*, *editorial*, *reasons*, *evidence*, *related*, *points*, and *introductory paragraph* that they are familiar with from Work Times A and B.
• Explain that now students will review the points (reasons) and evidence recorded on their Proof Paragraphs graphic organizer and work collaboratively with group members to develop two proof paragraphs that support the focus (thesis and points) of the introductory paragraph on their charts.
• Distribute a **Proof Paragraphs task card** to each group. Read the directions aloud as students follow along silently.
• Answer clarifying questions, then ask students to begin.
• Circulate to offer guidance and support as needed. Prompt students' thinking by asking questions such as:
  * "How is the reason in this proof paragraph a restatement of Point 1 or 2 (Reason 1 or 2) from your introductory paragraph?"
  * "How does the evidence you have chosen connect to the point (reason) and thesis (opinion)?"
  * "How did your group determine the order in which they would add evidence to the proof paragraph?"
  * "How do the reason and evidence in this proof paragraph support the focus (thesis and points) of your editorial?"
	• Consider displaying a strong example of a student-restated learning target to support all learners, especially ELLs.
	• To support students who may struggle writing their proof paragraphs, consider pulling them in a small group to guide them through the task card.

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Work Time (continued)	Meeting Students' Needs
• After 10 or 15 minutes, ask students to complete their work and then focus them whole group. Invite a few groups to read aloud the introductory and proof paragraphs from their charts. Invite students from other groups to offer specific and positive praise regarding other groups' use of clear reasons and credible evidence that supports the focus (thesis and points) of their editorial. • Congratulate students on their growing understanding of how to develop an editorial that expresses a clear and thoughtful opinion (thesis) and their ability to support the thesis of their editorials with clear points (reasons) and credible evidence.	

Closing and Assessment	Meeting Students' Needs
A. Debrief and Review of Learning Targets (5 minutes) • Focus students whole group, then pose the following question for them to think about and discuss with group members: * "How do the proof paragraphs connect to the thesis and points of the introductory paragraph to support readers' understanding of the ideas that are conveyed?" • After 1 or 2 minutes, invite a few students to share out their thinking whole group. • Read each of the learning targets aloud and ask students to use Glass, Bugs, Mud to demonstrate their level of mastery toward each target. Note students who show "bugs" or "mud," as they may need more support writing proof paragraphs that support the thesis and points from the introductory paragraph.	• Provide sentence frames to support students during group discussions. ("The proof paragraphs connect to the thesis and points by _____, which supports readers' understanding of the ideas _____.")
Homework	**Meeting Students' Needs**
• Read your independent reading book for at least 30 minutes. Consider and be prepared to discuss ways the author and, if applicable, the illustrator of your book helps readers understand the information and ideas presented.	• As available, provide an audio recording of the text for students who struggle to read independently. • Encourage those who struggle with oral expression to write their reflections on a blank page in their journals.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 3: Lesson 7

Supporting Materials

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Proof Paragraph Graphic Organizer

Focus question: Should offshore oil drilling be allowed along the Atlantic Coast of the United States?

Point 1 (Reason 1):	**Proof Paragraph 1: Evidence related to Point 1**
Point 2 (Reason 2)	**Proof Paragraph 2: Evidence related to Point 2**

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Reasons and Evidence task card

1. With group members, review and discuss details from the article "Should We Drill?" and your Point of View graphic organizers. Locate and highlight evidence that supports Point 1 (Reason 1) and the thesis (opinion) in yellow.
2. With group members, review and discuss details from the article "Should We Drill?" and your Point of View graphic organizers. Locate and highlight evidence that supports Point 2 (Reason 2) and the thesis (opinion) in blue.
3. With group members, review all the evidence you highlighted to choose and record three pieces of evidence that support Point 1 (Reason 1) in the yellow box and three pieces of evidence that support Point 2 (Reason 2) in the blue box of your group's Proof Paragraphs graphic organizer. Be sure to include both paraphrased evidence and quotes.
4. Be prepared to discuss your thinking whole class.

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Proof Paragraphs Task Card

1. With group members, review Point 1 (Reason 1) and discuss how you could restate it to write the first sentence of Proof Paragraph 1.
2. On your Draft Editorial chart, indent and then record the first sentence of Proof Paragraph 1 just below your introductory paragraph (a restatement of Point 1).
3. Review the evidence you recorded in support of Point 1 (Reason 1), then discuss with group members:
   - In what order should we add this evidence to our first proof paragraph?
   - Which piece of evidence would make a strong connection to Point 1?
   - Which piece of evidence should come next?
   - Which piece of evidence would be best to end the first paragraph and also help transition into the next proof paragraph?
4. Add three sentences to Proof Paragraph 1 that support both Point 1 (Reason 1) and the thesis (opinion) of your editorial.
5. Repeat the above steps for Proof Paragraph 2.
6. Be prepared to share your paragraphs aloud with the class.

NOTE: Refer to the Model Painted Essay: Editorial about Wind Power for ideas.

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EXPEDITIONARY LEARNING

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

The Painted Essay for Opinion Writing:

Developing a Conclusion and Adding Linking Words

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.2) c. I can link opinion and reasons using words, phrases, and clauses. d. I can provide a concluding section related to the opinion presented. I can effectively engage in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing my own ideas clearly. (SL.5.1)	
Supporting Learning Targets	**Ongoing Assessment**
• With group members, I can write a conclusion for an editorial about offshore drilling in the United States, using specific language and key vocabulary. • With group members, I can connect the ideas in an editorial about offshore oil drilling in the United States by using linking words.	• Conclusion paragraph that includes specific language and key terms on Draft Editorial charts • Linking words added to proof paragraphs and conclusion of offshore drilling editorial

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Agenda	Teaching Notes
1. Opening A. Reviewing Homework and Engaging the Writer (5 minutes) 2. Work Time A. The Painted Essay: Analyzing and Writing a Conclusion (25 minutes) B. Using Linking Words to Connect Ideas (20 minutes) 3. Closing and Assessment A. Debrief and Review of Learning Targets (10 minutes) 4. Homework A. In preparation for the End of Unit 3 Assessment, make sure you have completed your graphic organizers, note-catchers, vocabulary cards and Frayer models. B. Read your independent reading book for at least 30 minutes.	• This lesson follows a similar pattern to Lessons 6 and 7. Today, students focus on analyzing and writing a conclusion paragraph and recognizing the types of linking words (transitions) and how they are used in writing to show the relationship between ideas. • Review the example Linking Words anchor chart (in the supporting materials) to become familiar with the four types of linking words, as well as the descriptions and examples for each type, to support students' understanding of them during Work Time B. • In advance: – Post the Parts of a Painted Essay anchor chart for student reference. – Create a new anchor chart: Linking Words (see the supporting materials). – Cut chart-size (large) paper strips for students to use as idea strips during Work Time A. Each group will need four idea strips. – Review Thumb-O-Meter in Checking for Understanding Techniques (see Appendix). • Post: Learning targets; anchor charts listed in materials.

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Lesson Vocabulary	Materials
conclusion, linking words, addition, contrast, cause, time	• Draft Editorial chart (from Lesson 6; one per group) • Painted Essay templates (from Lesson 7) • Parts of a Painted Essay anchor chart (from Lesson 6) • Model Painted Essay: Editorial about Wind Power (from Lesson 6; one per student and one to display) • Crayons, colored pencils, or highlighters (one of each color: green, yellow, blue; one set per student) • Conclusion Paragraph task card (one per group) • Idea strips (chart-size; teacher-created; four per group) • Glue stick (one per student or group) • Linking Words anchor chart: Opinion (new; teacher-created) • Linking Words and Phrases: Opinion Writing (one per student and one to display) • Document camera • Linking Words and Phrases: Opinion Writing (answers, for teacher reference)

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Opening	Meeting Students' Needs
A. Homework Review and Engaging the Writer (5 minutes) • Ask students to consider their homework reflections regarding their independent reading book. • Ask them to find a partner who is *not* a member of their regular group and discuss: * "How does the author (and illustrator) of your independent reading book help readers understand the information and ideas she or he is trying to convey?" • After 1 or 2 minutes, invite a few partners to share their thinking whole group. Encourage students to display and/or refer to specific pages in their independent reading texts that support their thinking. • Remind students that to support their ability to craft a well-organized editorial essay about the Mary River mine proposal on Baffin Island for the End of Unit 3 Assessment, they have been learning about the parts of the Painted Essay and how they connect to support readers' understanding of the ideas they, as authors, want to convey. • Explain that today, they are going to analyze the final piece of the Painted Essay, the conclusion paragraph, and then work collaboratively within groups to write a conclusion for their editorials about offshore oil drilling in the United States. Once all four paragraphs of their editorials are written, they will learn about the various types of linking words that can be used to connect ideas within a written piece. Then they will apply their understanding of linking words to ensure the ideas in their editorials are clearly connected and that the parts connect clearly, so the reader can more fully understand the ideas they are trying to convey.	• Provide sentence starters as needed to support partner discussions.

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Work Time	Meeting Students' Needs
A. The Painted Essay: Analyzing and Writing a Conclusion (25 minutes) • Ask students to join their regular small groups at their group's **Draft Editorial chart**. • Display and direct students to locate the **Painted Essay template** and then focus their attention on the bottom row of the **Parts of a Painted Essay anchor chart**, Conclusion Paragraph, What? and So What? • Give students 1 or 2 minutes to discuss what they recall about the What? part of the conclusion. Then, invite a few students to share their thinking whole group and listen for: – "The What? is a restatement of the thesis." • Give students another 1 or 2 minutes to discuss what they remember about the So What? part of the conclusion. Invite a few students to share out with the class. Listen for them to say something like: – "The So What? is your own thinking about the thesis or focus of the piece." – "You explain why the points presented in the essay are important." • Ask students to take out their **Model Painted Essay: Editorial about Wind Power** and complete the following with group members: 1. Independently read the conclusion (fourth paragraph) of the model essay. 2. With group members, review the conclusion of the model essay to identify the What?: • "Which sentence in the conclusion is a new way to restate the thesis (opinion) from the introductory paragraph?" • "How did you identify the What?" 3. With group members, review the conclusion of the model essay to identify the So What?: • "Which sentences explain the author's own thinking about each point (reason)?" • Clarify directions for students as necessary. • After 2 or 3 minutes, cold call several students to share out the What? and So What? from the conclusion of the model essay. Listen for them to share: – "The third sentence of the conclusion, 'Therefore, I believe people should begin to recognize the value of this incredible resource,' is the What?—a new, interesting way to restate the thesis (opinion) of the essay." – "We figured out which sentence related to the thesis by restating the thesis first in our own words and thought a new way to say that would be to emphasize again that you believe wind should be recognized as a valuable resource."	• Consider writing the definitions of the "what" and "so what" portions of the conclusion as a visual reference for students as they work. • Consider displaying the part of the model editorial on wind power that matches the "what" and "so what" under the document camera. • Offer a sentence starter to provide all students with access to the discussion about the conclusion. ("The purpose of a conclusion paragraph is_____.") • Consider displaying a strong example of a student-restated learning target to support all learners, especially ELLs. • To support students who may struggle to write their conclusion paragraph with the support of their peers, consider pulling them in a small group to guide them through the directions on the Conclusion Paragraph task card. • For students who struggle with multi-step directions, consider highlighting or drawing a box around just 2-3 steps of the Conclusion Paragraph task card for students to complete, before moving on to the next 2-3 steps, and so on.

