



EXPEDITIONARY
LEARNING

Grade 5: Module 2B: Unit 2: Overview



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



Unit 2, Case Study: *The Boy Who Invented TV: The Story of Philo Farnsworth*

In Unit 2, students continue to build their reading and writing skills as well as their understanding of how new or improved technologies are developed to meet the needs of society, through a case study of Philo Farnsworth, the inventor of television. They will examine how Philo Farnsworth became motivated to develop new and useful devices that made life easier in rural America, and how he persuaded others to invest in his ideas. For the mid-unit assessment, students will

demonstrate their ability to apply what they have learned to determine the meaning of new vocabulary, as well as recognize and summarize the main ideas of an informational text by completing a text-dependent questions and short-answer quiz. At the conclusion of Unit 2, students are assessed on their ability to write a four-paragraph, on-demand essay about why Philo Farnsworth invented television, as well as how television changed people's lives.

Guiding Questions and Big Ideas

- *New or improved technologies are developed to meet societal demands.*
- *Text structure and visual elements can support readers' understanding of complex ideas.*
- **How do new or improved technologies meet societal needs?**
- **How do authors structure text to engage and support readers' understanding of complex ideas?**



| | |
|--------------------------|--|
| Mid-Unit 2 Assessment | <p>Text-Dependent Questions: “The TV Guy”</p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.4, and L.5.4. For this assessment, students will read an article about Philo Farnsworth called “The TV Guy,” then complete multiple-choice and short-answer text-dependent questions. This short “quiz” requires students to use quotes from the text to support an inference and to summarize the main idea of the text using key details. Students are also asked to use a variety of strategies to discover the meanings of unknown words.</p> |
| End of Unit 2 Assessment | <p>On-Demand Informational Writing: Philo Farnsworth’s Invention of the Television and How It Changed People’s Lives</p> <p>This assessment centers on NYSP12 ELA CCLS RL.5.3, W.5.2, and L.5.4 and has two parts. In Part 1, students will read excerpts from an article called “Television” and answer a series of short-response and multiple-choice text-dependent questions to explain the relationship between people and ideas, determine the meaning of unfamiliar terms using a variety of strategies, and organize parts of an introductory paragraph related to the essay they will write for Part II of the assessment. During Part 2, students will synthesize the information (in the form of notes) that they have gathered during previous lessons, and will write an informational essay about the invention of the television and how it changed people’s lives. Students’ essays will be written using a “Painted Essay” structure that includes: a well-organized introductory paragraph, two proof paragraphs, and a conclusion.</p> |



Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text about inventions that have been developed to meet societal needs. However, the module intentionally incorporates scientific practices and themes to support potential interdisciplinary connections to this compelling content.

These intentional connections are described below.

NYS Science Standard 1: Analysis, Inquiry, and Design: Engineering Design

Key Idea 1:

- Engineering design is an iterative process involving modeling and optimization (finding the best solution within given constraints); this process is used to develop technological solutions to problems within given constraints.
-
- T1.1 Identify needs and opportunities for technical solutions from an investigation of situations of general or social interest.
 - T1.1a Identify a scientific or human need that is subject to a technological solution which applies scientific principles.
- T1.2 Locate and utilize a range of printed, electronic, and human information resources to obtain ideas.
 - T1.2a Use all available information systems for a preliminary search that addresses the need.

Next Generation Science Standards: 3–5 Engineering Design

ETS1.B: Developing Possible Solutions

- Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. (3-5-ETS1-2)
- At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. (3-5-ETS1-2)
- Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved. (3-5-ETS1-3)



Central Texts

1. Kathleen Krull, *The Boy Who Invented TV: The Story of Philo Farnsworth* (New York: Random House, 2009), ISBN: 978-0-375-84561-1.
2. I Love History, "The TV Guy," <http://www.ilovehistory.utah.gov/people/difference/farnsworth.html>.
3. Wessels Living History Farm, "TV Turns On," http://www.livinghistoryfarm.org/farminginthe40s/life_27.html.
4. Video: "Television Takes the World by Storm," History.com, <http://www.history.com/topics/radio-and-television/videos#television-takes-the-world-by-storm>.
5. "Television." World Book Online InfoFinder. World Book, 2014. Web. 6 Feb. 2014.



This unit is approximately 3 weeks or 13 sessions of instruction.

| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|-----------------|---|---|---|--|--|
| Lesson 1 | Building Background Knowledge: <i>The Boy Who Invented TV</i> , “Life before Philo” | <ul style="list-style-type: none"> I can engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts. (SL.5.1) I can determine two or more main ideas from a text and explain how they are supported by key details. (RI.5.2) I can summarize the text. (RI.5.2) | <ul style="list-style-type: none"> I can engage in collaborative discussions with my peers. I can determine the two main ideas about “Life before Philo” from <i>The Boy Who Invented TV</i> by identifying key supporting details. I can summarize the main ideas about “Life about Philo” from <i>The Boy Who Invented TV</i>. | <ul style="list-style-type: none"> Building Background Knowledge graphic organizer Main Ideas and Summary graphic organizer: Life before Philo Group Norms Checklist (Teacher assessment) | <ul style="list-style-type: none"> Supporting Details/Main Ideas/Summary anchor chart Group Norms anchor chart Vocabulary Strategies anchor chart Quote/Paraphrase anchor chart |
| Lesson 2 | Determining Main Ideas and Summarizing: Philo Farnsworth’s Early Years | <ul style="list-style-type: none"> I can determine two or more main ideas from a text and explain how they are supported by key details (RI.5.2) I can summarize the text. (RI.5.2) I can determine or clarify the meaning of unknown and multiple –meaning words and phrases by choosing flexibly from a range of strategies. (L.5.4) <ol style="list-style-type: none"> I can use context as a clue to the meaning of a word or phrase. I can use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word. I can engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts. (SL. 5.1) | <ul style="list-style-type: none"> I can determine two main ideas from pages 2-9 of <i>The Boy Who Invented TV</i> by identifying key supporting details. I can summarize pages 2-9 of <i>The Boy Who Invented TV</i>. I can determine the meaning of key words and phrases using a variety of strategies. | <ul style="list-style-type: none"> Main Ideas and Summary graphic organizer: Philo’s Childhood Vocabulary, four-column chart (in journal) Group Norms Checklist (teacher assessment) | <ul style="list-style-type: none"> Dissecting a Vocabulary Word anchor chart Group Norms anchor chart Main Ideas and Summarizing anchor chart Vocabulary Strategies anchor chart Four Corners protocol Popcorn Read protocol |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|-----------------|--|--|---|---|--|
| Lesson 3 | Making Inferences: What Motivates Philo Farnsworth? | <ul style="list-style-type: none"> I can engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts. (SL.5.1) 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 based on grade 5 reading and content, choosing flexibly from a range of strategies. (L.5.4) <ul style="list-style-type: none"> I can use context as a clue to the meaning of a word or phrase. I can consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | <ul style="list-style-type: none"> I can engage in collaborative discussions with peers. I can make inferences using quotes and paraphrased details from the text. I can determine the meaning of key words using a variety of strategies. | <ul style="list-style-type: none"> Making Inferences graphic organizers: What Motivated Philo Farnsworth? Vocabulary, four-column chart (in journal) Group Norms Checklist (teacher assessment) | <ul style="list-style-type: none"> Making Inferences anchor chart Vocabulary Strategies anchor chart Group Norms anchor chart Stretch-o-Meter protocol |
| Lesson 4 | Making Inferences and Summarizing: Philo Farnsworth's Idea for "Capturing Light in a Bottle" | <ul style="list-style-type: none"> 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 general academic and domain-specific words. (RI.5.4) 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) | <ul style="list-style-type: none"> I can make inferences using quotes and paraphrased details from <i>The Boy Who Invented TV</i>. I can determine the meaning of academic and scientific words using a variety of strategies. I can write a summary paragraph explaining the multiple main ideas in pages 2-17 of <i>The Boy Who Invented TV</i>. | <ul style="list-style-type: none"> Graphic novel templates (from homework) Making Inferences graphic organizer: Developing a Solution Vocabulary, four-column chart (in journal) Summary of pages 2-17 (in journal) | <ul style="list-style-type: none"> Making Inferences anchor chart Main Ideas and Summary anchor chart Popcorn Read protocol |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|-----------------|---|---|---|--|---|
| Lesson 5 | Mid-Unit Assessment: Text-Dependent Questions about “The TV Guy” | <ul style="list-style-type: none"> 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 summarize a text. (RI.5.1) I can determine two or more main ideas of a text and explain how they are supported by key details. (RI.5.1) I can determine the meaning of general academic and domain – specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) 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) | <ul style="list-style-type: none"> I can quote accurately from the text when making an inference about why Philo Farnsworth was named one of the most important people of the 20th century by <i>Time</i> magazine. I can write a statement to summarize what the article: “The TV Guy” is mostly about using key details that support the main idea(s). I can use a variety of strategies to determine the meaning of unknown words. | <ul style="list-style-type: none"> Independent Reading Choice Board response (from homework) Mid-Unit 2 Assessment Tracking My Progress, Mid-Unit 2 recording form | |
| Lesson 6 | Using Quotes to Explain: Why Philo Farnsworth Invented Television | <ul style="list-style-type: none"> I can explain what a text says using quotes from the text. (RI.5.1) I can determine 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) <ul style="list-style-type: none"> a. I can use context as a clue to the meaning of a word or phrase. c. I can consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | <ul style="list-style-type: none"> I can explain <i>why</i> Philo Farnsworth wanted to invent television. I can determine the meaning of unknown words and phrases using a variety of strategies. | <ul style="list-style-type: none"> Fluency self-assessment (from homework) Independent Reading Choice Board response (from homework) Gist statement (in journal) The Invention of Television note-catcher Vocabulary defined (in journal) | <ul style="list-style-type: none"> Vocabulary Strategies anchor chart Popcorn Read protocol |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|-----------------|---|--|---|---|---|
| Lesson 7 | Using Quotes to Explain Relationships: How the Invention of Television Changed People's Lives | <ul style="list-style-type: none"> I can explain what a text says using quotes from the text. (RI.5.1) I can explain important relationships between people, events and ideas in a historical, scientific or technical text based on specific information in the text. (RI.5.3) | <ul style="list-style-type: none"> I can explain how television changed people's lives, using paraphrased details from the video and quotes from the text. I can identify the role of television in people's lives, based on information from the video and article. | <ul style="list-style-type: none"> How Television Changed People's Lives note-catcher Text-Dependent Questions: The Role of Television in People's Lives Vocabulary defined (in journal) Fluency self-assessment Independent Reading Choice Board response Group Norms Checklist (teacher assessment) | <ul style="list-style-type: none"> Quote/Paraphrase anchor chart Vocabulary Strategies anchor chart Stretch-O-Meter protocol |
| Lesson 8 | Analysis, Reflection, and Introduction to the Painted Essay: The Invention of Television | <ul style="list-style-type: none"> I can choose evidence from literary or informational texts to support analysis, reflection and research. (W.5.9) I can write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.2) | <ul style="list-style-type: none"> I can analyze evidence from the texts I have read and viewed in order to explain if television changed people's lives in the ways Philo Farnsworth hoped it would. I can describe the Painted Essay structure for writing an essay. | <ul style="list-style-type: none"> Analyze and Explain task Painted Essay template, color-coded | <ul style="list-style-type: none"> Back-to-Back, Face-to-Face protocol |
| Lesson 9 | The Painted Essay: The Introductory Paragraph | <ul style="list-style-type: none"> I can write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.2) <ul style="list-style-type: none"> I can introduce a topic clearly. I can provide a general observation and focus. I can group related information logically. | <ul style="list-style-type: none"> I can identify and explain the purpose of the introduction, thesis, and points of an introductory paragraph about the invention of the electric motor. With peers, I can sort and color-code the introduction, focus, and points of an introductory paragraph about the invention of basketball. | <ul style="list-style-type: none"> Independent Reading Choice Board responses Independent reading index card (completed during Opening A) The Electric Motor introductory paragraph, color-coded. Basketball introductory paragraph, sorted and color-coded | <ul style="list-style-type: none"> Parts of a Painted Essay anchor chart |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|------------------|---|--|--|--|---|
| Lesson 10 | The Painted Essay: Writing Proof Paragraphs | <ul style="list-style-type: none"> I can write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.2) <ul style="list-style-type: none"> I can develop the topic with facts, definitions, details, and quotations. I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) | <ul style="list-style-type: none"> I can determine reasons and evidence related to the first and second points of an essay about the invention of basketball. I can write two proof paragraphs for an essay about the invention of basketball by using reasons and evidence related to each point in my introductory paragraph. | <ul style="list-style-type: none"> Independent Reading Choice Board response (from homework) Proof Paragraphs graphic organizer Written proof paragraphs | <ul style="list-style-type: none"> Parts of a Painted Essay anchor chart |
| Lesson 11 | The Painted Essay: Developing a Conclusion and Adding Linking Words | <ul style="list-style-type: none"> I can write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.2) <ul style="list-style-type: none"> I can use linking words and phrases to connect ideas within categories of information. I can use specific language and key vocabulary to explain the topic. I can construct a concluding statement or section of an informative/explanatory text. 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) | <ul style="list-style-type: none"> I can write a conclusion for my essay about the invention of basketball, using specific language and key vocabulary. I can identify the types of linking words used to connect ideas in a model essay about the invention of the electric motor. I can connect the ideas in my essay about the invention of basketball by using linking words. | <ul style="list-style-type: none"> Written conclusion paragraph that include specific language and key terms Linking words coded on model electric motor essay Linking words added to proof paragraphs and conclusion of basketball essay | <ul style="list-style-type: none"> Linking Words anchor chart Parts of a Painted Essay anchor chart Four Corners protocol Back-to-Back, Face-to-Face protocol |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|------------------|---|---|--|--|---------------------------|
| Lesson 12 | End of Unit Assessment: On-Demand Informational Writing: Philo Farnsworth's Invention of the Television and How It Changed People's Lives, Part 1 | <ul style="list-style-type: none"> I can 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. (RI.5.3) I can write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.2) <ul style="list-style-type: none"> I can introduce a topic clearly, provide a general observation and focus, and group related information logically. 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) | <ul style="list-style-type: none"> I can explain the relationship between society and the invention of television. I can determine the meaning of unknown words using a variety of strategies. I can identify the parts of an introductory paragraph about the invention of television. | <ul style="list-style-type: none"> Independent Reading Choice Board response End of Unit 2 Assessment, On-Demand Informational Writing: Philo Farnsworth's Invention of the Television and How It Changed People's Lives, Part 1 | |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|------------------|---|---|--|--|--|
| Lesson 13 | End of Unit Assessment: On-Demand Informational Writing: Philo Farnsworth's Invention of the Television and How It Changed People's Lives, Part 2 | <ul style="list-style-type: none"> I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2) <ul style="list-style-type: none"> Introduce a topic clearly, provide a general observation and focus, and group related information logically; including formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension. I can develop the topic with facts, definitions, details, and quotations. I can use linking words and phrases to connect ideas within categories of information (e.g. in contrast, especially). I can use precise, content-specific vocabulary to inform or explain about a topic. I can construct a concluding statement or section of an informative/explanatory text. I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) | <ul style="list-style-type: none"> I can write an informational essay that explains why Philo Farnsworth invented TV and how it changed people's lives. I can draw upon evidence from the informational texts I've read about Philo Farnsworth and the invention of TV to support the ideas presented in my essay. I can reflect on my learning about Philo Farnsworth's invention of television and how it changed people's lives. | <ul style="list-style-type: none"> Independent Reading Choice Board response (from homework) End of Unit 2 Assessment: On-Demand Information Writing: Philo Farnsworth's Invention of the Television and How It Changed People's Lives, Part 2 Tracking My Progress, End of Unit 2 recording form | <ul style="list-style-type: none"> Parts of a Painted Essay anchor chart Linking Words anchor chart Back-to-Back, Face-to-Face protocol |