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Work Time (continued)	Meeting Students' Needs
– "The sentences that explain the author's own thinking about why the wind is a valuable source of energy, the So What?, are: 'The wind is one source of energy we will be able to count on for an unlimited amount of time,' 'Wind can also provide electricity without causing extensive damage to the environment,' and 'If we act now to harness this renewable and clean form of energy, then we can save our earth from further harm.'" – "We figured this out by checking to see if the sentences would answer the question 'Why is wind a valuable source of energy?'" – "On our Painted Essay templates, we mixed green, yellow, and blue to create a new shade of green that represents all the ideas in the essay, and these sentences used specific language, vocabulary from the thesis, points, and proof paragraphs." • If students are unable to arrive at these conclusions or clearly explain their thinking, consider modeling with a think-aloud using the "Listen for" examples above. • Next, draw students' attention back to the last sentence in the model conclusion paragraph: "If we act now to harness this renewable and clean form of energy, then we can save our earth from further harm." • Point out this is an example of a call to action and a prediction. Ask them to recall and then briefly discuss in groups what they learned about the purpose of a prediction or call to action from Lesson 2 and how this last sentence of the model editorial is an example of both. • After 1 or 2 minutes, invite a few students to share their thinking with the class. Listen for: – "A call to action is a way to get your audience involved with or interested in the issue and is in support of your opinion; the first part of the model editorial sentence is a call to action because it supports the opinion by saying 'If we act now to harness this...." – "A prediction is in support of your opinion and a way to get your audience to see what could happen as a result of following your recommendation, or agreeing with your opinion; the second half of the model editorial sentence is a prediction because it supports the opinion that wind is a valuable energy source and explains that using wind power can save the earth from more harm in the future." • If students are not able to recognize and articulate how the last sentence of the conclusion is both a call to action and a prediction, explain it to them.	

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Work Time (continued)	Meeting Students' Needs

• Then ask students to consider and discuss with group members:
  * "What is the purpose of the conclusion paragraph?"
• Give them 1 or 2 minutes to discuss their thinking. Then cold call members from each group to share out. Listen for ideas such as:
  – "It's a way to bring your audience back to the focus (thesis and points/opinion and reasons) of your essay and let them know why you think the topic or issue is important."
  – "The conclusion combines the thesis and points presented in the essay in a new and interesting way."
  – "It's a way to remind your reader why the topic or issue is important, to sum up the focus."
• Record students' ideas in the third box of the Conclusion row on the anchor chart. If students do not mention these ideas, add them to the anchor chart.
• Distribute the **crayons, colored pencils, or highlighters**. Model and ask students to draw a green box around the entire last paragraph of their model wind power editorials. Continue to model and ask students to use the green, yellow, and blue highlighters to put dots of each color mixed together inside of the green box as a way to visualize how each piece of the focus (thesis, points) and the proof paragraphs fits together to create a cohesive conclusion for the essay.
• Next, focus students on the first learning target and ask them to read it aloud together:
  * "With group members, I can write a conclusion for an editorial about offshore drilling in the United States, using specific language and key vocabulary."
• Ask students to think about and then share out a restated version of the target, based on their understanding of the key terms: *conclusion*, *editorial*, *specific language*, and *key vocabulary*.
• Tell students they will now work with group members to develop and write a conclusion paragraph for the draft editorials they have been working on about offshore drilling along the Atlantic Coast of the United States.
• Direct students to focus on their group's Draft Editorial chart and distribute the **Conclusion Paragraph task card**, four **idea strips**, and a **glue stick** to each group. Read the directions aloud as students follow along silently. Answer clarifying questions, then ask students to begin. Circulate to offer guidance and support as needed.	

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Work Time (continued)	Meeting Students' Needs
• After 10 to 12 minutes, invite a few students to share their paragraphs whole group. After each student presents aloud, pose questions such as: * "How did you use specific language or key vocabulary to restate the thesis of your group editorial in a new or interesting way?" * "How were you able to incorporate specific language and key vocabulary to explain the So What? and express your own thinking about the issue of offshore oil drilling in the United States?" * "How does your prediction and/or call to action restate the thesis and engage your audience in the issue?" * "How did you determine the order of your ideas?" • Students' responses will vary. • Congratulate students on their ability to put all the pieces of their Painted Essays together to express their opinion in the form of a group editorial. Then explain that during the next part of Work Time, students will learn how to use linking words to connect, or link, the ideas expressed in their editorials to support readers' understanding of how the ideas are interrelated and create a "flow" for the piece.	
B. Using Linking Words to Connect Ideas (20 minutes) • Draw students' attention to the second learning target: * "With group members, I can connect the ideas in an editorial about offshore oil drilling in the United States by using linking words." • Underline the words from this target that students should now be familiar with: *connect, ideas, linking words*. • Ask students to briefly consider, then discuss in groups how they could restate the target in their own words. • After 1 minute, cold call a few students to share their thinking whole group. • Explain that today students are going to work within groups to add linking words and phrases to their editorials to clearly connect the opinion, reasons, and evidence and to improve the overall readability of their editorials. • Tell students that before they begin working in groups to add linking words and phrases to their editorials about offshore oil drilling, they will practice identifying a variety of linking words and phrases and then discuss how the words and phrases help to connect important ideas.	• Consider displaying a strong example of a student-restated learning target to support all learners, especially ELLs.

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Work Time (continued)	Meeting Students' Needs

• Distribute **Linking Words and Phrases: Opinion Writing** and display a copy under the **document camera**.
• Read aloud the first example under "Sample opinion linked to reason":
  * "Summer is the best time of year *because* there is so much to do outside!"
• Ask students to briefly discuss in groups how the word *because* links the opinion to the reason.
• After 1 or 2 minutes, cold call a few groups to share their thinking with the class. Listen for:
  – "The word *because* connects the opinion 'summer is the best time of year' to the reason 'there is so much to do.' *Because* is used to indicate that the author is expressing an opinion and then telling the reader why he or she believes the opinion."
• If students have difficulty articulating the connection between the opinion and reason in the sample sentence, explain it to them.
• Draw students' attention to the **Linking Words Anchor Chart: Opinion** and add the word *because* to the left side. Synthesize students' thinking to write how the word *because* links the opinion to a reason, on the right side of the chart.
• Focus students on the "Sample reason linked to evidence." Read the reason and each piece of evidence aloud as students follow along silently. Then ask them to review the sample and discuss in groups:
  * "How do the italicized linking words in this sample connect the reason to evidence?"
• After 2 or 3 minutes, cold call a few students to share out whole class. Listen for them to mention ideas like:
  – "The linking phrases 'one example' and 'something else' indicate a list of examples or information in support of the reason."
  – "The linking phrase 'as a matter of fact' connects the last piece of evidence to the reason and indicates it is an important piece of information, a fact in support of the reason."
• Record each linking phrase on the anchor chart and synthesize students' thinking to explain how each phrase connects the reason and evidence, on the right side of the chart.
• Point students to the Practice section on their handouts. Read the directions aloud, answer any clarifying questions, then ask students to work with group members to locate and underline each linking word and phrase in the practice sentences.
• Circulate to provide support and guidance as needed.
	• Offer sentence starters to provide all students with access to each discussion.
	• Consider using talking tokens to ensure equal participation so that one student isn't doing all the thinking about coding the linking words while the other students in the group acquiesce.
	• Consider displaying a strong example of a student-restated learning target to support all learners, especially ELLs.
	• To support students who may have trouble locating sentences to revise with linking words, even with the support of their peers, consider pulling them in a small group to guide them through these steps.

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Work Time (continued)	Meeting Students' Needs
• After 5 minutes, cold call members from various groups to share out the linking words and phrases they identified and explain how each word or phrase connects the opinion and reason, or reason and evidence. See **Linking Words and Phrases: Opinion Writing (answers, for teacher reference)**. • Add linking words, phrases, and student explanations to the anchor chart. • Explain that students will use their new understandings about linking words to make a final revision to their editorials about offshore oil drilling along the Atlantic Coast of the United States. They will go back through each paragraph they wrote and add linking words to show the relationships between the opinion, reasons, and evidence, as well as improve the readability or "flow" of the piece to ensure readers can understand the ideas each group is trying to convey. • Ask students to once again refer to their group Draft Editorial charts. Direct groups to complete the following: 1. With group members, read through your introductory paragraph, then pause to think about and discuss: • "Are there any ideas or sentences we could combine to make this piece flow more clearly?" • "Are the ideas similar? Are they different? Did one cause the other? Are they connected over time?" • "How could we use linking words to show the relationship between these ideas more clearly?" 2. Once you arrive at a group consensus, cross out the old sentence(s) and write a new sentence in the space above your original sentence(s) or in the margin of your chart. 3. Repeat Steps 1 and 2 for each of the remaining paragraphs (Proof Paragraph 1, Proof Paragraph 2, and conclusion paragraph.) 4. If time allows, read your revised essay aloud to another group and ask them to provide feedback on the flow of your piece. • Provide clarification as needed and then ask students to begin their work. Circulate to offer guidance. • After 8 to 10 minutes, focus students whole group and pose these questions for discussion: * "How did adding linking words to your group editorials make the relationships between ideas clearer?" * "In what ways did adding linking words improve the flow or readability of your editorial?" • Students' answers will vary, but listen for them to mention how specific linking words or phrases they added to their editorials made the relationships between ideas clearer and improved the readability of the piece. • Tell students they will have an opportunity to share their group work with another small group during the Closing.	

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Review of Learning Targets (10 minutes) • Ask groups to partner up, then complete the following: 1. Read the other group's editorial. 2. Think about: • "How did this group use linking words to show a clear connection between ideas and improve the readability/flow of their editorial?" • Give groups 5 or 6 minutes to complete Steps 1 and 2 and remind students that when offering peer critique, they must remember to be both *kind* and *specific*. • After groups have shared their editorials with one another, invite a few groups to share out a compliment about their partner group's use of linking words to connect ideas or improve the flow of the editorial. • Reread each of the learning targets aloud and ask students to use Thumb-O-Meter to show their level of mastery toward each target. • Tell students they will take the End of Unit 3 Assessment in the next lesson.	• Circulate to support students reading each other's editorial and listening for linking words. • Invite one or two students to provide the reasoning for their Thumb-O-Meter rating for each target to give you and them a better idea of what's standing in the way of meeting the targets.