Optional: Experts, Fieldwork, and Service

Experts:

- Invite local television newscasters, producers, directors, or other individuals involved in the television industry to come speak to the class about how they develop and produce television shows or how they choose shows to air.

Fieldwork:

- Arrange for students to take a tour of a nearby television studio.

Service:

- Consider teaching students about public service announcements, also called PSAs (what they are and their purpose), then ask students to identify a local issue they want to research and create a PSA for to share with classmates and/or other students in the school.

Optional: Extensions

- Coordinate with a technology teacher to help students plan for and create their own news program related to events and important happenings taking place at the school.



Preparation and Materials

- Collect a variety of independent reading choices for students to select from (see the Recommended Texts List for Unit 2 of this module).
- Some lessons suggest that students work with small white boards and dry erase markers. If this is not possible, students could just work on large pieces of scratch paper.
- Students should continue to work toward mastery of fluent reading skills outlined in the **Foundational Reading and Language Skills Resource Package**. To help students increase accuracy and move on to establishing goals aligned to more complex criteria described in the Fluency Self-Assessment, such as punctuation, phrasing and expression, consider having students reread pages of *Max Axiom* during partner and independent reading times. Providing a text that is both familiar and engaging will increase students' ability to attain fluency skills. As students work to develop their four-paragraph informational essays, beginning in Lesson 8, consider using resources from the packet related to instruction around Language Standards (e.g., "Show the Rule Strategy.")



EXPEDITIONARY
LEARNING

Grade 5: Module 2B: Unit 2:

Recommended Texts



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



The list below includes texts with a range of Lexile® text measures about the invention of the television. This provides appropriate independent reading for each student to help build content knowledge about the topic.

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.

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.

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

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.

| Title | Author and Illustrator | Text Type | Lexile Measure |
|--|---------------------------|---------------|----------------|
| Lexile measures in grades 2–3 band level (below 740L) | | | |
| <i>How Did That Get to My House? Television</i> | Gary Chmielewski (author) | Informational | 500* |
| <i>Philo Farnsworth Invents TV</i> | Russell Roberts (author) | Biography | 525* |
| <i>Who Invented Television? Philo Farnsworth</i> | Mary Kay Carson (author) | Informational | 525* |

*Lexile based on a conversion from Accelerated Reading level.



| Title | Author and Illustrator | Text Type | Lexile Measure |
|---|---|---------------|----------------|
| Lexile measures within band level (740L–1010L) | | | |
| <i>The Teen Who Invented Television: Philo Farnsworth and His Awesome Invention</i> | Edwin Brit Wyckoff (author) | Informational | 750* |
| <i>The Television</i> | Marc Tyler Nobleman (author) | Informational | 750* |
| <i>Televisions</i> | Kristin Petrie (author) | Informational | 815* |
| <i>TV's Forgotten Hero: The Story of Philo Farnsworth</i> | Stephanie Sammartino McPherson (author) | Informational | 910 |
| <i>Philo T. Farnsworth: Visionary Inventor of Television</i> | Tim O'Shei (author) | Informational | 940* |
| Lexile measures above band level (over 1010L) | | | |
| <i>The Television</i> | Richard Spilsbury (author) | Informational | 1030 |
| <i>Television</i> | John Grabowski (author) | Informational | 1050* |
| <i>Inventing the Television</i> | Joanne Richter (author) | Informational | 1050* |
| <i>Television</i> | Steven Otfinoski (author) | Informational | 1100* |

*Lexile based on a conversion from Accelerated Reading level.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad. Copyright © 2013 MetaMetrics



EXPEDITIONARY
LEARNING

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

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



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



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

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

Supporting Learning Targets

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

Ongoing Assessment

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



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



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



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



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



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



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



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



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



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



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



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



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



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



EXPEDITIONARY
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Building Background Knowledge Note-catcher

Name: _____

Date: _____

Learning target:

- I can engage in collaborative discussions with my peers.

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

I Notice

- _____
- _____

I Wonder

- _____
- _____

I Predict

I think this unit is about:



Building Background Knowledge Note-catcher

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

I Heard

-
-

I Wonder

-
-

Now, I
Predict



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

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

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



Group Norms Checklist
(For Teacher Reference)

Student Name: _____

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

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



Group Norms Checklist
(For Teacher Reference)

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



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

| Main Ideas | Summary |
|--|--|
| <p>Definition: the most important or central thought of a paragraph or larger section of text</p> <p>Steps for Determining the Main Idea</p> <ol style="list-style-type: none">1. Read the text closely.2. As you are reading, identify supporting details:<ul style="list-style-type: none">– Details that are related to other details throughout the text– Details that are important to or help prove the author’s main point– Sometimes share similar vocabulary3. Write a single sentence that connects all of the supporting details. | <p>Definition: a brief explanation of the main ideas presented in a text</p> <p>Summary Paragraph</p> <ul style="list-style-type: none">– First sentence: overarching statement related to all main ideas– Second sentence: description of the first main idea and supporting details– Third sentence: description of the second main idea and supporting details– Fourth sentence: conclusion; restate the first sentence <p>Example</p> <p><i>Life on a farm in 1906 was very different from our lives today. It was much harder for people to communicate because they lived far apart and it wasn’t easy to travel or get news. People also didn’t have a lot of the things we use today for fun, like movies, radio, and TV. There are many differences between life on a farm in 1906 and life today.</i></p> |



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

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

Pause to think aloud:

- * “I know that *the first sentence in an informational text* is often a topic sentence that tells me what the text is going to be about. This sentence makes me think that this section of text is going to tell me something about what life was like on an American farm in 1906.”

2. Continue reading, pausing after “hardly any indoor bathrooms.” Say something like:

- * “Wow! Not very many indoor bathrooms. I wonder what it would be like to have an outdoor bathroom.”

3. Finish reading the first paragraph. Pause to share something like:

- * “I notice that the first half of this paragraph discusses many different aspects of life on a farm in 1906, but *the second half focuses on one idea*. It seems to me that a big chunk of that paragraph discusses how hard it was to see friends and family because people lived so far apart and didn’t have fast modes of transportation. Since this idea was a big part of the first paragraph, I wonder if it is related to the main idea.”

4. Read the first sentence in the second paragraph: “Getting news was another challenge.”

Pause to think aloud:

- * “If people lived so far apart, I bet it really was hard to get news. The challenge of getting news seems to be related to the challenge of visiting relations. I’m going to start recording some of these related details. Let’s look back at paragraph one to decide what we are going to write on our graphic organizers. I notice it says, ‘Long distances separated you from friends and relations.’ Then it describes how it was hard to travel between places. To make that a little bit shorter and clearer on my graphic organizer, I’m going to paraphrase.”

5. Use the document camera to demonstrate as you record the sentence: “In 1906, people who lived on farms often had to walk or ride a horse long distances to see their family or friends” in the first box, labeled Details about Section 1, on the Main Ideas and Summary graphic organizer.

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

Then, share something like:

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



Main Ideas and Summary Graphic Organizer: Life Before Philo

Learning Targets:

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

I can summarize the text.