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Homework	Meeting Students' Needs
• In preparation for the End of Unit 3 Assessment, make sure you have completed: – Point of View organizers from Lessons 2 and 3 – Nunavut Mine note-catcher from Lesson 4 – Vocabulary cards and Frayer models from Lessons 2–4 • Read your independent reading book for at least 20 minutes. *Note: Students will need their completed graphic organizers, note-catcher, vocabulary cards and Frayer models from lessons two through four of this unit, for the End-of-Unit 3 Assessment. Preview Lesson 9 in advance to consider ways to help students organize and efficiently access relevant materials during the assessment.*	• Schedule short, one-on-one meetings with students to help them check that they have all the necessary materials completed for the End of Unit 3 Assessment. If there are students who do not have the necessary materials completed, help them establish a plan for completion and/or provide one-on-one support as needed for them to complete their work. • As available, provide an audio version of the text for students who struggle to read independently.

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EXPEDITIONARY LEARNING

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

Supporting Materials

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Conclusion Paragraph Task Card

1. Independently reread your group's introductory paragraph about offshore oil drilling.
2. With group members, chorally reread the *thesis* (opinion) of the introductory paragraph. Think about, then discuss:
   - "How can we restate the thesis (opinion) in a new and interesting way to convey the What? of our conclusion?"
   - "How can we use specific language and key terms from the thesis (opinion) in our conclusion?"
3. Come to consensus. Then work together to record a sentence that restates the thesis (opinion) on one of your idea strips.
4. Independently, reread the *points* of your group's introductory paragraph, as well as both *proof paragraphs*. Think about and discuss:
   - "How can we express our own thinking about why offshore oil drilling should or should not be allowed along the Atlantic Coast of the United States?"
   - "How can we explain the So What? of our editorial focus by adding a prediction or call to action to the conclusion?" (Hint: See the lower boxes of your Mid-Unit 3 Assessment: Point of View graphic organizer for ideas.)
   - "How can we use specific language and key terms to emphasize important details about offshore oil drilling along the Atlantic Coast of the United States?"
5. Come to consensus. Then work together to record two or three additional sentences for your group's conclusion paragraph on your remaining idea strips.
6. Once your group has recorded the What? and So What? of your conclusion onto idea strips, move the strips around to place sentences in the order you collectively think makes the most sense.
7. With group members, read aloud through the sentences in the order you placed them, as if you are reading the complete conclusion paragraph. Then discuss:
   - "Does this make sense?"
   - "Does it sound right?"
   - "Do these sentences clearly connect back to our thesis (opinion), points (reasons), and proof paragraphs in a sequence that makes sense?"
8. Continue to move the idea strips around until all group members feel they can answer yes to each of the questions from Step 7.
9. Once your group has the idea strips in the proper order, paste them onto the group Draft Editorial chart, below the second proof paragraph, and prepare to share out with the class.

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Linking Words Anchor Chart: Opinion

(For Teacher Reference)

Linking Words and Phrases	How this word or phrase connects the opinion, reason, evidence …

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Linking Words and Phrases:
Opinion Writing

Sample opinion linked to reasons:

Summer is the best time of year *because* there is so much to do outside!

Sample reason linked to evidence:
There is so much to do outdoors during the summer. *One example* of a fun summer activity is swimming at the pool. *Something else* to do outside in the summer is play baseball with friends. *As a matter of fact*, there are so many things to do outside when the weather is warm that it's almost impossible to choose what to do next!

Practice

With group members, read each sentence below, then identify and underline the linking word or phrase in each one. Be prepared to explain how each linking word or phrase connects the opinion to the reason and reasons to evidence.

1. The best pet to have is a turtle, since a turtle can live for a really long time.
2. Turtles can live for decades. In fact, one turtle born in the late 1700s lived to be 188 years old.
3. I don't think people should be allowed to talk on their cell phones during a movie because it interferes with other people's enjoyment of the movie.
4. It's hard to enjoy a movie when someone is talking on a cell phone. For one, it's hard to hear the movie. Moreover, it can be distracting when someone is talking loudly.

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Linking Words and Phrases:
Opinion Writing
(Answers, for Teacher Reference)

Practice

With group members, read each sentence below then identify and underline the linking word or phrase in each sentence. Be prepared to explain how each linking word or phrase connects the opinion to the reason and reasons to evidence.

*Answers in **bold**.

1. The best pet to have is a turtle, **since** a turtle can live for a really long time.
2. Turtles can live for decades. **In fact**, one turtle born in the late 1700s lived to be 188 years old.
3. I don't think people should be allowed to talk on their cell phones during a movie **because** it interferes with other people's enjoyment of the movie.
4. It's hard to enjoy a movie when someone is talking on a cell phone. **For one**, it's hard to hear the movie. **Moreover**, it can be distracting when someone is talking loudly.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 3: Lesson 9

End of Unit Assessment: Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island

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GRADE 5: MODULE 3B: UNIT 3: LESSON 9

End of Unit Assessment:

Text-Dependent Questions and Draft Editorial:
The Mary River Project on Baffin Island

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1) I can write an opinion piece on topics, supporting a point of view with reasons and information. (W.5.1) I can paraphrase information in finished work. (W.5.8) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) I can determine the meaning of unknown words and phrases, choosing flexibly from a range of strategies. (L.5.4)

Supporting Learning Targets	Ongoing Assessment
• I can explain information about the Inuit territory of Nunavut by quoting accurately from the text. • I can draw upon evidence from the informational texts I've read and viewed about the Mary River mine proposal to support the thesis and points of my editorial. • I can write a four-paragraph editorial essay that supports my point of view about the Mary River mine proposal on Baffin Island.	• End of Unit 3 Assessment • Tracking My Progress, End of Unit 3 recording form

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End of Unit Assessment:
Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island

Agenda	Teaching Notes
1. Opening A. Introduction of Learning Targets and Preparing the Writer (5 minutes) 2. Work Time A. End of Unit 3 Assessment (45 minutes) B. Tracking My Progress (5 minutes) 3. Closing and Assessment A. Debrief: Sharing Reflections (5 minutes) 4. Homework A. Read your independent reading book for at least 30 minutes.	• In this lesson, students complete the End of Unit 3 Assessment by reading a new informational text about Nunavut, answering text-dependent questions, determining the meaning of key terms, and writing their draft editorials about the Mary River mine proposal on Baffin Island, using the Painted Essay structure they have practiced using in groups during the past three lessons. • Note that the Opening of this lesson is brief and focuses on introducing the learning targets and helping students gather necessary materials for successful completion of the assessment. This allows students as much time as possible to read the new text, respond to questions, and write a draft editorial. • To complete the assessment, students must refer to their completed Point of View graphic organizers, Nunavut Mine note-catcher, group Draft Editorial chart, and the articles from Lessons 2–4, as well as their vocabulary cards and Frayer Models. All of these materials should be accessible to students throughout the lesson. It may be useful to spend some time before the assessment, to help students locate and organize relevant materials. Consider providing each student with paper clips and a two-pocket folder, so they can attach each article to its related graphic organizer or note-catcher then place together in one side of the folder; students could then place their Frayer models and vocabulary cards in the other side of the folder, for easy access. Also, placing students in areas of the room where their group charts are posted, will allow them to easily see and refer to the charts as needed. Post class anchor charts in an area of the room where all students are able to see them. • If your district has printed lessons for you in black and white, it may be helpful to view this lesson in color, and print some colored copies. Go to EngageNY.org or commoncoresuccess.elschools.org and search for 5th grade, Module 3B, Unit 3 lessons. • In advance: Review the End of Unit 3 Assessment. • Post: Learning targets; Vocabulary Strategies anchor chart; Developing an Opinion anchor chart; Parts of a Painted Essay anchor chart; Linking Words anchor chart.

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Lesson Vocabulary	Materials
explain, quoting, editorial essay, point of view, proposal, draw, evidence, support, thesis, points	• "Excerpts from the Qikiqtani Inuit Association Web Site" (from Lesson 2) • Point of View graphic organizer: Qikiqtani Web site (from Lesson 2) • Expert Texts (from Lesson 3) – "Monitoring the Mary River Project" (excerpt 1) – "Nunavut Braces for Massive Mary River Mine" (excerpt 2) • Point of View graphic organizer: Expert Texts (from Lesson 3) • "Multibillion-dollar Iron Mine Approved for Baffin Island" (from Lesson 4) • Nunavut Mine note-catcher (from Lesson 4) • Vocabulary cards and Frayer Models (from Lessons 2–4) • Model Painted Essay: "Editorial about Wind Power" (from Lesson 6) • Linking Words handout (from Lesson 8) • Vocabulary Strategies anchor chart (from Unit 1, Lesson 2) • Point of View charts (from Lessons 1–4) • Developing an Opinion anchor chart (from Lesson 2) • Parts of a Painted Essay anchor chart (from Lesson 6) • Draft Editorial charts (from Lessons 6–8) • Linking Words anchor chart (from Lesson 8) • Lined paper (two or three pieces per student) • "Nunavut" (assessment text; one per student) • End of Unit 3 Assessment: Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island (one per student) • End of Unit 3 Assessment: Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island (answers, for teacher reference)

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Lesson Vocabulary	Materials (continued)
	• Tracking My Progress, End of Unit 3 recording form (one per student) • Criteria for an Editorial Essay (for teacher reference)

Opening	Meeting Students' Needs
A. Introduction of Learning Targets and Preparing the Writer (5 minutes) • Bring students together whole group and focus them on the learning targets: ∗ "I can explain information about the Inuit territory of Nunavut by quoting accurately from the text." ∗ "I can draw upon evidence from the informational texts I've read and viewed about the Mary River mine proposal to support the thesis and points of my editorial." ∗ "I can write a four-paragraph editorial essay that supports my point of view about the Mary River mine proposal on Baffin Island." • Underline terms in the first target students are familiar with: *explain* and *quoting*. Cold call a few students to restate the target in their own words. • Underline terms from the second target students are familiar with: *editorial essay*, *point of view*, and *proposal*. Cold call a few students to share their understanding of each term aloud with the group. Listen for: – "An editorial essay is a complete essay with an introductory paragraph, two proof paragraphs, and a conclusion paragraph in which you express your thesis in the form of an opinion, points or reasons, evidence that supports each point and the thesis, and a conclusion paragraph that explains the 'what' and 'so what' of your editorial." • Underline terms from the third target that students are familiar with: *draw*, *evidence*, *support*, *thesis*, and *points*. • Ask students to briefly consider and then discuss with a nearby partner: "How can you use the evidence from texts you have read and viewed, as well as your notes, to support your thesis and points?" • After 1 minute, invite a few students to share out whole group. Listen for ideas like: – "The evidence from our texts is considered reliable, so paraphrased details, facts, information, quotes, statistics, and data from those sources would be credible evidence in support of our points and thesis."	• Write synonyms and/or appropriate pictorial representations of key words to support second language and visual learners. • Support students who struggle with organization and/or multiple materials by sorting their resources into "like" piles (e.g., graphic organizers paper-clipped to each related text) so they do not become overwhelmed and can easily locate items as needed.

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Opening (continued)	Meeting Students' Needs
• Inform students they will have 45 minutes to complete the assessment during the first part of Work Time. • Help students gather and organize the materials they will need: – **"Excerpts from the Qikiqtani Inuit Association Web Site"** – **Point of View graphic organizer: Qikiqtani Web site** – **Expert Texts ("Monitoring the Mary River Project" (excerpt 1)** and **"Nunavut Braces for Massive Mary River Mine" (excerpt 2)** – **Point of View graphic organizer: Expert Texts** – **"Multibillion-dollar Iron Mine Approved for Baffin Island"** – **Nunavut Mine note-catcher** – **Vocabulary cards and Frayer Models** – **Model Painted Essay: "Editorial about Wind Power"** – **Linking Words handout** • Display the following for student reference throughout the assessment: – **Vocabulary Strategies anchor chart** – **Point of View charts** – **Developing an Opinion anchor chart** – **Parts of a Painted Essay anchor chart** – **Draft Editorial charts** – **Linking Words anchor chart**	

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Work Time	Meeting Students' Needs
A. End of Unit 3 Assessment (45 minutes) • Ask students to set aside the materials they gathered during the Opening. Then distribute **lined paper**, the article **"Nunavut,"** and the **End of Unit 3 Assessment: Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island**. • Read the directions, questions, and editorial rubric. Point out to students that they will first read the new text about Nunavut and respond to text-dependent questions. Then, they will begin to write their draft editorials for Part 2 of the assessment. Clarify as needed and then ask students to begin. • Remind the class that because this is an assessment, it is to be completed independently; however, if students need assistance, they should raise their hand to speak with a teacher. • Circulate and support students as they work. During an assessment, prompting should be minimal. • If students finish the assessment early, they may begin filling out their Tracking My Progress forms or reading their independent reading book. • Congratulate students on their hard work during the assessment. Tell them to hold on to their assessments to refer to as they complete their Tracking My Progress forms and for the debrief.	• If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.
B. Tracking My Progress (5 minutes) • Distribute a **Tracking My Progress, End of Unit 3 recording form** to each student. • Ask students to refer to their responses on the End of Unit 3 Assessment as they reflect on their ability to meet each of the targets. • Once students complete their progress trackers, collect their assessments but ask them to hang on to their tracking forms for a discussion during the debrief. Use **End of Unit 3 Assessment: Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island (answers, for teacher reference)** and the **Criteria for an Editorial Essay** to score students' work.	• Allow students who struggle with expressing their ideas through writing to dictate their reflections to you or another adult to scribe.

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Closing and Assessment	Meeting Students' Needs
A. Debrief: Sharing Reflections (5 minutes) • Ask students to join a partner who is *not* a part of their regular small group to share reflections from their progress trackers. • After 2 or 3 minutes, invite several students to share their thinking whole group. • Collect students' progress trackers to review.	• Offer sentence starters to support all students in accessing the debrief conversation: "I think I have mastered ... because..." and "I'm still struggling with ... because ..."

Homework	Meeting Students' Needs
• Read your independent reading book for at least 30 minutes. Be prepared to discuss whether or not you would recommend your independent book to a peer. *Note: Students will need their End of Unit 3 Assessment (draft editorials) for peer critique, revision, and group discussions in Lessons 10 and 11. If possible, use the Criteria for an Editorial Essay to grade students' editorials before Lesson 10. If that is not feasible, consider skimming students' editorials to provide one piece of specific positive feedback—based on one focus area of the criteria—and one specific suggestion they should focus on when revising. Then, photocopy students' editorials, so you can return their scored originals in Lesson 10 and keep the photocopied versions to score as time permits. Or, if you need more time before returning students' work in Lesson 10, consider inserting a day of independent reading between Lessons 9 and 10.*	• As available, provide an audio version of texts to support students who struggle reading independently. • Write the reflection question on a card or blank page in students' journals to help them remember the discussion point for the next lesson.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 3: Lesson 9

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Nunavut

The People and Their Work

Nunavut is the native homeland of the Inuit, who make up nearly 85 percent of the total population. In 2001, its population was almost 27,000, making Nunavut the least populated territory in Canada.

Although about 85 percent of the people are employed by the federal, territorial, and local governments, unemployment is a serious problem. Nunavut has few resources. Without fertile land and forests, the territory's natural wealth lies in its minerals, petroleum deposits, and wildlife. Minerals are found in the Canadian Shield, and oil and gas deposits exist in the Arctic Islands.

Hunting for caribou and seal is a traditional aspect of the Inuit culture that provides fresh meat for Inuit families and a modest income from seal pelts. The fur industry is based on seal, white fox, and polar bears. Fishing is also important to Nunavut's economy. Most commercial fishing takes place at the mouths of the main rivers flowing into the Arctic Ocean and Hudson Bay. Arctic char is the most important commercial fish.

Nunavut abounds in natural beauty, and the tourist industry, while still small, is growing.

Cities

Most of Nunavut's inhabitants live in settlements (very small villages). Iqaluit, the capital, is the largest city, with a population of about 5,300. Iqaluit is located on the southern part of Baffin Island. Rankin Inlet, the second largest settlement, has a population of about 2,200.

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Bone, R. M. "Nunavut." The New Book of Knowledge. Grolier Online, 2013. Web. 11 Sept. 2013.

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End of Unit 3 Assessment:

Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island

Name:

Date:

Part 1: Text-Dependent Questions

Directions:

- Read the article "Nunavut."
- Consider the gist of the article—what it is mostly about.
- Skim the assessment questions below.
- Reread the text in chunks to help you think about the answers to the assessment questions.
- Answer short response questions in complete sentences.
- Be sure to cite evidence from the text to support your thinking.
- After you complete Part 1 of the assessment, complete Part 2: Editorial Draft.

1. Part A: According to the article, what is a problem for the people of Nunavut?
    a. They live in the least populated area of Canada.
    b. Most of the people in Nunavut work for the government.
    c. Unemployment is an ongoing problem.
    d. There are not enough seals or caribou to hunt.

Part B: Support your response to Part A with a quote from the text.

_____

_____

_____

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End of Unit 3 Assessment:
Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island

2. Name three sources of "natural wealth" in the Nunavut territory.

_____

_____

_____

On the lines below, record a quote from the text to support your response.

_____

_____

_____

3. In the sentence "Hunting for caribou and seal is a traditional ***aspect*** of the Inuit culture that provides fresh meat for Inuit families and a modest income from seal pelts," what does the word ***aspect*** mean? Use context clues to help you.

   a. expression

   b. part

   c. viewpoint

   How did you use context clues to determine the meaning of ***aspect***?

_____

_____

_____

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End of Unit 3 Assessment:
Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island

4. In the sentence "Most of Nunavut's ***inhabitants*** live in settlements (very small villages)," what does the word ***inhabitants*** mean? Use context clues and your knowledge of common prefixes, roots, and suffixes to record a short definition or synonym for ***inhabitants***, on the line below.

_____

_____

_____

Explain how you used context clues, prefixes, roots, and/or suffixes to determine the meaning of ***inhabitants***.

_____

_____

_____

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End of Unit 3 Assessment:
Text-Dependent Questions and Draft Editorial: The Mary River Project on Baffin Island

Part 2: Draft Editorial

Directions:

1. Think about the focus question: ***Should the Inuit community approve the Mary River mine proposal on Baffin Island?***
2. Review the assessment text "Nunavut," your Point of View graphic organizers, Nunavut Mine note-catcher, and the informational texts you read during the first part of the unit about the Mary River Project to help you develop each part of your editorial draft.
3. On your lined paper, develop an *introductory paragraph* that includes:
   - An *introduction* that grabs the reader's attention and provides background knowledge about the topic of your essay
   - A *thesis (opinion*)
   - Two *points (reasons)*
4. Review your graphic organizers, note-catcher, and texts to identify and record *three pieces of evidence* to support each point (reason) from your introductory paragraph (six pieces of evidence total), on the chart provided.
5. Below your introductory paragraph, write "Proof Paragraph 1" to support "Point 1." Make sure to include the following:
   - A restatement of Point 1 (Reason 1)
   - Three pieces of evidence in support of Point 1 and the thesis
   - At least one piece of evidence in the form of a quote
6. Below "Proof Paragraph 1," write "Proof Paragraph 2" to support "Point 2." Make sure to include the following:
   - A restatement of Point 2 (Reason 2)
   - Three pieces of evidence in support of Point 2 and the thesis
   - At least one piece of evidence in the form of a quote
7. Write a conclusion paragraph for your essay that explains the "what?" and "so what?" of your editorial.
8. Check your work against the Criteria for an Editorial Essay and make revisions as needed.

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Proof Paragraph Graphic Organizer

Focus Question: Should the Inuit community approve the Mary River mine proposal on Baffin Island?

Point 1 (Reason 1):	**Proof Paragraph 1: Evidence related to Point 1**
Point 2 (Reason 2)	**Proof Paragraph 2: Evidence related to Point 2**

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End of Unit 3 Assessment: Text-Dependent Questions and Draft Editorial:

The Mary River Project on Baffin Island
(Answers, for Teacher Reference)

Part 1: Text-Dependent Questions

Answers in **bold**.

1. Part A: According to the article, what is a problem for the people of Nunavut?
    a. They live in the least populated area of Canada.
    b. Most of the people in Nunavut work for the government.
    c. Unemployment is an ongoing problem.
    d. There are not enough seals or caribou to hunt.

    Part B: Support your response to Part A with a quote from the text.

    "Although about 85 percent of the people are employed by the federal, territorial, and local governments, unemployment is a serious problem."

2. Name three sources of "natural wealth" in the Nunavut territory.

    Minerals, petroleum (deposits), wildlife

On the lines below, record a quote from the text to support your response above.

"Without fertile land and forests, the territory's natural wealth lies in its minerals, petroleum deposits, and wildlife."