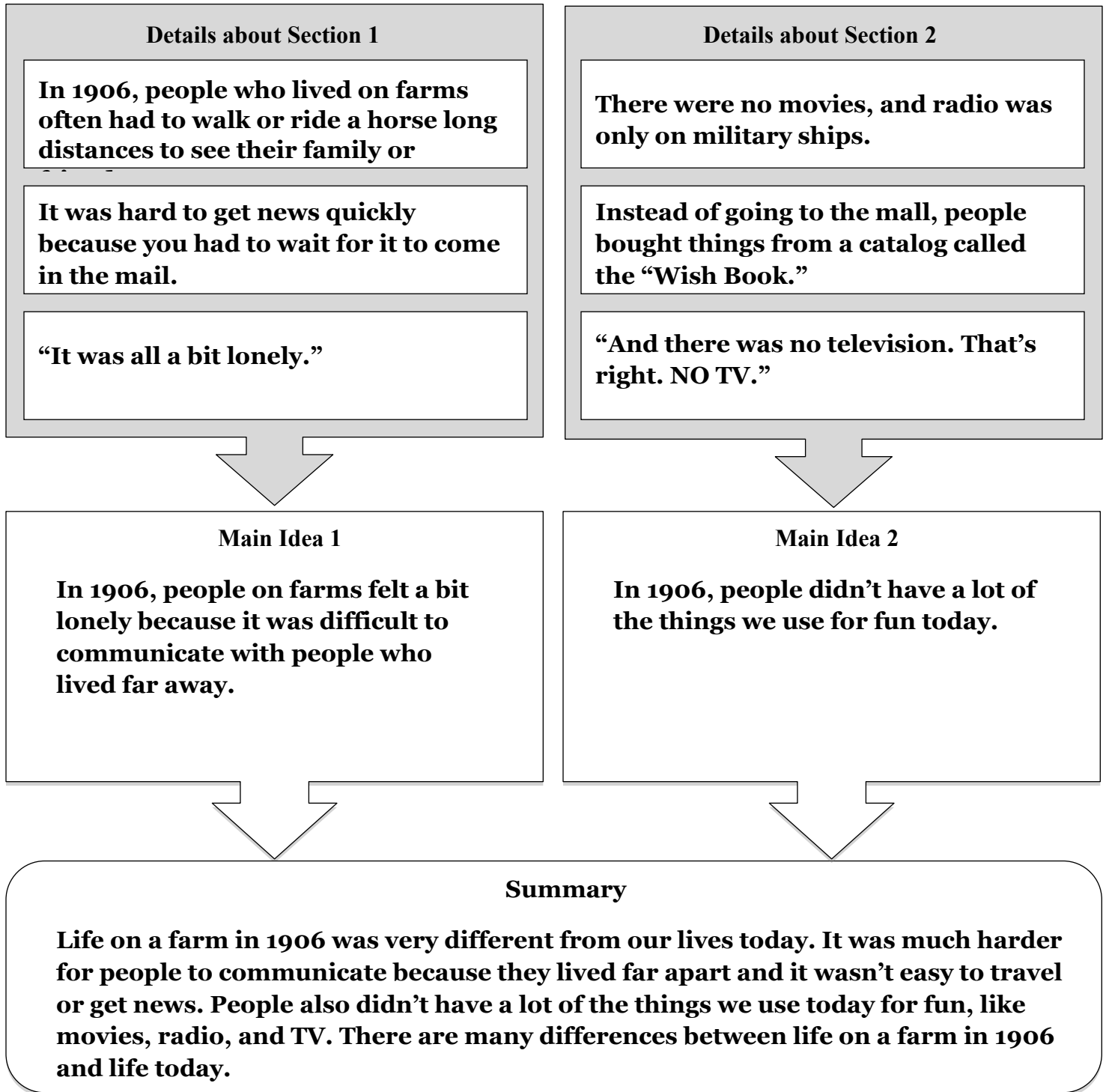
| Details about Section 1 | Details about Section 2 |
|-------------------------|-------------------------|
| | |
| | |
| | |

| Main Idea 1 | Main Idea 2 |
|-------------|-------------|
| | |

Summary



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



Homework: Television and Relationships

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

| | |
|-------------|----------------------------|
| Alone | With friends |
| With family | I rarely or never watch TV |

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

3. What would your life be like without TV?



EXPEDITIONARY
LEARNING

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

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



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



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

I can determine two or more main ideas from a text and explain how they are supported by key details. (RI.5.2)

I can summarize the text. (RI.5.2)

I can determine or clarify the meaning of unknown and multiple-meaning words and phrases by choosing flexibly from a range of strategies. (L.5.4)

a. I can use context as a clue to the meaning of a word or phrase.

b. I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

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

Supporting Learning Targets

- I can determine two main ideas from pages 2–9 of *The Boy Who Invented TV* by identifying key supporting details.
- I can summarize pages 2–9 of *The Boy Who Invented TV*.
- I can determine the meaning of key words and phrases using a variety of strategies.

Ongoing Assessment

- Main Ideas and Summary graphic organizer: Philo's Childhood
- Vocabulary, four-column chart (in journal)
- Group Norms Checklist (teacher assessment)



| Agenda | Teaching Notes |
|--|---|
| <ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Homework Review and Engaging the Reader (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Determining the Gist: <i>The Boy Who Invented TV, The Story of Philo Farnsworth</i> Pages 2–9 (10 minutes) B. Second Read: Determining Main Ideas and Summarizing (20 minutes) C. Vocabulary to Deepen Understanding (20 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief and Review Learning Targets (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Reread pages 2–9. B. Electricity Inventory | <ul style="list-style-type: none"> • This lesson builds on and continues to deepen students' understanding of the challenging skill of summarizing. Students return to the Main Ideas and Summary graphic organizer that was introduced in Lesson 1. Class discussion encourages students to recognize strategies for identifying supporting details and determining the main ideas. • This lesson requires students to more independently write a summary paragraph for a section of text with multiple main ideas, a complex skill that will be further developed in Lesson 4 and assessed in the mid-unit assessment. • Direct instruction of vocabulary in this lesson centers on a single word, as students are asked to break it apart and explore the root and affixes. This work reinforces vocabulary strategies presented in Unit 1 of this module and aligns directly with L.5.4b. Encourage students to use this model strategy as they work to determine the meanings of other words, which serves to support their growing capacity for determining the meaning of unknown words based on common Greek and Latin prefixes, affixes, and roots. In Work Time C, it is less important that students define all the words; the focus is on helping students name and practice strategies that will help them continue to build word knowledge. • In advance: <ul style="list-style-type: none"> – Review the Main Ideas and Summary graphic organizer (answers, for teacher reference) to prepare to listen for and support student thinking in Work Time B. – Review Four Corners and Fist to Five in Checking for Understanding Techniques (see Appendix). – Review the Popcorn Read protocol (see Appendix). – Create a Dissecting a Vocabulary Word anchor chart. – Consider displaying vocabulary to save time in Work Time C. • Post: Learning targets. |



| Lesson Vocabulary | Materials |
|---|---|
| <p>inferences, summarize, explain, main ideas, determine, variety, strategies; engineer, captivated, beloved, phonograph, incredibly, clever, gazed, appointed, appealing</p> | <ul style="list-style-type: none"> • Four Corners sheets (one of each, posted in different areas of the room) • Journals (begun in Unit 1, Lesson 1; one per student) • <i>The Boy Who Invented TV: The Story of Philo Farnsworth</i> (book; one per student) • Group Norms anchor chart (from Unit 1, Lesson 2) • Group Norms Checklist (from Lesson 1; one per student for teacher use) • Main Ideas and Summary graphic organizer: Philo's Childhood (one per student) • Main Ideas and Summarizing anchor chart (begun in Lesson 1) • Main Ideas and Summary graphic organizer: Philo's Childhood (answers, for teacher reference) • Vocabulary Strategies anchor chart (from Unit 1, Lesson 2) • Dissecting a Vocabulary Word anchor chart (new; teacher-created) • Homework: Vocabulary Strategies (one per student) |

| Opening | Meeting Students' Needs |
|---|---|
| <p>A. Homework Review and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to locate their responses to the TV and Relationships homework task card questions. • Display and review the directions for the Four Corners protocol. Clarify directions as needed. Point out the Four Corners sheets posted in different areas of the room. Have students move to the sheet that most accurately describes their own television viewing habits and discuss these questions with other students at the same sheet: <ul style="list-style-type: none"> * "Does TV bring people together or separate them? Explain your thinking." * "What would your life be like without TV?" • After 2 or 3 minutes, cold call students to share about their group's discussion. Answers will vary. • Say something like: <ul style="list-style-type: none"> * "Today, we will read a section of <i>The Boy Who Invented TV</i> to learn more about what Philo Farnsworth's life was like without TV." | <ul style="list-style-type: none"> • Provide all learners access to the Four Corners protocol discussion with a sentence starter ("I think TV does/does not bring people together because ..." or "Without TV, my life would be ..."). |



| Work Time | Meeting Students' Needs |
|--|--|
| <p>A. Determining the Gist: <i>The Boy Who Invented TV, The Story of Philo Farnsworth</i> Pages 2–9 (10 minutes)</p> <ul style="list-style-type: none">• Ask students to locate their journals and books, <i>The Boy Who Invented TV</i>, before sitting with their groups.• Refer to the Group Norms anchor chart. Say something like:<ul style="list-style-type: none">* “While working with your groups, you have had many successes, and today we are going to refer to those successes as <i>stars</i>. Your groups also have room for improvement. We are going to refer to your areas for improvement as <i>steps</i>. Take a few minutes to work with your group members to identify one star and one step for your group. Be prepared to share your stars and steps with the class.”• After 1 or 2 minutes, cold call students from each group to share their stars and steps whole class. Listen for suggestions such as:<ul style="list-style-type: none">– “Our star is that we are good at staying on topic. Our step is that we need to make sure everyone gets a chance to contribute.”– “Our star is that we ask questions to make sure everyone is participating. Our step is that we need to remember to refer to specific details in the text so that we can really explain our ideas to our group mates.”• Encourage students to keep their stars and steps in mind as they work today. Remind them you’ll continue observing.• Ask students to work in their groups to read pages 2–9 for gist. They can take turns reading paragraphs aloud (students may pass) while the rest of the group follows along.• Remind students to consider details from both the text and images as they determine and discuss the gist.• Circulate to support students. Use the Group Norms Checklist to assess SL.5.1.• After 5 or 6 minutes, cold call students from several groups to share the gist their group discussed. Listen for suggestions such as:<ul style="list-style-type: none">– “This section is about Philo as a young boy.”– “The gist is that Philo was interested in inventions as a child even though he lived on a farm and had lots of chores.”– “The gist is that Philo Farnsworth worked hard and dreamed big.”• Have students record their gist statement on the same page where they recorded the gist of “Life before Philo” in Lesson 1. | <ul style="list-style-type: none">• To allow students who struggle with the physical act of writing to document the ideas generated in their small group, provide access to an assistive writing tool like an AlphaSmart, tablet, or laptop with word-processing software, or provide an aide or yourself as a scribe. |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <p>B. Second Read: Determining Main Ideas and Summarizing (20 minutes)</p> <ul style="list-style-type: none"> Focus students on the first two learning targets. Ask them to discuss in groups: <ul style="list-style-type: none"> * “What do you notice about these learning targets?” After 1 minute, cold call a few students and listen for observations such as: <ul style="list-style-type: none"> – “I notice that we are looking for more than one main idea.” – “I notice we are reading a section of <i>The Boy Who Invented TV</i>.” – “I notice that these targets are similar to the targets we used in Lesson 1.” – “I notice we are going to summarize the text.” Confirm that today's second read follows a similar pattern to Lesson 1. Focus students on the terms <i>determine</i>, <i>main ideas</i>, <i>identifying</i>, <i>supporting details</i>, and <i>summarize</i> (from Lesson 1). Ask students to review the meaning of each term in groups. After 1 or 2 minutes, cold call several students to define the terms. Listen for definitions similar to these: <ul style="list-style-type: none"> – “<i>Determine</i> means to find out.” – “A <i>main idea</i> is the most important or central thought of a paragraph or larger section of text.” – “<i>Identifying</i> means finding.” – “<i>Supporting details</i> are pieces of information that prove a point or make it stronger.” – “<i>Summarize</i> means to briefly explain the main ideas presented in a text.” Cold call several students to use their understanding of the key terms to restate the learning targets in their own words. Distribute the Main Ideas and Summary graphic organizer: Philo's Childhood. Remind students that it's the same one used in Lesson 1. Ask them to take a moment to review the graphic organizer independently. Refer to the Main Ideas and Summary anchor chart. Ask students to consider the information on the anchor chart and discuss strategies for completing the supporting details and main ideas boxes on their graphic organizers. Praise students for their ability to summarize a text with multiple main ideas and explain that they will have an opportunity to revise and further improve their summaries at the end of Work Time C, after they work with key terms from the text. After 1 or 2 minutes, invite several students to share strategies for selecting details and determining main ideas. Listen for suggestions such as: <ul style="list-style-type: none"> – “Details from each section must be connected to one another and to a single topic.” | <ul style="list-style-type: none"> To support the synthesis of new vocabulary, consider displaying student-generated synonyms to key terms above or below where they appear in the target. To support all students' appropriate use of the graphic organizer, display a sample of responses on a model of the Main Ideas and Summary graphic organizer or invite students to place their work under the document camera. To support students who struggle with the physical act of writing, offer yourself, an aide, or a peer as a scribe for writing the summary. Another alternative would be to provide access to a device for word processing to use while actively engaging in collaborative group discussions. To support visual learners, record an adequate summary offered by a student to display under the document camera or invite a student to display his or her version of the Main Ideas and Summary graphic organizer. |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none">– “Random or unrelated details will not support the main idea.– “To determine the main idea, you need to explain how details from different parts of the text are connected to one point.”– “There could be many main ideas in a single text, but we are going to look for the strongest main idea in each section.”• If students mention new strategies, record them in the Main Ideas column of the Main Ideas and Summary anchor chart.• Ask students to collaborate to reread just pages 2–5 to complete the Details about Section 1 and Main Idea 1 boxes of their graphic organizer. Encourage students to refer to the Main Ideas and Summary anchor chart for support. Tell students not to read beyond page 5 for now.• Circulate to provide support. Use the Group Norms Checklist to assess standard SL.5.1.• After 4 or 5 minutes, cold call several students to share the details and main idea they recorded. Encourage them to explain how the details they selected support their main idea. Refer to Main Ideas and Summary graphic organizer: Philo's Childhood (answers, for teacher reference) for possible student responses.• Have students work together to read pages 6–9 and complete the Details about Section 2 and Main Idea 2 boxes on their graphic organizers.• Circulate to provide support and assess SL.5.1.• After 4 or 5 minutes, cold call students from different groups to share the details and main idea they recorded on their graphic organizer. Encourage them to explain how the details they selected support the main idea. Refer to the Main Ideas and Summary graphic organizer: Philo's Childhood (answers, for teacher reference) for possible student responses.• Draw students' attention to the Summary column of the Main Ideas and Summary anchor chart. Invite several students to use the details on the anchor chart to explain how to write a summary paragraph for a section of text with two main ideas. Listen for them to highlight the need for:<ul style="list-style-type: none">– First sentence: overarching statement related to all main ideas– Second sentence: description of the first main idea and supporting details– Third sentence: description of the second main idea and supporting details– Fourth sentence: conclusion; restate the first sentence• Direct students to work collaboratively to write a summary paragraph for pages 2–9 on their graphic organizers. | |