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End of Unit 3 Assessment: Text-Dependent Questions and Draft Editorial:

The Mary River Project on Baffin Island

(Answers, for Teacher Reference)

3. In the sentence "Hunting for caribou and seal is a traditional ***aspect*** of the Inuit culture that provides fresh meat for Inuit families and a modest income from seal pelts," what does the word ***aspect*** mean? Use context clues to help you.

   a. expression

   b. part

   c. viewpoint

   How did you use context clues to determine the meaning of ***aspect***?

   The rest of the paragraph describes other income sources, so it made sense that aspect would mean one part of the sources of income; I tried substituting each word in place of aspect, and "part" made the most sense in this context.

4. In the sentence "Most of Nunavut's ***inhabitants*** live in settlements (very small villages)," what does the word ***inhabitants*** mean? Use context clues and your knowledge of common prefixes, roots, and suffixes to record a short definition or synonym for ***inhabitants***, on the line below.

I think inhabitants are occupants, residents—the people who live in a particular place.

Explain how you used context clues, prefixes, roots, and/or suffixes to determine the meaning of ***inhabitants***.

I was able to determine this from context because it says inhabitants "live" in a place; I know the prefix *in-* means in or into and *habitants* reminds me of habitat, which is the place where someone/something lives.

Part 2: Draft Editorial

***Refer to the elements outlined in the student directions for Part 2 of this essay, as well as the Criteria for an Editorial Essay, to score students' editorial drafts.**

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Tracking My Progress End of Unit 3 Form

Name:

Date:

Learning Target: I can explain information about the Inuit territory of Nunavut by quoting accurately from the text.

1. The target in my own words is:

_____

_____

_____

_____

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3.The evidence to support my self-assessment is:

_____

_____

_____

_____

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Tracking My Progress End of Unit 3 Form

Name:

Date:

Learning Target: I can draw upon evidence from the informational texts I've read and viewed about the Mary River mine proposal to support the thesis and points of my editorial.

1. The target in my own words is:

_____

_____

_____

_____

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3.The evidence to support my self-assessment is:

_____

_____

_____

_____

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Tracking My Progress End of Unit 3

Name:

Date:

Learning Target: I can write a four-paragraph editorial essay that supports my point of view about the Mary River mine proposal on Baffin Island.

1. The target in my own words is:

_____

_____

_____

_____

2. How am I doing? Circle one.

I need more help to learn this

I understand some of this

I am on my way!

3.The evidence to support my self-assessment is:

_____

_____

_____

_____

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Criteria for an Editorial Essay

Criteria	4	3	2	1	0
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support an analysis of topics or texts	__clearly introduce a topic in a manner that follows logically from the task and purpose _demonstrate insightful comprehension and analysis of the text(s)	__clearly introduce a topic in a manner that follows from the task and purpose __demonstrate grade-appropriate comprehension and analysis of the text(s)	__introduce a topic in a manner that follows generally from the task and purpose __demonstrate a literal comprehension of the text(s)	__Introduce a topic in a manner that does not logically follow from the task and purpose __demonstrate little understanding of the text(s)	__demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	__develop the focus with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) __sustain the use of varied, relevant evidence	__develop the focus with relevant facts, definitions, details, quotations, or other information and examples from the text(s) __sustain the use of relevant evidence, with some lack of variety	__partially develop the focus of the essay with the use of some textual evidence, some of which may be irrelevant __use relevant evidence inconsistently	__demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	__provide no evidence or provide evidence that is completely irrelevant

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Criteria for an Editorial Essay

Criteria	4	3	2	1	0
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	__exhibit clear, purposeful organization/exhibit use of all parts of the Painted Essay structure _skillfully link ideas using grade-appropriate words and phrases __use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary __provide a concluding statement that follows clearly from the focus and points presented	__exhibit clear organization __ link ideas using grade- appropriate words and phrases __use grade-appropriate precise language and domain-specific vocabulary __provide a concluding statement that follows from the focus and points presented	__exhibit some attempt at organization __ inconsistently link ideas using words and phrases __inconsistently use appropriate language and domain-specific vocabulary __provide a concluding statement that follows generally from the focus and points presented	__exhibit little attempt at organization, or attempts to organize are irrelevant to the task __ lack the use of linking words and phrases __use language that is imprecise or inappropriate for the text(s) and task __provide a concluding statement that is illogical or unrelated to the topic and information presented	__exhibit no evidence of organization __ exhibit no use of linking words and phrases __use language that is predominantly incoherent or copied directly from the text(s) __do not provide a concluding statement

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 3: Lesson 10

Peer Critique and Revision: Editorial Essay

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) I can use a writing process to produce clear and coherent writing, with guidance and support from peers and adults. (W.5.5) I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly. (SL.5.1)	
Supporting Learning Targets	**Ongoing Assessment**
• I can follow our class norms when working with partners to give and receive feedback. • I can use feedback from peers to revise my editorial essay to better meet the criteria.	• Draft Editorial revisions • Editorial Essay Criteria feedback forms

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Agenda	Teaching Notes
1. Opening A. Engaging the Writer and Introducing Learning Targets (5 minutes) 2. Work Time A. Peer Critique (30 minutes) B. Revision (20 minutes) 3. Closing and Assessment A. Debrief and Review Learning Targets (5 minutes) 4. Homework A. If necessary, finish revising your editorial draft based on feedback from your peers. B. Complete the Discussion Questions. C. Read your independent reading book for at least 30 minutes.	• In this lesson, students use the Peer Critique protocol to give and receive feedback on the content of their draft editorials, using an Editorial feedback form. Each student will receive feedback from the other three members of his or her group. • Following this, students have in-class time to revise their draft editorials and continue this revision for homework. • This lesson and Lesson 11 both help students prepare for the final performance task in Lesson 12—when they will read aloud then discuss their editorials, using the Fishbowl protocol, with their regular small group members and one other group. • Note that language skills were assessed using Criteria for an Editorial Essay (from Lesson 9, End of Unit 3 Assessment). However, this and the next lesson focus specifically on revision and preparing students for the Fishbowl discussions in Lesson 12. If, after reviewing students' editorial drafts from Lesson 9, you notice a need for more robust instruction of editing skills related to grammar, conventions, and spelling, consider developing centers, mini lessons, and/or whole group lessons after this and Lesson 11 (see the "Foundational Reading and Fluency Skills Package" for ideas and resources). • In advance: Be prepared to return students' draft editorials from Lesson 9 (see Teaching Notes in that lesson). • Review: Peer Critique protocol; Fist to Five in Checking for Understanding Techniques (see Appendix). • Post: Learning targets; Parts of a Painted Essay anchor chart; Group Norms anchor chart.

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Lesson Vocabulary	Materials
norms, feedback, revise, criteria	• Draft editorial (from Lesson 9; returned in this lesson with teacher feedback) • Group Norms anchor chart (from Unit 1, Lesson 1) • Parts of a Painted Essay anchor chart (from Lesson 6) • Editorial feedback form (three per student) • Document camera • Editorial Revision task card (one per student) • Lesson 10 Discussion Questions (one per student)

Opening	Meeting Students' Needs

A. Engaging the Writer and Introducing Learning Targets (5 minutes)
• Ask students to join their regular small groups.
• Then ask students to discuss their reflections from homework with group members:
  * "Would you recommend your independent reading book to a classmate? Why or why not?"
• After 1 or 2 minutes, invite a few students to share their thinking with the class.
• Return students' **draft editorials** (their End of Unit 3 Assessments).
• Remind students of this guiding question for the second half of Unit 3:
  * "How can we effectively communicate opinions?"
• Invite a few students to restate the question and share out any reflections and/or responses.
• Explain to students that for the final performance task, they will revise, read aloud, and discuss the editorials they developed during the End of Unit 3 Assessment. Remind students that when authors use clear reasons and credible evidence, their audience is more likely to agree with their point of view. Emphasize that during this lesson, their focus is on working with peers to revise their editorials so they are sure to present a clear and well-organized argument that explains their point of view regarding whether or not the Inuit community should approve the Mary River mine proposal on Baffin Island in the territory of Nunavut.
	• Allow students who struggle to express their thinking aloud to write or dictate a response to the discussion question.
	• Provide sentence starters to support student discussions and reflections upon the guiding question.
	• Write synonyms or pictorial representations above key words in the targets to support second language and visual learners.

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Opening (continued)	Meeting Students' Needs

• Tell students they will use the Peer Critique protocol, which they are familiar with from previous modules, to give and receive feedback about their editorials. Then, in the second part of Work Time, they will have time to make revisions based on the feedback from peers.
• Focus students' attention on the posted learning targets and ask students to chorally read them aloud:
  * "I can follow our class norms when working with partners to give and receive feedback."
  * "I can use feedback from peers to revise my editorial essay to better meet the criteria."
• Underline the key words in these targets, then invite students to share out the meaning of the following terms:
  – *Norms*—rules or agreements
  – *Feedback*—comment, advice, critique
  – *Revise*—change, correct, improve
  – *Criteria*—measures, standards
• Cold call students to restate the learning targets in their own words, based on their understanding of key terms.	

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Work Time	Meeting Students' Needs
A. Peer Critique (30 minutes) • Direct students' attention to the **Group Norms anchor chart**. Remind them that they have used these norms during this and previous modules. Ask students to review the norms, and then cold call a member from each regular small group to share out how he or she has used one of the norms successfully during past peer critique sessions. Reinforce that students should continue to use these norms as they give and receive feedback today. • Review the Peer Critique protocol with students. • Remind students that as they offer and receive critique, it is important to: – Be specific. – Be kind. – Stay on topic (talk about the criteria). – Thank your partner. • Post the **Parts of a Painted Essay anchor chart**. Review each part and purpose as needed to support student discussions and work during the Peer Critique. • Distribute three copies of the **Editorial feedback form** to each student, and use a **document camera** to display a copy. • Point out that this form is based on criteria from the Parts of a Painted Essay anchor chart that students developed in Lessons 6–8. Read the directions and all of the criteria, and tell students they will use these forms to provide written feedback to their peers. • Tell students they will exchange their draft editorials with three members of their regular small groups. They should provide written feedback on all four parts of the editorial. After this, they'll have time to revise their own draft editorials based on their peers' feedback. • Clarify as needed and then ask students to begin. Circulate to offer support and guidance as needed. • Once students have exchanged and received feedback on their editorial drafts three times, ask them to prepare to revise their work, based on the feedback they received, during the next part of Work Time.	• Display the Peer Critique protocol steps for students to reference. • Consider allowing students who struggle with writing to dictate their comments to a partner, the teacher, or another adult. • Provide support to small groups of students in need of additional guidance.

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Work Time (continued)	Meeting Students' Needs
B Revision (20 minutes) • Distribute the **Editorial Revision task card** to each student. Read the directions aloud and clarify as needed. • Give students 15 minutes to complete the steps on their task card. • As time permits, invite students to share out specific elements of their editorials they revised and explain why.	• Continue to support individual and/or small groups of students as needed. • For students who struggle with prioritizing, consider highlighting one or two pieces of feedback from reviewers for students to focus on first. Once they complete the first revisions, continue to highlight one or two steps and/or confer with the student about what he or she feels would be the next best revision to tackle and why.

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Review Learning Targets (5 minutes) • Focus students whole group, and invite them to turn and discuss the following with a partner: * "How did the revision(s) you made clarify or better help support the focus (thesis and points) of your editorial? Explain." • After 2 minutes, invite a few students to share out whole group. • Redirect students' attention to the posted learning targets. Read them aloud and ask students to use Fist to Five to demonstrate their mastery of each target. • Distribute the **Lesson 10 Discussion Questions**, which students must address for homework. Read the directions and each question. Then explain that students will use a protocol called a Fishbowl, which may be new to them, in order to discuss these questions with peers in the next lesson. Clarify as needed.	• Provide a sentence starter for students who struggle with language: "The revisions I made to my editorial improved clarity and supported my focus by ____ _____." • Note students who show a fist, one, or two fingers, as they may need more support revising based on criteria and feedback.

Homework	Meeting Students' Needs
• If necessary, finish revising your editorial draft based on feedback from your peers. • Complete the Discussion Questions. • Read your independent reading book for at least 30 minutes. *Note: Review Lesson 11 in advance, to be able to support students with the Fishbowl protocol.*	• Allow students who struggle with writing to dictate or record their responses to the discussion questions.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 3: Lesson 10

Supporting Materials

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Editorial Feedback Form

Writer's Name:

Reviewer's Name

Directions:
Read your partner's draft editorial about whether or not the Inuit community should approve the Mary River mine proposal on Baffin Island.

1. Review the criteria for each part of an editorial essay.
2. Reread your partner's editorial and provide kind and specific feedback about each part of the editorial (introduction, two proof paragraphs, and conclusion paragraphs), based on the criteria:
    a. At least one to two *Stars*—what your partner did well to meet the criteria.
    b. One to two *Steps*—helpful and kind suggestions about how your partner could revise his or her editorial to better meet the criteria.

Parts of the Painted Essay	Criteria for an Editorial Essay	Written feedback: Stars and Steps
Introductory Paragraph	INTRODUCTION: – Includes an "attention-getter" – Provides background information ("Some people think ... / Other people think ...") THESIS: Clearly states the author's thesis (opinion) and uses key words from the focus question: "*Should the Inuit community approve the Mary River mine proposal on Baffin Island?*" POINTS: Provides two points (reasons) in support of the thesis (opinion)	Star(s): ★ Step(s): ▙

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Editorial Feedback Form

Parts of the Painted Essay	Criteria for an Editorial Essay	Written feedback: Stars and Steps
Proof Paragraph 1	– Clearly restates Point 1 (Reason 1, from the introductory paragraph) – Provides three pieces of *credible* evidence in support of Point 1 (Reason 1) and the thesis (opinion) – Evidence includes at least one quote from texts read in class Includes linking words and/or phrases that accurately connect ideas and improve the readability of the piece	Star(s): Step(s):
Proof Paragraph 2	– Includes a transition sentence that helps connect the ideas from Proof Paragraph 1 to the ideas in Proof Paragraph 2 – Clearly restates Point 2 (Reason 2, from the introductory paragraph) – Provides three pieces of *credible* evidence in support of Point 2 (Reason 2) and the thesis (opinion) – Evidence includes at least one quote from texts read in class – Includes linking words and/or phrases that accurately connect ideas and improve the readability of the piece	Star(s): Step(s):

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Editorial Feedback Form

Parts of the Painted Essay	Criteria for an Editorial Essay	Written feedback: Stars and Steps
Conclusion Paragraph	WHAT? Restates the thesis (opinion) in a new and interesting way SO WHAT? – Expresses the author's own thinking about the thesis or focus of the editorial – Includes a "prediction" or "call to action" in support of the author's thesis or focus	Star(s): ★ Step(s): ▙

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Editorial Revision Task Card

Complete the following:

1. Review the comments each of your "reviewers" made.

2. Ask your reviewers any clarifying questions about the comments.

3. Revise the introductory, proof, and/or conclusion paragraphs of your editorial based on the feedback from your reviewers.

4. Share your revisions with reviewers to see if you addressed their feedback.

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Lesson 10 Discussion Questions

Review each of the questions below. Then refer to your revised editorial essay to help you determine and record a response to each question. (If you are not able to determine an answer based on information from your editorial, you may refer to your texts, graphic organizers, and note-catcher from Lessons 2–4, for help.)

1. What is the thesis of your editorial?

_____

_____

_____

2. Summarize both points of view regarding the Mary River mine proposal on Baffin Island and explain how learning about different points of view helped you develop your thesis (opinion).

_____

_____

_____

_____

_____

_____

3. What do you feel is the clearest point (reason) and most credible piece of evidence in support of your thesis? Record the point and evidence below. Then briefly explain why you think they are the clearest point and most credible piece of evidence in support of your thesis.

_____

_____

_____

_____

_____

_____

_____

_____

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 3: Lesson 11

Group Discussions and Revision: Editorial Essay

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) I can use a writing process to produce clear and coherent writing, with guidance and support from peers and adults. (W.5.5) I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly. (SL.5.1) I can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3)	
Supporting Learning Targets	**Ongoing Assessment**
• I can build on others' ideas and express my own ideas clearly, by engaging effectively in collaborative discussions. • I can summarize ideas shared during group discussions and explain how speakers' ideas are supported by reasons and evidence. • I can use feedback from peers to revise my editorial to better meet the criteria.	• Lesson 10 Discussion Questions (from homework) • Fishbowl discussion feedback from reviewers • Revised editorial essay

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Agenda	Teaching Notes
1. Opening A. Reviewing Homework and Engaging the Speaker (7 minutes) B. Introduce Learning Targets (3 minutes) 2. Work Time A. Sharing Points of View: Fishbowl Protocol (30 minutes) B. Revision (15 minutes) 3. Closing and Assessment A. Debrief and Review of Learning Targets (5 minutes) 4. Homework A. If necessary, finalize revisions to your editorial. B. Write a response to each of the discussion questions, based on the revisions you made to your editorial in today's lesson. C. Read your independent reading book for at least 20 minutes.	• In this lesson, students participate in the Fishbowl protocol to share and support their opinions about the Mary River mine proposal and receive feedback from reviewers regarding their ability to convey a clear thesis and points that are supported by credible evidence from their editorials. • In the Opening of this lesson, students share their responses to the Lesson 10 Discussion Questions homework in preparation for the Fishbowl discussions they will participate in during Work Time A. This helps students clarify and revise their thinking before sharing their ideas with a larger group. It also serves to alleviate anxiety some students may feel about speaking in front of peers. • In Work Time A, student groups pair up to participate in a Fishbowl protocol for the purpose of sharing and hearing the ideas of others regarding the Mary River mine proposal for Baffin Island. This type of work supports students' ability to synthesize and share their thinking aloud and encourages constructive peer critique by using the Fishbowl Discussion feedback form. Each student will have the opportunity to participate in the inner circle discussion as well as the outer circle review. • During Work Time B, students review comments from reviewers. They use the critique as well as their own reflections on Fishbowl discussions to make final revisions to their editorials. Students have the option to complete revisions for homework if necessary. • In advance: – Review the Fishbowl protocol (see Appendix). – Review the Fishbowl directions (see supporting materials). Then determine groups to be paired, which students from both groups will start in the "inner circle," and which students will be assigned as Speakers 1, 2, 3, and 4. – Review Work Time A in order to prepare to model steps for the Fishbowl. – Review the Fishbowl Discussion feedback form to be able to support students' understanding of criteria. • Post: Learning targets; paired-up groups; names of Speakers 1, 2, 3, and 4 for each group.

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Lesson Vocabulary	Materials
build, express, effectively, collaborative, summarize, explain, supported, reasons, evidence, feedback, revise, criteria	• Editorial drafts (students' own revised drafts, from Lesson 10) • Fishbowl Discussion feedback form (one per student) • Fishbowl directions (one to display) • Editorial Criteria (one per student) • Revision task card (one per student) • Lesson 11 Discussion Questions (one per student)

Opening	Meeting Students' Needs
A. Reviewing Homework and Engaging the Speaker (7 minutes) • Ask students to take out the Lesson 10 Discussion Questions they completed for homework and then partner up with a member of their regular group. • Direct students to complete the following: 1. Student A reads each homework discussion question and his or her responses, to Student B. 2. Student B summarizes Students A's thesis and paraphrases the point (reason) and evidence s/he heard Student A share in support of her or his thesis. 3. Student B offers one piece of positive praise regarding the ideas shared by Student A. 4. Then, Student B shares, and Student A completes Steps 2 and 3. • Clarify directions as needed and ask students to begin. Circulate to offer guidance. • After both partners have shared, pose questions such as: * "In what ways did you partner use clear reasons and credible evidence to support his or her thesis?" * "How did sharing your ideas aloud with a partner help clarify your own thinking about the thesis, points (reasons), and evidence in your editorial?"	• Consider posting directions for partner discussions for student reference. • For students who struggle to share their ideas orally, allow their partner to read their responses silently or aloud for them, then summarize and provide praise.

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Opening (continued)	Meeting Students' Needs
• Allow students a moment to consider and discuss their thinking. Then invite several partners or individuals to share out whole group. • Tell students that today they will participate in a new protocol called a Fishbowl to share their own thinking about the Mary River mine proposal with a variety of their peers. Explain that the purpose of the Fishbowl is to help students synthesize their own and others' ideas and to receive constructive feedback from peers regarding the use of points and evidence from their editorials to support their thesis (opinion) during a group discussion.	

B. Introduce Learning Targets (3 minutes)
• Focus students on the learning targets and ask them to chorally read each target aloud with you:
  * "I can build on others' ideas and express my own ideas clearly, by engaging effectively in collaborative discussions."
  * "I can summarize ideas shared during group discussions and explain how speakers' ideas are supported by reasons and evidence."
  * "I can use feedback from peers to revise my editorial to better meet the criteria."
• Underline key terms from the targets that students are familiar with from previous units and modules: *build*, *express*, *effectively*, *collaborative*, *summarize*, *explain*, *supported*, *reasons*, *evidence*, *feedback*, *revise*, and *criteria*.
• Invite students to share their understanding of each term with the group. Clarify any misconceptions about the meaning of key terms. Then ask students to consider and share out a restatement of each target or an explanation of what they think they will be doing today.
• Ask students to gather their Lesson 10: Discussion Questions homework and **editorial drafts** and then join their regular group members to prepare for the Fishbowl discussion.
	• Write synonyms or draw pictorial representations above each key term to support all students, but particularly second language and visual learners.