| Work Time (continued) | Meeting Students' Needs |
|---|---|
| <ul style="list-style-type: none"> • Circulate to support student work. Use the Group Norms Checklist to assess SL.5.1. • After 3 or 4 minutes, invite a few students to share their summary paragraphs. See the Main Ideas and Summary graphic organizer: Philo's Childhood (answers, for teacher reference) for possible student responses. | |
| <p>C. Vocabulary to Deepen Understanding (20 minutes)</p> <ul style="list-style-type: none"> • Read aloud the third learning target: <ul style="list-style-type: none"> * "I can determine the meaning of key words and phrases using a variety of strategies." • Cold call several students to restate the learning target in their own words. • Direct students' attention to the Vocabulary Strategies anchor chart. Review the Popcorn Read protocol with students and clarify any directions as necessary. Remind the class that sometimes when a point is very meaningful, it will be shared aloud more than one time during a Popcorn Read. • Invite one student to begin a Popcorn Read of the Vocabulary Strategies anchor chart by reading aloud one strategy he or she finds particularly helpful. • Once all students have shared or the Popcorn Read has reached a natural conclusion, say something like: <ul style="list-style-type: none"> * "Sometimes one strategy may be most helpful for determining the meaning of a word, and sometimes you may need to use multiple strategies together. Let's turn to page 4 to practice using vocabulary strategies." • Encourage students to consider the term <i>incredibly</i> as you read the third paragraph aloud, starting with "These things seemed like magic" and ending with "in whole new ways." • Ask students to discuss: <ul style="list-style-type: none"> * "What do you notice about <i>incredibly</i>?" • After 1 or 2 minutes, cold call several students to share their thinking. Listen for ideas such as: <ul style="list-style-type: none"> – "I notice <i>incredibly</i> has a prefix, <i>in-</i>." – "I notice <i>incredibly</i> has a suffix, <i>-ly</i>." – "I notice it kind of sounds like the word <i>credible</i> that we talked about before." – "I notice it seems like <i>incredibly</i> is describing the word <i>clever</i>." • Display the Dissecting a Vocabulary Word anchor chart. Confirm or explain that <i>incredibly</i> has both a prefix and a suffix and shares a root with the word <i>credible</i>, introduced in Unit 1, Lesson 8. Say something like: <ul style="list-style-type: none"> * "Let's take some time to dissect this word, or pull it apart and look at the individual pieces, to help us understand it" | <ul style="list-style-type: none"> • When reading aloud, consider displaying the text under the document camera. Even though students have a copy of the text in front of them, struggling readers often have a difficult time finding the right spot if they lose it. Allowing them to track the words on the screen while you read and point will reduce anxiety and promote fluency. • To give all students access to the conversation about the word <i>incredibly</i>, offer a sentence starter ("I think <i>incredibly</i> means.... The strategy I used to figure that out is ..."). • To support ELLs or those who need more processing/writing time, consider scaffolding the vocabulary work. Depending on what is needed, provide four-column charts with some parts missing that they need to fill in based on their group discussion. |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <ul style="list-style-type: none"> • Use the anchor chart to explain or invite students to explain that the prefix <i>in-</i> means “not,” and the suffix <i>-ly</i> changes an adjective to an adverb. If needed, use the examples on the anchor chart to clarify that an adjective is a word that describes a noun, and an adverb is a word that describes a verb or an adjective. • Ask students to use this information, as well as context clues from page 4, as they discuss these questions in their groups: <ul style="list-style-type: none"> * “What does the term <i>incredibly</i> mean?” * “What strategies helped you determine the meaning of this term?” • After 1 or 2 minutes, cold call several students to share their thinking. Listen for answers such as: <ul style="list-style-type: none"> – “<i>Incredibly</i> means ‘unbelievably’ or ‘hard to believe.’” – “I know that <i>credible</i> means ‘believable’ and the prefix <i>in-</i> means ‘not,’ so I put those together to create my definition.” – “I used what I knew about the prefix, suffix, and the root to come up with a synonym, <i>unbelievably</i>, and then I replaced <i>incredibly</i> in the text with the synonym to see if it made sense.” – “I noticed that in the first sentence in the paragraph, Philo says that the machines were like magic to him, and I know that <i>in-</i> means ‘not’ and <i>credible</i> means ‘believable.’ I put all this information together to find out that <i>incredibly</i> means ‘hard to believe.’” – Encourage students to keep using appropriate vocabulary strategies as they consider definitions for these terms: <i>engineer</i>, <i>captivated</i>, <i>beloved</i>, <i>phonograph</i>, <i>clever</i>, <i>gazed</i>, <i>appointed</i>, <i>appealing</i>. • Ask students to work collaboratively to define each term and add it to the four-column chart in their journal glossaries. • Circulate to provide support and offer guidance as needed. Point out how to break apart the word <i>phonograph</i> into <i>phono-</i>, meaning “sound,” and <i>-graph</i>, meaning “writing,” to help them understand that “sound writer” was the term used to describe this early musical recording device. • As you circulate, use the Group Norms Checklist to assess SL.5.1. • After 10 to 12 minutes, invite several students to share definitions for each term. Listen for suggestions such as: <ul style="list-style-type: none"> – “<i>Engineer</i> means ‘the person who drives a train.’” – “<i>Captivated</i> is ‘really interested.’” – “<i>Beloved</i> means ‘much loved or cared about.’” – “A <i>phonograph</i> is a machine that plays music.” | <ul style="list-style-type: none"> • To support students’ understanding of how to revise a summary after vocabulary work, consider displaying two sample summaries: one initial and one after revision based on new understanding. |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <ul style="list-style-type: none">– “<i>Incredibly</i> means ‘unbelievably’ or ‘hard to believe.’”– “<i>Clever</i> means ‘smart.’”– “<i>Gazed</i> means ‘looked at.’”– “<i>Appointed</i> means ‘gave someone a job.’”– “<i>Appealing</i> means ‘interesting.’” <ul style="list-style-type: none">• Ask students to return to their Main Ideas and Summary graphic organizer: Philo’s Childhood. Encourage them to use their new understanding of key terms to revise the work on their graphic organizer.• After 1 or 2 minutes, invite a few students to share how and why they changed their work. Answers will vary, but students should focus on rewording their summary paragraph to make it clearer. | |
| Closing and Assessment | Meeting Students' Needs |
| <p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Ask students to quickly find a partner who is not in their discussion group and take a few minutes to:<ol style="list-style-type: none">1. Share, by reading aloud, their summary paragraph.2. Explain what strategies they used to determine the details and main idea.• Cold call several students to share a strategy that their partner used to determine the details and main idea.• Read aloud each learning target one at a time. After each, ask students to use the Fist to Five Checking for Understanding technique to show their progression toward mastery of each target.• For students who show fewer than three fingers, consider providing additional support and opportunities to practice determining main ideas and summarizing before Lesson 4.• Distribute the Homework: Vocabulary Strategies handout and preview as needed. | <ul style="list-style-type: none">• Allow students who struggle with reading aloud to choose just one or two sentences from their summary to read aloud to a partner. |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Complete the Homework: Vocabulary Strategies handout and bring it to the next lesson. | |



EXPEDITIONARY
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Alone



With friends



With family



I rarely or
never watch TV



Main Ideas and Summary Graphic Organizer: Philo's Childhood

Learning targets:

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

| Details about Section 1 | Details about Section 2 |
|-------------------------|-------------------------|
| | |
| | |
| | |

| Main Idea 1 | Main Idea 2 |
|-------------|-------------|
| | |

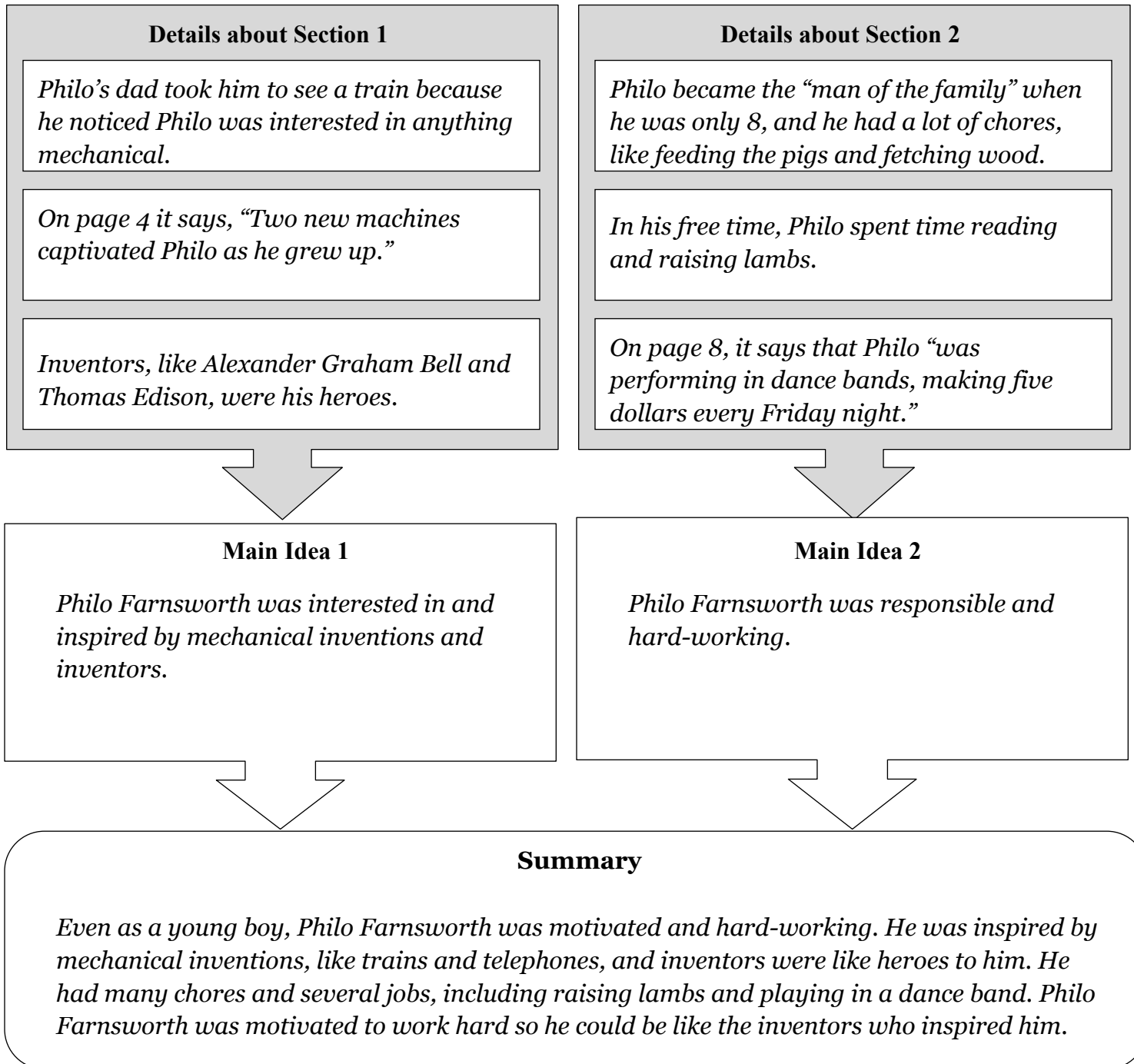
Summary



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

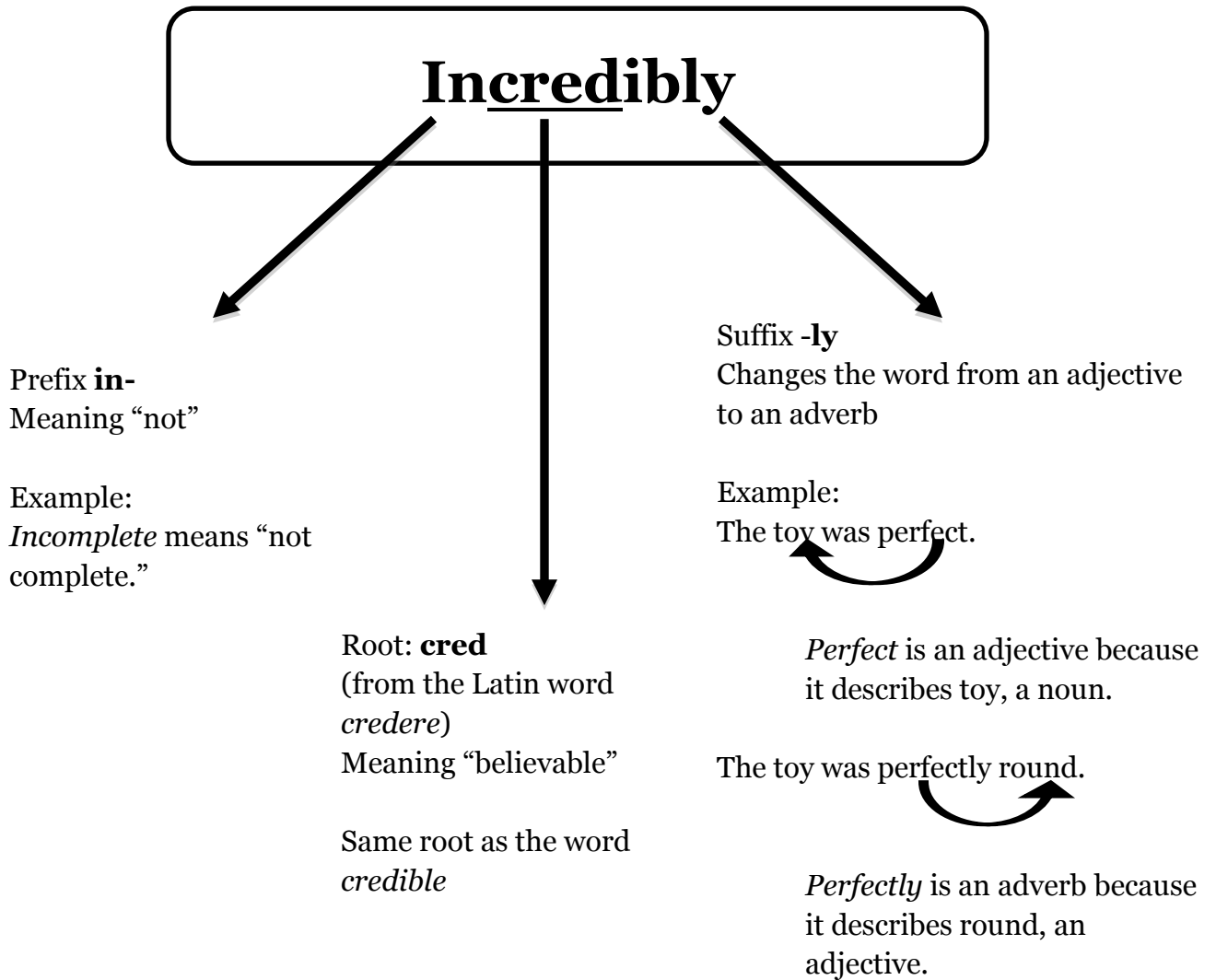
Learning targets:

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





Dissecting a Vocabulary Word Anchor Chart





Homework: Vocabulary Strategies

1. Select three challenging terms from your independent reading text.
2. Use a variety of vocabulary strategies as you determine the meanings of the terms you selected and complete the chart below.

| Word | Synonym | Definition | Picture | Strategies Used to Determine Meaning |
|------|---------|------------|---------|--------------------------------------|
| | | | | |
| | | | | |
| | | | | |



EXPEDITIONARY
LEARNING

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

Making Inferences: What Motivated Philo Farnsworth?



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



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

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

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 based on grade 5 reading and content, 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 consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Supporting Learning Targets

- I can engage in collaborative discussions with peers.
- I can make inferences using quotes and paraphrased details from the text.
- I can determine the meaning of key words using a variety of strategies.

Ongoing Assessment

- Making Inferences graphic organizer: What Motivated Philo Farnsworth?
- Vocabulary, four-column chart (in journal)
- Group Norms Checklist (teacher assessment)



| Agenda | Teaching Notes |
|---|---|
| <ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Homework Review and Engaging the Reader: Starting the Graphic Organizer (10 minutes)2. Work Time<ol style="list-style-type: none">A. Determining the Gist: <i>The Boy Who Invented TV</i> Pages 10–13 (10 minutes)B. Second Read: Making Inferences (20 minutes)C. Vocabulary to Deepen Understanding (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Review Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. Reread pages 10–13 and create graphic novel template.B. Read Independently. | <ul style="list-style-type: none">• In this lesson, students make and later revise an inference about Philo Farnsworth’s move to Idaho. The purpose is to demonstrate that strong inferences are based on thoughts or ideas from the reader’s preexisting knowledge as well as details from the text. This activity also highlights for students that inferences can be supported or sometimes changed with the addition of new information.• Students are introduced to a Making Inferences anchor chart in Work Time B. The definitions for <i>infer</i> and <i>inference</i> on the anchor chart are intentionally left incomplete to allow students to grapple with the meaning of evidence as it relates to making inferences. Adding specific information about the types of evidence used to make an inference during the lesson draws students’ attention to the idea that inferences require both details from the text and ideas from the students’ own knowledge base.• In Work Time C, students use a glossary to explore vocabulary words in the text. This activity builds on previous work using resources to determine the meaning of words but provides exposure to a new type of resource.• In advance:<ul style="list-style-type: none">– Review and familiarize yourself with the Making Inferences graphic organizer to prepare to support students during the Opening and Work Time B.– Create a Making Inferences anchor chart (see supporting materials). Familiarize yourself with aspects of the anchor chart to be completed during the lesson to prepare to support student thinking.– Review the Stretch-o-Meter protocol (from Unit 1, Lesson 2) to prepare for modeling the activity in Work Time B.– Review Milling to Music in Checking for Understanding techniques (see Appendix).• Post: Learning targets. |



| Lesson Vocabulary | Materials |
|---|--|
| inference, engage, collaborative, quotes, paraphrased, draw, conclusion, evidence, relevant, determine, variety, strategies; electricity, magnetism, devised, pulleys | <ul style="list-style-type: none">• Making Inferences graphic organizer: What Motivated Philo Farnsworth? (one per student)• Making Inferences graphic organizer: What Motivated Philo Farnsworth? (answers, for teacher reference)• Journals (begun in Unit 1, Lesson 1; one per student)• <i>The Boy Who Invented TV: The Story of Philo Farnsworth</i> (book; one per student)• Group Norms anchor chart (from Unit 1, Lesson 1)• Group Norms Checklist (from Lesson 1; one per student for teacher use)• Making Inferences anchor chart (new; teacher-created; see supporting materials)• Vocabulary Strategies anchor chart (from Unit 1, Lesson 2)• Vocabulary Resource Page, Glossary (one per student)• Document camera• Graphic novel templates, A, B, C (several options for students to choose from; one per student) |



| Opening | Meeting Students' Needs |
|--|--|
| <p>A. Engaging the Reader: Homework Review and Starting the Graphic Organizer (10 minutes)</p> <ul style="list-style-type: none">• Ask students to locate their Homework: Vocabulary Strategies handout and find a partner who is not in their discussion group.• Direct students to share with their partners the terms and definitions they explored in their homework task, as well as which vocabulary strategies they found most helpful.• After 1 or 2 minutes, cold call several students to share out whole class about an interesting vocabulary word their partner discussed. Answers will vary.• Invite students to now think about a term they will be using throughout today's lesson. Ask them to consider and discuss the meaning of <i>inference</i> as it is used in the following sentence:<ul style="list-style-type: none">* "After looking at the picture on page 7 of the book, Jon made an <i>inference</i> about how the main character was feeling."• After 1 or 2 minutes, invite several students to share possible definitions for <i>inference</i>. Encourage them to explain how they determined the meaning of the word. Listen for answers such as:<ul style="list-style-type: none">– "I think an inference is a conclusion that you draw based on the information you have from the text and your own knowledge. In the sentence, Jon made an inference about how the main character was feeling. First he considered the information in the picture, but he also had to use his own knowledge about how people look when they feel a certain way to make his inference."• Distribute the Making Inferences graphic organizer: What Motivated Philo Farnsworth? Read the focusing question aloud or invite a student to read it aloud:<ul style="list-style-type: none">* "Why was Philo Farnsworth's move from Utah to Idaho such an important event in his life?"• Ask students to consider and discuss the focusing question. Remind them to refer to relevant details from their notes and what they have already read in <i>The Boy Who Invented TV</i> to answer the question.• After 1 or 2 minutes, cold call several students to share out their answer. Encourage them to explain what details helped them develop their answer. Listen for answers like these:<ul style="list-style-type: none">– "In the text we read in the last lesson, it says that Philo was bullied at school. I think the move will help him because he will be able to make new friends who like the same kinds of things he does and do not tease him."– "In the text, it says that life on a farm required a lot of hard work. Philo had a lot of chores and jobs to do, so maybe his move to Idaho was important for his life because he moved to a city where he had more free time and could focus on inventing the TV." | <ul style="list-style-type: none">• Provide a sentence starter to help all students gain access to the discussion in response to the focus question ("Philo's move from Utah to Idaho was such an important event in his life because ..."). |