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Work Time	Meeting Students' Needs
A. Sharing Points of View: Fishbowl Protocol (30 minutes) • Distribute the **Fishbowl Discussion feedback form**. • Post and review the **Fishbowl directions**. Then model how to use the Lesson 10 Discussion Questions and feedback form during the Fishbowl by asking a student to act as "Speaker 1" and another student to act as the reviewer (you will act as Speaker 2). • Explain that you and Speaker 1 would be in the inner circle, and the reviewer would be in the outer circle. Begin modeling: – Ask Speaker 1 to read and share a response to each question from the Lesson 10: Discussion Questions by referring to her or his responses from homework and editorial. – As Speaker 1 shares, direct the reviewer to complete the feedback form for Speaker 1. – Then, model the role of Speaker 2 by briefly summarizing Speaker 1's focus (thesis and points) and explaining how s/he used reasons and evidence to support his or her argument. • Explain to students that another reviewer will provide feedback to Speaker 2, another to Speaker 3, and yet another to Speaker 4. Also point out that Speaker 1 will summarize and explain ideas shared by Speaker 4. • Clarify or provide further modeling as needed. Then post groups, pre-assigned speakers, inner and outer circle for Round 1. • When students are ready, ask them to join their groups and arrange chairs in an inner and outer circle formation. Ask students to quickly determine which reviewers will provide feedback to which speakers, and then ask students to begin. • Circulate to provide guidance and support. • After 10–12 minutes, ask speakers and reviewers to switch places (outer circle students go to the inner circle and vice versa). Remind students to quickly decide which reviewers will provide feedback to which speakers. • Ask students to begin and then circulate to offer support as needed. • After 10–12 minutes, ask speakers and reviewers to wrap up their conversations and finalize feedback. Then, focus students whole group. • Based on what you observed during the Fishbowl, offer specific and positive praise to students regarding their ability to follow group norms, summarize speakers' ideas, and/or provide specific and useful feedback.	• Consider selecting and preparing students to act as "Model Speaker 1" and "model reviewer" in advance, so they are able to accurately demonstrate these roles to their peers. • For students who struggle with orally expressing their ideas, consider reviewing and practicing Fishbowl discussion in advance. • Provide sentence starters to allow all students access to the discussion questions.

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Work Time (continued)	Meeting Students' Needs

• Pose the following questions for students to consider and discuss with a partner in their group:
  * "How did it feel to be a speaker in the inner circle?"
  * "What observations and insights do reviewers have to share about inner circle discussions?"
  * "How can a Fishbowl improve group interactions and discussions?"
• After 2 or 3 minutes, invite a few students to share their thinking with the class.
• Then, ask students to prepare for a final revision of their editorials, based on feedback from reviewers.	

B. Revision (15 minutes)
• Ask reviewers to give feedback forms to the speakers they evaluated during the Fishbowl.
• Distribute the **Editorial Criteria** and the **Revision task card**. Review criteria and directions and answer any clarifying questions.
• Ask students to begin, and circulate to offer support.
• After 10 minutes, pose the following discussion questions:
  * "How did your own reflection upon the Fishbowl discussion help you improve your editorial?"
  * "How did your reviewer's comments help you revise your editorial?"
• Invite a few students to share their thinking whole class. Praise students for their ability to express themselves during group discussions, offer specific and helpful feedback to peers, and revise their work based on their own reflections as well as suggestions from classmates.
	• Support individual and/or small groups of students as needed.
	• For students who struggle with prioritizing, consider highlighting one or two pieces of feedback from reviewers, for students to focus on or confer with the student about what s/he feels would be the best revision to make and why.

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Closing and Assessment	Meeting Students' Needs
A. Debrief and Review of Learning Targets (5 minutes) • Bring students together whole group. Ask them to consider and discuss with a nearby partner who they did not work with today: * "How did being a speaker and reviewer support your ability to revise your editorial to better meet the criteria?" • After 2 or 3 minutes, invite a few students to share their thinking aloud. • Ask students to read each of the learning targets aloud with you and use Glass, Bugs, Mud to demonstrate their level of mastery toward each target. • Distribute the **Lesson 11 Discussion Questions** for homework and point out that these are the same questions students responded to for the previous lesson's homework. Explain that students should refer to their completely revised editorials to answer each question, in preparation for the final performance task in Lesson 12.	• Provide a sentence starter for students who struggle with language: "Being a speaker/reviewer supported my ability to revise my editorial by _____." • Note students who show Bugs or Mud, as they may need more support revising based on criteria and feedback.
Homework	**Meeting Students' Needs**
• If necessary, finalize revisions to your editorial. • Write a response to each of the discussion questions, based on the revisions you made to your editorial in today's lesson. • Read your independent reading book for at least 20 minutes.	• Allow students who struggle with writing to dictate or record their responses to the discussion questions.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 3: Lesson 11

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Fishbowl Discussion Feedback Form

Reviewer Name:

Speaker Date:

Complete each part of the feedback form below for your speaker. Be sure to provide comments to explain your thinking and support your speaker's ability to make revisions to his or her editorial.

Collaborative Skill	Yes	Somewhat	No	Reviewer Comments
The speaker clearly states the thesis of her/his editorial.				
The speaker clearly and accurately explains both points of view regarding the Mary River mine proposal on Baffin Island.				
The speaker shares at least one clear reason and one credible piece of evidence from her/his editorial, in support of her/his thesis.				
The speaker respectfully asks questions to clarify understanding of other speakers' ideas, as needed.				
The speaker actively listens to other speakers in the circle by making eye contact and providing others with time to speak.				

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Fishbowl Discussion Feedback Form

In one to two sentences, explain how the speaker supported her or his thesis with clear reasons and credible evidence AND provide one specific piece of feedback about how the speaker could add to or revise the editorial to better meet the criteria.

_____

_____

_____

_____

_____

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Fishbowl Directions

1. Speaker 1 begins by reading aloud and sharing a response to each discussion question:
   - What is the thesis of your editorial?
   - Summarize both points of view regarding the Mary River mine proposal on Baffin Island and explain how learning about different points of view helped you develop your thesis (opinion).
   - What do you feel is the clearest point (reason) and most credible piece of evidence in support of your thesis? Explain why you believe this is the clearest reason and most credible piece of evidence in support of your thesis.
2. When Speaker 1 is done sharing, all other speakers in the inner circle may ask clarifying questions. Then, Speaker 2 briefly summarizes Speaker 1's thesis, as well as the supporting point and evidence Speaker 1 shared.
3. Speaker 2 reads and responds to each discussion question.
4. When Speaker 2 is done sharing, all other speakers in the inner circle may ask clarifying questions. Then, Speaker 3 briefly summarizes Speaker 2's thesis, as well as the supporting point and evidence Speaker 2 shared.
5. Speaker 3 reads and responds to each discussion question.
6. When Speaker 3 is done sharing, all other speakers in the inner circle may ask clarifying questions. Then, Speaker 4 briefly summarizes Speaker 3's thesis, as well as the supporting point and evidence Speaker 3 shared.
7. Speaker 4 reads and responds to each discussion question.
8. When Speaker 4 is done sharing, all other speakers in the inner circle may ask clarifying questions. Then, Speaker 1 briefly summarizes Speaker 4's thesis, as well as the supporting point and evidence Speaker 4 shared.

Reviewers use feedback forms to provide specific and helpful comments to their assigned speaker throughout the discussion.

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Editorial Criteria

Parts of the Painted Essay	Criteria for an Editorial
Introductory Paragraph	INTRODUCTION: – Includes an "attention-getter" – Provides background information ("Some people think ... / Other people think ...") THESIS: Clearly states the author's thesis (opinion) and uses key words from the focus question: "*Should the Inuit community approve the Mary River mine proposal on Baffin Island?*" POINTS: Provides two points (reasons) in support of the thesis (opinion)
Proof Paragraph 1	– Clearly restates Point 1 (Reason 1, from the introductory paragraph) – Provides three pieces of *credible* evidence in support of Point 1 (Reason 1) and the thesis (opinion) – Evidence includes at least one quote from texts read in class Includes linking words and/or phrases that accurately connect ideas and improve the readability of the piece
Proof Paragraph 2	– Includes a transition sentence that helps connect the ideas from Proof Paragraph 1 to the ideas in Proof Paragraph 2 – Clearly restates Point 2 (Reason 2, from the introductory paragraph) – Provides three pieces of *credible* evidence in support of Point 2 (Reason 2) and the thesis (opinion) – Evidence includes at least one quote from texts read in class – Includes linking words and/or phrases that accurately connect ideas and improve the readability of the piece

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Editorial Criteria

Parts of the Painted Essay	Criteria for an Editorial
Conclusion Paragraph	WHAT? Restates the thesis (opinion) in a new and interesting way SO WHAT? – Expresses the author's own thinking about the thesis or focus of the editorial – Includes a "prediction" or "call to action" in support of the author's thesis or focus

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Revision Task Card

Complete the following:

1. Review the comments each of your reviewers made.

2. Ask your reviewers any clarifying questions about the comments.

3. Review the criteria for an editorial essay.

4. Revise the introductory, proof, and/or conclusion paragraphs of your editorial based on feedback from your reviewers and the criteria.

5. Share your revisions with reviewers to see if you addressed their feedback.

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Lesson 11 Discussion Questions

Review each of the questions below and then refer to your revised editorial essay to help you determine and record a response to each question, in preparation for Fishbowl discussions during the final performance task.

1. What is the thesis of your editorial?

_____

_____

_____

_____

2. Summarize both points of view regarding the Mary River mine proposal on Baffin Island and explain how learning about different points of view helped you develop your thesis (opinion).

_____

_____

_____

_____

_____

_____

3. What do you feel is the clearest point (reason) and most credible piece of evidence in support of your thesis? Record the point and evidence below and then briefly explain why you think they are the clearest point and most credible piece of evidence in support of your thesis.