| Opening (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none">• Explain that the answers they shared are <i>inferences</i> they have made because they used details from the text to develop an answer to the focusing question even though the answer was not explicitly stated in the text.• Give students 1 or 2 minutes to record the relevant details from their notes and the text into the first box on their graphic organizer, labeled Knowledge Base, and their inferences into the second box, labeled Inference. | |



| Work Time | Meeting Students' Needs |
|--|---|
| <p>A. Determining the Gist: <i>The Boy Who Invented TV</i> Pages 10–13 (10 minutes)</p> <ul style="list-style-type: none"> • Direct students to locate their journals and <i>The Boy Who Invented TV</i> texts before meeting in their small groups. • Read aloud or invite a student to read aloud the first learning target: <ul style="list-style-type: none"> * “I can engage in collaborative discussions with peers.” • Draw students’ attention to the terms <i>engage</i> and <i>collaborative</i>, discussed in Lesson 1. Give them a moment to review the meaning of each term with a classmate. • After 1 minute, cold call a few students to share definitions for the terms. Listen for: <ul style="list-style-type: none"> – “<i>Engage</i> means ‘to participate actively.’” – “<i>Collaborative</i> means ‘working together.’” • As needed, review with students what it means to engage in collaborative discussions. • Add any new ideas or suggestions students share to the Group Norms anchor chart. Encourage students to refer to the anchor chart as they work collaboratively in their groups today. Remind them you’ll continue to observe their discussions. • Direct students to work in their groups to read pages 10 -13 of <i>The Boy Who Invented TV</i> and determine the gist. Remind them that they should consider both the images and text in their discussion. • Circulate to provide assistance and to use the Group Norms Checklist to assess SL.5.1. • After 4 or 5 minutes, cold call several students to share their gist statements. Listen for responses similar to these: <ul style="list-style-type: none"> – “Philo Farnsworth’s family moved to a new home where they had electricity.” – “Philo Farnsworth started reading more science magazines and learning about machines.” • Give students 1 or 2 minutes to record their gist statement on the same page as prior gist statements from <i>The Boy Who Invented TV</i>. | <ul style="list-style-type: none"> • Consider recording student-generated synonyms for key terms above or below where they appear in the learning target to promote understanding of the target. • Offer these possible sentence starters to promote discussion during the introduction of the learning targets: “I think ‘engage in collaborative discussion’ means ...” and “I’ll know I’m engaged if....” • To support struggling readers, consider abbreviating the amount of text they are responsible for. Be sure to select the text passage carefully to ensure they are set up to contribute meaningfully to the group discussion of the gist. • Consider displaying the text under the document camera as you read aloud. Although students have a copy of the text in front of them, struggling readers often have difficulty finding where you are if they lose their spot for any reason. Having the option to track you on the screen as you read and point minimizes anxiety and promotes fluency. |



| Work Time (continued) | Meeting Students' Needs |
|---|--|
| <p>B. Second Read: Making Inferences (20 minutes)</p> <ul style="list-style-type: none"> Explain that students now have the opportunity to read more closely so they can use the details from this new section of text to revise their inferences from the beginning of the lesson. Read aloud or invite a student to read aloud the second learning target: <ul style="list-style-type: none"> * “I can make inferences using quotes and paraphrased details from the text.” Invite several students to share what they notice about the learning target. Listen for ideas such as: <ul style="list-style-type: none"> – “I notice we are going to be working on making inferences again.” – “I notice that sometimes we will use quotes and sometimes we will use paraphrased details from the text to make our inferences.” Draw students’ attention to the terms <i>inference</i>, <i>quote</i>, and <i>paraphrased</i>. Cold call students to explain the difference between quotes and paraphrased details. Listen for: <ul style="list-style-type: none"> – “When you quote, you use the exact words from the text and you put quotation marks around them to indicate that they are not your own words but are the words of the author.” – “When you paraphrase details, you put them in your own words.” – “Quoting is useful when you want to prove something specific or support your thinking with ‘credible’ evidence.” – “Paraphrasing is good when you just want to communicate an idea that is similar to what you read to give a summary or share a general idea.” Invite several students to restate the learning target in their own words. Display the Making Inferences anchor chart. Read aloud or invite a student to read aloud the definitions of <i>infer</i> and <i>inference</i>. <ul style="list-style-type: none"> * “To <i>infer</i> is to draw conclusions based on evidence.” * “An <i>inference</i> is a conclusion drawn from evidence.” Direct student attention to the terms draw, conclusion, and evidence. Explain that some of these words have more than one meaning and will need to be considered carefully. Ask them to think about and discuss the meaning of each term as they are used in the definitions to be prepared to share out. | <ul style="list-style-type: none"> To support visual learners, after the Stretch-o-Meter, consider displaying a sample of a student’s inference that changed significantly. Offer a sentence starter to give all students access to the discussion about Philo’s character after reading aloud page 12 (“Based on what we just read, what I can infer about Philo’s character traits is ...”). |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none"> • After 1 or 2 minutes, cold call a few students to define each term. Listen for: <ul style="list-style-type: none"> – “<i>Draw</i> has multiple meanings, but here it means ‘to reach an idea or conclusion.’” – “A <i>conclusion</i> is a judgment based on information.” – “<i>Evidence</i> is information or a set of specific details that lead you to form an idea.” • Invite a few students to restate the definitions of <i>infer</i> and <i>inference</i> in their own words. • Ask students to consider and discuss: <ul style="list-style-type: none"> * “Where does the evidence you use to make inferences come from?” • After 1 or 2 minutes, invite several students to share out the ideas they discussed. Listen for suggestions such as: <ul style="list-style-type: none"> – “You could find evidence by reading details in the text during class.” – “You might be able to use information that you already have from your own experiences.” – “If you have read other books that have connections to the book we are reading about Philo Farnsworth, you could use information from those books.” – “There might be quotes in <i>The Boy Who Invented TV</i> that give you information to help you make inferences about Philo Farnsworth.” • Say something like: <ul style="list-style-type: none"> * “Inferences are the readers’ judgments, so they come from your own thoughts and ideas about your prior experiences and knowledge base, but a strong inference must also be based on the information you read in the text. An inference is the judgment you make by connecting your own knowledge and ideas to the details in the text. I am going to add to our definitions of <i>infer</i> and <i>inference</i> to make them clearer.” • Write: “from the text, your thoughts, and your knowledge base” at the end of each definition. • Say something like: <ul style="list-style-type: none"> * “Making inferences can be very tricky because you are drawing conclusions about what the author wants you to know but is not necessarily saying to you directly. Let’s discuss a few strategies to guide your thinking on this work.” • Direct students’ attention to the Suggestions for Making Inferences section of the anchor chart. Cold call a student to read the first suggestion and invite several students to restate the suggestion in their own words. • Cold call a few students to read the second suggestion and associated explanatory points aloud. | |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• Ask students to consider and discuss the meaning of the term <i>relevant</i> in the first explanatory point.• After 1 minute, invite a few students to share possible definitions. Listen for them to identify that <i>relevant</i> means “related to” or “on topic.”• Ask students to consider and discuss the meaning of the phrase “read between the lines.”• After 1 or 2 minutes, cold call a few students to share out. Listen for:<ul style="list-style-type: none">– “You have to figure out what the author is trying to explain by giving you certain information. It takes some thinking because you have to use your own knowledge with the details in the text to really understand what the author is saying.”– “If you are reading between the lines, you are trying to understand the things the author is telling you without saying them directly.”• Invite students to read the last two suggestions on the anchor chart aloud.• Explain that the class is going to work together to make an inference about a short section of today’s text.• Ask students to follow along as you read aloud from page 12, starting with “The electric generator broke down a lot ...” and ending with “It worked.”• Ask students to discuss this question with someone sitting near them:<ul style="list-style-type: none">* “After reading these paragraphs from page 12, what can you infer about Philo Farnsworth’s character traits?”• After 1 or 2 minutes, cold call students to share out their responses. Encourage them to explain what evidence and ideas they used to make their inferences. Refer to the Making Inferences anchor chart in the supporting materials for possible student responses.• Record a few strong student examples on the class anchor chart.• Using the student examples you record on the anchor chart, point out or invite students to share the specific details in the text as well as the knowledge base used to make each inference. Examples could include:<ul style="list-style-type: none">– “I thought he might be curious because he was bombarding the repairman with questions, and I know that people who are curious ask a lot of questions.”– “I think Philo is clever because in the text it said that it was expensive to repair the generator, but Philo figured out how to do it himself. I know that generators are complicated machines so I think fixing one would probably be hard. If Philo could learn to fix it, he must be clever. Even though the author didn’t say it, I also think that Philo knew he could save his family money if he learned to fix the generator.” | |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• Explain that students now have the opportunity to use their deeper understanding of what it means to make an inference and the new information from today's reading to revise their inference from the beginning of the lesson. Direct them to work in their groups to complete the second half of the Making Inferences graphic organizer. Remind them to use paraphrased details, direct quotes, and their own thoughts and ideas as they revise their inferences.• After 5 or 6 minutes, cold call several students to share their responses. Refer to the Making Inferences graphic organizer: What Motivated Philo Farnsworth? (answers, for teacher reference) for possible student responses.• Review the Stretch-o-Meter protocol with students. Explain that they will use the Stretch-o-Meter to show how much they revised their inferences from the beginning of the lesson. Model for students as you explain that if their inference from the beginning of class was exactly the same as their inference now, they should stay squished up in a ball. If they revised their inference a little bit, they might be a bit taller. If they completely changed their inference, they should be as stretched out as they can get.• Direct students to use the Stretch-o-Meter.• Invite several students with different amounts of stretch to share about the change, or lack of change, in their inferences. Ask them to use details from the text as they explain why they did or did not revise their work.• Say something like:<ul style="list-style-type: none">* "Sometimes as readers discover new information in the text, their inferences change. It's okay for your inferences to change and evolve as you learn new information. Sometimes instead of changing your inference, new information might support your inference. The more evidence you have to support an inference, the stronger it becomes." | |



| Work Time (continued) | Meeting Students' Needs |
|---|--|
| <p>C. Vocabulary to Deepen Understanding (15 minutes)</p> <ul style="list-style-type: none"> • Explain that now students have the opportunity to explore key vocabulary from the text to deepen their understanding. • Read aloud or invite a student to read aloud the third learning target: <ul style="list-style-type: none"> * “I can determine the meaning of key words using a variety of strategies.” • Draw student attention to the terms <i>determine</i>, <i>variety</i>, and <i>strategies</i> and remind them that these terms have been discussed in previous lessons. Invite a few students to use their understanding of these terms to restate the learning target in their own words. • Refer to the Vocabulary Strategies anchor chart and ask students to consider and discuss: <ul style="list-style-type: none"> * “Which vocabulary strategies have you found most helpful in previous lessons? Why?” • After 1 or 2 minutes, cold call several students to share out whole class. Listen for them to mention strategies such as using roots and affixes to figure out the meaning of the word, using context clues to determine a synonym for the word, or using resources such as the dictionary or Internet. • Say something like: <ul style="list-style-type: none"> * “Different strategies are helpful in different circumstances, and what works for one word, or even one student, might not work for another. In our previous lessons, we have practiced using context clues, roots and affixes, and resources to help us determine the meanings of words. Today you will use a variety of strategies to determine the meanings of key terms, but you will have the opportunity to focus on using a vocabulary reference material.” • Invite students to share the names of the vocabulary resources they referred to in previous lessons. Listen for them to identify print dictionaries and Internet definitions. • Ask students to consider and discuss the similarities and differences between these two resources. • After 1 or 2 minutes, invite several students to share out. Listen for ideas such as: <ul style="list-style-type: none"> – “They both describe the definitions for vocabulary words. For multiple-meaning words, they share more than one definition.” – “They are both useful when you are trying to determine the meaning of a challenging word.” – “They both give you information about the part of speech and the way the word is supposed to be pronounced.” – “Dictionary pages contain many words that are listed in alphabetical order, but an Internet definition includes only the definitions for the word you typed into the search engine.” | <ul style="list-style-type: none"> • Consider recording student-generated synonyms for key terms above or below where they appear in the learning target to promote understanding of the target. • To support ELLs and students who need more processing/writing time, consider paring down the number of words or the type of response students are expected to produce in their vocabulary journals. |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• Say something like: “Today we will be looking at a new type of resource, a glossary. Internet and dictionary pages are resources that are separate from the text, and they often share many possible definitions for a term. A glossary is different because it is attached to a specific text. Glossaries are usually found at the end of a nonfiction text. You might remember that there was a glossary at the back of <i>Investigating the Scientific Method with Max Axiom</i>. Because a glossary is attached to a specific text, it usually includes only the definitions that are relevant for that book. You are creating your own glossaries in your journals to help you better understand the key terms for this module. <i>The Boy Who Invented TV</i> does not have a glossary, but today you will examine a glossary page that includes many of the terms from pages 10–13.”• Distribute the Vocabulary Resource Page, Glossary. Invite students to share what they notice about the glossary page. Listen for observations such as:<ul style="list-style-type: none">– “I notice the words are listed in alphabetical order.”– “I notice there is only one definition for each term.”– “I notice that some of the terms are related to each other.”• Explain that although the glossary doesn’t include all of today’s vocabulary terms, it may be a helpful reference for today’s vocabulary work.<ul style="list-style-type: none">– Display these vocabulary terms via a document camera: <i>electricity, magnetism, devised, pulleys</i>.• Ask students to work in their groups to determine the meaning of each term and add it to the four-column chart in their own journal glossaries.• After 5-6 minutes, cold call several students to share definitions for each term. Listen for:<ul style="list-style-type: none">– “<i>Electricity</i> is a form of energy that is found in nature but can be created artificially by rubbing together two unlike things (like glass and silk), by the action of chemicals, or by a generator.”– “<i>Magnetism</i> is the science that deals with magnetic occurrences or conditions.”– “<i>Devised</i> means ‘to come up with’ or ‘to invent.’”– “<i>Pulleys</i> are wheels with grooved rims used with a rope or chain to change the direction of a pulling force and increase the force applied for lifting.”• Give students 1 or 2 minutes to use their new understanding of key vocabulary to revise the second half of their Making Inferences graphic organizers. | |



| Closing and Assessment | Meeting Students' Needs |
|--|---|
| <p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Use Milling to Music to allow students to find a partner. Ask pairs to consider and discuss this question:<ul style="list-style-type: none">* “How do you know if you have made a strong inference?”• Cold call a few students to share out whole class. Listen for comments like these:<ul style="list-style-type: none">– “If you used a few pieces of evidence from the text that connects to your own knowledge, then you probably made a strong inference.”– “A strong inference is based on quotes or paraphrased details from the text and your own knowledge.”• Have students Mill to Music again to find a new partner. Display the learning targets. Ask pairs to consider and discuss:<ul style="list-style-type: none">* “Which learning target was most challenging for you today?”* “What strategies did you use to work toward the target?”• After 1 or 2 minutes, invite a few students to share out whole class.• Have students continue milling to find a third partner. Ask pairs to consider and discuss:<ul style="list-style-type: none">* “Which learning target did you feel most confident about today? Why?”• After 1 or 2 minutes, invite a few students to share whole class.• Preview the graphic novel templates (A, B, C): students will choose and complete one template for homework. | <ul style="list-style-type: none">• Offer a sentence starter for Milling to Music to give all students access to the prompts (“You know you made a strong inference when ...” or “The learning target that was the most challenging today was ...” or “One strategy I used to work toward this target is ...”). |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Reread pages 10-13 of <i>The Boy Who Invented TV</i>. Create a Philo Farnsworth graphic novel template page. Select one of the graphic novel templates. Use the template to create a graphic novel page about pages 10–13. Bring your complete graphic novel page as an admit ticket to the next lesson.• Read your independent reading book for at least 15 minutes. | <ul style="list-style-type: none">• Consider providing an audio version of the text to support struggling readers. |



EXPEDITIONARY
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Making Inferences graphic organizer:
What Motivated Philo Farnsworth?

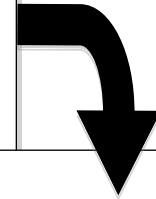
Name: _____

Date: _____

Focusing question: Why was Philo Farnsworth's move from Utah to Idaho such an important event in his life?

Knowledge Base:

Details about the focusing question from previous reading and images viewed



Inference:

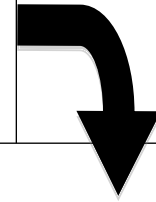
Response to focusing question



Making Inferences graphic organizer:
What Motivated Philo Farnsworth?

New Information from the Text:

Paraphrased details, quoted text, and observations from images



Revised Inference:

Revised response to focusing question



Making Inferences graphic organizer:

What Motivated Philo Farnsworth?
(Answers, for Teacher Reference)

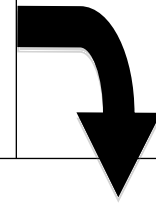
(Some possible student responses)

Focusing question: Why was Philo Farnsworth's move from Utah to Idaho such an important event in his life?

Knowledge Base:

Details about the focusing question from previous reading and images viewed

Philo Farnsworth was bullied by kids at school in Utah.



Inference:

Response to focusing question

Philo Farnsworth's move to Idaho may have been important because he made new friends and didn't get teased anymore.



Making Inferences graphic organizer:

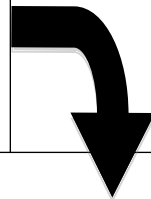
What Motivated Philo Farnsworth?

(Answers, for Teacher Reference)

New Information from the Text:

Paraphrased details, quoted text, and observations from images

- **Philo Farnsworth moved to a house with electricity for the first time.**
- **He found lots of science magazines in the attic, and on page 10 it says, “That’s where he saw the word ‘television’ for the first time.”**
- **One of the images shows him asking lots of questions about the generator. He was curious to learn about how electrical machines worked.**
- **He started inventing electrical machines that could make his chores easier.**
- **I know that learning about machines was important to Philo because I know that he is going to invent the TV.**



Revised Inference:

Revised response to focusing question

Philo Farnsworth’s move to Idaho was an important event in his life because it gave him the opportunity to be more of a scientist by learning about electricity and electrical machines.

Making Inferences Anchor Chart
(for Teacher Reference)

Making Inferences

Definitions

infer: (verb) to draw conclusions based on evidence *from the text, your thoughts, and your knowledge base*

inference: (noun) a conclusion drawn from evidence *from the text, your thoughts, and your knowledge base*

Suggestions for Making Inferences

- To make an inference, you have to draw a conclusion because the author is communicating something but doesn't say it directly in the text.
- You have to "read between the lines."
- Locate important and relevant details in the text.
- Use your own thoughts, ideas, and knowledge base to decide what the author is trying to communicate by sharing those details.
- Because it is your own conclusion, an inference statement often starts with "I think...."
- You can use both direct quotes and paraphrased details as evidence to support your inferences.

Example

Text (from page 12):

"The electric generator broke down a lot, and repairs were costly. Each time the repairman came, Philo bombarded him with questions.

After yet another breakdown, Philo set out to fix the machine himself. He took it apart, cleaned it, put it back together, and pressed the 'on' button. It worked."

Inferences about Philo's character traits:

(Possible student suggestions)

- *I think Philo was curious because he bombarded the repairman with questions.*
- *I think Philo was clever because he figured out how the generator worked to save his family money.*



Vocabulary Resource Page, Glossary

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

Glossary

| | |
|----------------------------|--|
| circuit | A closed path in which an electrical current flows |
| device | Something made for a particular purpose |
| electric current | A flow of electricity |
| electrical engineer | A person who designs or can fix electrical machinery |
| electricity | A form of energy created by rubbing two unlike things (like glass and silk) together |
| gears | A set of toothed wheels that work together to change speed |
| generator | A machine that generates electricity |
| lever | A rigid bar resting on a pivot used to help move an object |
| magnet | A material which attracts things made of iron |
| magnetic | Attracted to a magnet |
| magnetism | The science of magnets |
| motor | A machine that produces power for doing work |
| pulleys | A wheel with a grooved rim around which a cord passes in order to change the direction of a force applied to the cord. |



Graphic Novel Template A

Name: _____

Date: _____

Directions:

1. Reread pages 10–13 of *The Boy Who Invented TV*.
2. Use the frames/panels below to create a graphic novel version of pages 10–13.
3. Incorporate both text and visual elements into your graphic novel page.
4. Bring your completed template to class to share at the start of our next lesson.

A large rectangular frame containing three smaller rounded rectangular panels. One panel is on the left, and two are stacked vertically on the right. The panels are intended for drawing and text.



Graphic Novel Template B

Name: _____

Date: _____

Directions:

1. Reread pages 10–13 of *The Boy Who Invented TV*.
2. Use the frames/panels below to create a graphic novel version of pages 10–13.
3. Incorporate both text and visual elements into your graphic novel page.
4. Bring your completed template to class to share at the start of our next lesson.

| | |
|--|--|
| | |
| | |



Graphic Novel Template C

Name:

Date:

Directions:

1. Reread pages 10–13 of *The Boy Who Invented TV*.
2. Use the frames/panels below to create a graphic novel version of pages 10–13.
3. Incorporate both text and visual elements into your graphic novel page.
4. Bring your completed template to class to share at the start of our next lesson.

A large rectangular frame with a thick black border. Inside the frame, at the bottom, are two smaller rectangular frames. The one on the left is a horizontal rectangle, and the one on the right is a vertical rectangle. Both are also outlined with thick black borders, intended for drawing and text in a comic book style.



EXPEDITIONARY
LEARNING

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

Making Inferences and Summarizing: Philo Farnsworth's Idea for "Capturing Light in a Bottle"



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



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

I can 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 general academic and domain-specific words. (RI.5.4)
I can determine two or more main ideas from a text and explain how they are supported by key details. (RI.5.2)
I can summarize the text. (RI.5.2)

Supporting Learning Targets

- I can make inferences using quotes and paraphrased details from *The Boy Who Invented TV*.
- I can determine the meaning of academic and scientific words using a variety of strategies.
- I can write a summary paragraph explaining the multiple main ideas in pages 2–17 of *The Boy Who Invented TV*.