_____

_____

_____

_____

_____

_____

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 3: Lesson 12

Final Performance Task: Fishbowl Discussion about Editorial Essay

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can write an opinion piece on topics, supporting a point of view with reasons and information. (W.5.1) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) I can use a writing process to produce clear and coherent writing, with guidance and support from peers and adults. (W.5.5) I can paraphrase information in finished work. (W.5.8) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.5.1) I can demonstrate command of the conventions of standards English capitalization, punctuation, and spelling when writing. (L.5.2) I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly. (SL.5.1) I can summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3)

Supporting Learning Targets	Ongoing Assessment
• I can build on others' ideas and express my own ideas clearly, by engaging effectively in collaborative discussions. • I can summarize ideas shared during group discussions and explain how speakers' ideas are supported by reasons and evidence. • I can write a four-paragraph editorial essay that supports my point of view about the Mary River mine proposal on Baffin Island.	• Lesson 11 Discussion Questions (from homework) • Fishbowl discussion feedback from reviewers • Revised editorial essays

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Agenda	Teaching Notes
1. Opening A. Reviewing Homework and Engaging the Speaker (7 minutes) B. Review Learning Targets (3 minutes) 2. Work Time A. Read-aloud and Final Revision (15 minutes) B. Sharing Points of View: Fishbowl Protocol (30 minutes) 3. Closing and Assessment A. Debrief (5 minutes) 4. Homework A. Read your independent reading book for at least 30 minutes.	• In this lesson, students complete the final performance task by once again participating in a Fishbowl discussion to share ideas and receive feedback from peers on the final versions of their editorial essays about the Mary River mine proposal on Baffin Island. • During the Opening, students have a short time to share with a partner the changes they made to their editorials based on self-reflections and reviewer feedback. This helps to focus students on specific ideas from their editorials and prepares them for group discussions during the Fishbowl. • During Work Time A, students have a choice to either whisper-read their editorials independently or read them aloud to a partner within their small group. This will allow students to "hear" their ideas and make any final minor revisions to their editorials based on personal reflections, before the Fishbowl discussions. • In Work Time B, students use the Fishbowl protocol to share thinking from their revised editorials, as well as to summarize the ideas of their peers and offer constructive feedback to speakers. A modified version of the reviewer criteria is provided to allow you to assess students' ability to meet components of NYSP12 ELA CCLS SL.5.1 and SL.5.3. • In advance: – Review the Fishbowl protocol (see Appendix). – Review the Fishbowl directions (see Lesson 11 supporting materials). Determine whether you will have students remain in the same groups, same inner circle, same Speakers 1, 2, 3, 4 from Lesson 11; or whether you will change student groups. • Post: Learning targets; paired-up groups; names of Speakers 1, 2, 3, 4 for each group.

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Lesson Vocabulary	Materials
build, express, effectively, collaborative, summarize, explain, supported, reasons, evidence, editorial essay, point of view, proposal	• Editorial essays (students' own drafts; returned in Lesson 9; revised in Lessons 10 and 11) • Fishbowl Discussion feedback form (from Lesson 11; one new blank copy per student) • Fishbowl directions (from Lesson 11; one to display) • Fishbowl Discussion Teacher Checklist (for teacher reference) • Guiding Questions anchor chart (from Unit 1, Lesson 1) • Big Ideas anchor chart (from Unit 2, Lesson 1)

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Opening	Meeting Students' Needs

A. Reviewing Homework and Engaging the Speaker (7 minutes)
• Ask students to take out their **editorial essays** and the Lesson 11 Discussion Questions from homework then partner up with a peer they did not work with in the previous lesson.
• Ask partners to discuss:
  * "What changes did you make to your essay based on feedback and self-reflection from the previous lesson?"
  * "How did the Fishbowl discussion help you determine revisions you wanted to make to your essay?"
• Allow students a moment to consider and discuss their thinking. Then invite several partners or individuals to share out whole group.
• Tell students that today they will once again participate in a Fishbowl to share ideas from their editorial essays in order to express their own thinking about the Mary River mine proposal with peers. Remind students that the purpose of the Fishbowl is to help them synthesize ideas and continually reflect on their growth as writers by providing and receiving constructive feedback from classmates.
	• Consider posting directions for partner discussions for student reference.
	• For students who struggle to share their ideas orally, allow their partner to read their responses silently or aloud for them, then summarize and provide praise.

B. Introduce Learning Targets (3 minutes)
• Focus students on the learning targets and ask them to chorally read each one with you:
  * "I can build on others' ideas and express my own ideas clearly, by engaging effectively in collaborative discussions."
  * "I can summarize ideas shared during group discussions and explain how speakers' ideas are supported by reasons and evidence."
  * "I can write a four-paragraph editorial essay that supports my point of view about the Mary River mine proposal on Baffin Island."
• Underline key terms from the targets students are familiar with from previous units and modules: *build*, *express*, *effectively*, *collaborative*, *summarize*, *explain*, *supported*, *reasons*, *evidence*, *editorial essay*, *point of view*, and *proposal*.
• Invite students to share their understanding of each term with the group and then share out a restatement of each target.
	• Write synonyms or draw pictorial representations above each key term to support all students, but particularly second language and visual learners.

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Work Time	Meeting Students' Needs
A. Read-aloud and Final Revision (15 minutes) • Explain to students that before presenting written work, often it is a good idea to read the piece aloud to yourself or to someone else. Reading aloud allows you to "hear" your ideas and determine if you want to make any final changes that will improve the readability, flow, or clarity of your composition so your ideas can be more readily understood by listeners and readers. • Direct students to complete the following: 1. Whisper-read your editorial independently OR read aloud to a member of your regular small group. 2. As you read, listen to your ideas and consider: • Does this sound right? • Will it make sense to listeners and readers? • Is there any way to more clearly state my thesis, points, evidence, or other parts of my editorial? 3. Take a moment to add to or revise minor elements of your editorial as necessary. • Clarify directions as necessary and then ask students to begin. Circulate to offer support. • After 7 or 8 minutes, pose the following questions for students to consider and discuss with a nearby partner: * "How did reading your editorial aloud help you identify revisions you wanted to make?" * "In what ways did you revise your editorial to improve the readability, flow, or clarity?" * "How does reading your work aloud in advance help you prepare for group discussions?" • After 2 minutes, invite a few students to share their thinking with the class. • Then, ask students to collect their editorials and responses to the Discussion Questions homework in preparation for Fishbowl discussions.	• Post directions for students' reference. • Allow the option for students to record themselves and then listen to their recording to make determinations about revision. • Work with individual or small groups of students in need of additional support. • Provide sentence frames to allow all students access to the discussion.

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Work Time (continued)	Meeting Students' Needs

B. Sharing Points of View: Fishbowl Protocol (30 minutes)
• Distribute the **Fishbowl Discussion feedback form**.
• Display and review the **Fishbowl directions**. Clarify or provide further modeling as needed. Then post groups, pre-assigned speakers, inner and outer circle for Round 1.
• When students are ready, ask them to join their groups and arrange chairs in an inner and outer circle formation. Ask students to quickly determine which reviewers will provide feedback to which speakers (preferably a peer who did not review their work in the previous lesson). Ask students to begin.
• Circulate to provide guidance and use the **Fishbowl Discussion Teacher Checklist** to assess students' ability to meet the speaking and listening criteria described.
• After 10–12 minutes, ask speakers and reviewers to switch places (outer circle students go to the inner circle and vice versa). Remind students to quickly decide which reviewers will provide feedback to which speakers.
• Ask students to begin. Then circulate to offer support and continue assessing students using the teacher checklist.
• After 10–12 minutes, ask speakers and reviewers to wrap up their conversations and finalize feedback; then focus students' attention whole group.
• Be sure to offer specific and positive praise to students based on what you observed during the Fishbowl, based on criteria described in the teacher checklist.
• Pose the following questions for students' consideration:
  * "Did it feel any different to be a speaker or reviewer in this lesson in comparison to the previous lesson? If so, explain."
  * "What observations do reviewers have to share about the differences and similarities between inner circle discussions during this lesson as compared to the previous lesson?"
  * "How can participating in a Fishbowl discussion multiple times improve group interactions and discussions?"
• After 2 or 3 minutes, invite a few students to share their thinking with the class.
• Once again, congratulate students on their ability to conduct research and analyze different points of view for the purpose of developing and sharing an informed opinion editorial about an issue.
• Collect students' editorial essays and feedback forms from group discussions to review.
	• Consider allowing students to practice and/or prepare for the Fishbowl discussion in advance if they struggle to express their ideas aloud or in front of others.
	• Provide sentence starters to allow all students access to the discussion questions.

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Closing and Assessment	Meeting Students' Needs

A. Debrief (5 minutes)
• Post and direct students' attention to the **Guiding Questions anchor chart** and **Big Ideas anchor chart**.
• Focus students on the second guiding question for Unit 3. Ask them to consider and discuss with a nearby peer what they think the big idea associated with this question might be:
  * "How can we effectively communicate opinions?"
• After 1 minute, invite a few students to share their thinking aloud. Listen for ideas such as:
  – "I think the big idea is that it is important for authors to use clear reasons and credible evidence to support their opinions so their audience is more likely to agree with their point of view;
  – It is important to clearly explain the reasons for your opinion and use credible evidence to support your thinking," etc.
• Synthesize students' ideas to record a big idea on the anchor chart.
• Then ask students to reread and reflect upon the questions and ideas from each unit of this module, and then discuss with a different peer:
  * "How do these questions and ideas connect?"
  * "How does an idea from one unit help build knowledge that supports learning in the next unit?"
  * "What part of this module did you find most interesting, compelling, difficult, and why?"
• After 2 or 3 minutes, invite several partners or individuals to share their thinking whole group.
• Congratulate students on their hard work developing critical thinking skills and the ability to express their own thinking about important issues, based on sound reasoning and reliable information.
	• Provide sentence starters or frames to allow all students access to the debrief conversation.

Homework	**Meeting Students' Needs**
• Read your independent reading book for at least 30 minutes.	• As available, provide an audio recording of texts to students who struggle reading independently.

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EXPEDITIONARY LEARNING

Grade 5: Module 3B: Unit 3: Lesson 12

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Fishbowl Discussion Teacher Checklist

Record each student's name and the date of evaluation. Mark the criteria you are able to evaluate with a check (meeting criteria) or a minus (not meeting criteria). Use the "Notes/Comments" area to record any additional observations.

Student Name and Date:	**Criteria:**
Notes/Comments:	__ The speaker clearly states the thesis of her/his editorial. __ The speaker clearly and accurately explains both points of view regarding the Mary River mine proposal on Baffin Island. __ The speaker shares at least one clear reason and one credible piece of evidence from her/his editorial, in support of her/his thesis. __ The speaker respectfully asks questions to clarify understanding of other speakers' ideas, as needed. __ The speaker actively listens to other speakers in the circle by making eye contact and providing others with time to speak.

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Fishbowl Discussion Teacher Checklist

Student Name and Date:	**Criteria:**
Notes/Comments:	__ The speaker clearly states the thesis of her/his editorial. __ The speaker clearly and accurately explains both points of view regarding the Mary River mine proposal on Baffin Island. __ The speaker shares at least one clear reason and one credible piece of evidence from her/his editorial, in support of her/his thesis. __ The speaker respectfully asks questions to clarify understanding of other speakers' ideas, as needed. __ The speaker actively listens to other speakers in the circle by making eye contact and providing others with time to speak.

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