Ongoing Assessment

- Graphic novel templates (from homework)
- Making Inferences graphic organizer: Developing a Solution
- Vocabulary, four-column chart (in journal)
- Summary of pages 2–17 (in journal)



| Agenda | Teaching Notes |
|---|---|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Homework Review and Engaging the Reader: Starting the Graphic Organizer (5 minutes)Work Time<ol style="list-style-type: none">Reading for Gist: <i>The Boy Who Invented TV</i> Pages 14–17 (10 minutes)Second Read: Making Inferences and Exploring Vocabulary (20 minutes)Writing a Summary Paragraph: <i>The Boy Who Invented TV</i> Pages 2–17 (20 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief and Review Learning Targets (5 minutes)Homework<ol style="list-style-type: none">Read independently for at least 30 minutes and respond to one question on your new Independent Reading Choice Board for this unit.If needed, complete the four-column chart in your journal glossary. | <ul style="list-style-type: none">This lesson follows a similar format to Lesson 3. Students make an inference using their knowledge base during the Opening of this lesson. After reading pages 14–17, they are asked to revise the inference using relevant details from the text and their knowledge base as well as new ideas the text inspired.The vocabulary discussion in this lesson fits within Work Time B to encourage students to use their understanding of key terms to support their inferences. Because vocabulary time is more limited during this lesson, students should be encouraged to record a definition or synonym for each term and complete the remaining parts of the four-column chart only if time allows.Students revisit their work from Lessons 2–4 to develop a summary paragraph of pages 2–17 of <i>The Boy Who Invented TV</i>. This activity builds on the summary work from Lessons 1 and 2. Students write using a similar paragraph structure but are required to summarize a larger section of text with more main ideas. Students work in groups to complete a graphic organizer that provides scaffolding for their summary paragraph and serves as a first draft. The graphic organizer intentionally provides space for only five main idea sentences to encourage students to identify the most important ideas expressed in this section of the text.In advance:<ul style="list-style-type: none">Review Popcorn Read protocol (see Appendix).Consider displaying directions for group work to save time in Work Times B and C.Familiarize yourself with the Summary Paragraph graphic organizer (answers, for teacher reference).Post: Learning targets. |



| Lesson Vocabulary | Materials |
|--|--|
| inferences, quotes, paraphrased, summary, explaining, multiple, main ideas; stimulated, devices, doubted, harness, parallel, fused, transmitting, reassembling | <ul style="list-style-type: none">• Journals (begun in Unit 1, Lesson 1; one per student)• <i>The Boy Who Invented TV: The Story of Philo Farnsworth</i> (book; one per student)• Making Inferences anchor chart (from Lesson 3)• Making Inferences graphic organizer: Developing a Solution (one per student)• Making Inferences graphic organizer: Developing a Solution (answers, for teacher reference)• Inferences and Key Terms task card (one per student)• Main Ideas and Summary anchor chart (from Lesson 1)• Summary Paragraph graphic organizer (one per student)• Document camera• Main Ideas and Summary graphic organizer: Philo's Childhood (from Lesson 2)• Summary Paragraph graphic organizer (answers, for teacher reference)• Independent Reading Choice Board (one per student) |



| Opening | Meeting Students' Needs |
|--|---|
| <p>A. Homework Review and Engaging the Reader: Starting the Graphic Organizer (5 minutes)</p> <ul style="list-style-type: none"> • Direct students to bring their completed graphic novel templates, journals, and text, <i>The Boy Who Invented TV</i>, and sit in their discussion groups. • Ask students to share their graphic novel templates with a partner from their group. Encourage them to discuss the visual elements and specific details that help communicate the main ideas from pages 10–13 of <i>The Boy Who Invented TV</i> that they expressed in their graphic page. • After 1 or 2 minutes, invite several students to share out whole class about some of the visual elements and details their partner included that helped communicate the main ideas. Answers will vary. • Praise the students for their ability to use details from the text to express ideas in new ways. Explain that today they again have the opportunity to use details from the text to support their thinking, as they work to make inferences and summarize main ideas. • Refer to the Making Inferences anchor chart. Cold call students to read aloud the definitions for <i>infer</i> and <i>inference</i>: <ul style="list-style-type: none"> * “<i>Infer</i> is to draw conclusions based on evidence from the text, your thoughts, and your knowledge base.” * “An <i>inference</i> is a conclusion drawn from evidence from the text, your thoughts, and your knowledge base.” • Invite a few students to restate the definitions in their own words. • Explain that similarly to the last lesson, students will make an inference about <i>The Boy Who Invented TV</i> and then revise their inference after collecting more information from the text during today's lesson. • Distribute the Making Inferences graphic organizer: Developing a Solution. Read the focusing question aloud or invite a student to read it aloud: <ul style="list-style-type: none"> * “Why do you think Philo Farnsworth, a 14-year-old boy, was able to develop an idea for the TV when other scientists were still struggling to make it work?” • Ask students to discuss the focusing question in their groups and complete the first half of the graphic organizer. Remind them to refer to relevant details from their notes and what they have already read in <i>The Boy Who Invented TV</i> to answer the question. Explain that even within a single group, inferences may differ from one student to the next. Their inference does not need to be identical to their group members' inferences. | <ul style="list-style-type: none"> • Offer a sentence starter to give all students access to the discussion around the focus question (“I think Philo was able to make the TV work, even though scientists were struggling to make it work, because ...”). |



| Opening (continued) | Meeting Students' Needs |
|--|---|
| <ul style="list-style-type: none">• After 2 or 3 minutes, cold call several students to share their inferences with the whole class. Refer to the Making Inferences graphic organizer: Developing a Solution (answers, for teacher reference) for possible student responses.• Tell students they will complete the graphic organizer after they collect more information during Work Time B. | |
| Work Time | Meeting Students' Needs |
| <p>A. Determining the Gist: <i>The Boy Who Invented TV</i> Pages 14–17 (10 minutes)</p> <ul style="list-style-type: none">• Ask students to work collaboratively as they read pages 14–17 of <i>The Boy Who Invented TV</i> to determine the gist. Remind them that they should consider both the images and text in their discussion.• After 3 or 4 minutes, cold call several students to share their gist statements. Listen for responses such as:<ul style="list-style-type: none">– “Philo figured out a way to make the TV work by thinking about it in a different way.”– “Philo didn’t think that spinning machines would work, so he tried to devise a TV based on electricity.”– “Philo had an idea to use electrons to transmit images from one place to another.”• Give students 1 minute to record their gist statement on the same page as previous gist statements from <i>The Boy Who Invented TV</i>. | <ul style="list-style-type: none">• To support struggling readers, consider abbreviating the amount of text they read to determine the gist. Be sure to choose the selection wisely so that students can still contribute meaningfully to the group discussion about the gist.• Consider guiding students through the process of determining gist in a small group.• Encourage struggling readers to find the gist in “baby steps” by reading a little at a time, collecting the gist as they go. |



| Work Time (continued) | Meeting Students' Needs |
|---|--|
| <p>B. Second Read: Making Inferences and Exploring Vocabulary (20 minutes)</p> <ul style="list-style-type: none">• Say something like:<ul style="list-style-type: none">* "Now that you have the gist of pages 14–17, let's read a little more closely so you can collect evidence to use as you revise your inferences from earlier."• Read the first learning target aloud or invite a student to read it aloud:<ul style="list-style-type: none">* "I can make inferences using quotes and paraphrased details from <i>The Boy Who Invented TV</i>."• Draw students' attention to the terms <i>inferences</i>, <i>quotes</i>, and <i>paraphrased</i>. Ask them to consider these terms as they think about how to restate the learning target in their own words. Cold call a few students to paraphrase the learning target.• Review the Popcorn Read protocol and clarify any directions as needed. Refer to the Making Inferences anchor chart and ask one student to start the Popcorn Read by reading aloud one suggestion for making inferences that was particularly helpful in Lesson 3.• Once the Popcorn Read has reached a natural conclusion, invite a few students to share out any patterns they noticed, such as strategies that were helpful for many students. Probe students' thinking by asking questions such as:<ul style="list-style-type: none">* "In what ways are these strategies useful?"* "What other strategy could you try to use to support your thinking in this lesson?"• Student answers will vary, but listen for them to make specific references to the strategies they find most helpful and explain how the strategies supported their ability to make inferences.• Remind students to refer to the anchor chart and try to use more than one strategy as they work to make and revise their inferences about today's reading. Read the second learning target aloud or invite a student to read it aloud:<ul style="list-style-type: none">* "I can determine the meaning of key words using a variety of strategies."• Explain that today students will determine the meaning of vocabulary words while they are rereading to make inferences.• Ask them to consider and discuss:<ul style="list-style-type: none">* "Why might it be helpful to consider the meaning of key terms while you are working on making inferences?"• After 1 or 2 minutes, invite several students to share their thinking whole class. Listen for ideas similar to these:<ul style="list-style-type: none">– "If you understand the meaning of the key terms, you will have a better idea of what the author is trying to say, so it will be easier to make inferences." | <ul style="list-style-type: none">• To support synthesis of new vocabulary, consider writing student-generated synonyms above or below key terms in the target.• To support visual learners, invite a student with a proficient inference to display the inference under the document camera as they read it aloud. |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">– “It will be easier to collect evidence from the text if you have a strong understanding of the key terms.”• Direct students to look at the top of their Making Inferences graphic organizers and read the key vocabulary aloud: <i>stimulated, devices, doubted, harness, parallel, fused, transmitting, reassembling</i>.• Then, distribute and display the Inferences and Key Terms task card directions. Clarify as needed then ask students to begin.• Circulate to provide support to students. Consider assisting them with vocabulary work by pointing out that one of the key terms was listed in the glossary from Lesson 3, that the image on pages 16 and 17 shows parallel rows of overturned earth, that the prefix <i>trans-</i> means “across” or “through,” and that the prefix <i>re-</i> means “again.”• After about 15 minutes, refocus students whole class.• Cold call several students to share definitions for the key vocabulary terms. Listen for suggestions such as:<ul style="list-style-type: none">– “<i>Stimulated</i> means excited or interested.”– “<i>Devices</i> are pieces of equipment designed to serve a specific purpose.”– “<i>Doubted</i> means ‘did not believe.’”– “To <i>harness</i> something is to control it so it can be used for a specific purpose.”– “<i>Parallel</i> lines are straight, coplanar lines that never intersect.”– “<i>Fused</i> means ‘came together.’”– “<i>Transmitting</i> means ‘sending from one part or place to another.’”– “<i>Reassembling</i> means ‘assembling again’ or ‘putting together again.’”• Invite students to use their understanding of these terms to revise the inferences on their graphic organizer.• After 1 or 2 minutes, cold call several students to share the inferences they wrote in response to the focusing question. Refer to the Making Inferences graphic organizer: Developing a Solution (answers, for teacher reference) for possible student responses.• Ask students to consider and discuss how reading pages 14–17 altered their initial inference in response to the focusing question. | |



| Work Time (continued) | Meeting Students' Needs |
|--|--|
| <ul style="list-style-type: none"> After 1 or 2 minutes, cold call several students to share out whole class. Encourage them to cite specific details from the text to help them explain their thinking. Praise students for their ability to identify relevant details in the text that support, expand, or alter their thinking. | |
| <p>C. Writing a Summary Paragraph: <i>The Boy Who Invented TV</i> Pages 2–17 (20 minutes)</p> <ul style="list-style-type: none"> Review students' work in Lessons 1–4, saying something like: <ul style="list-style-type: none"> * "Over the past several lessons, you have practiced reading to determine main ideas, make inferences, explore new vocabulary and summarize sections of the text. This complex thinking has helped you develop a deeper understanding of the text, <i>The Boy Who Invented TV</i>. To help synthesize all of your thinking, you are going to take some time today to look back over your work, identify the most important ideas from pages 2–17, and write a summary paragraph." Refocus the class before you read aloud, or invite a student to read aloud, the third learning target: <ul style="list-style-type: none"> * "I can write a summary paragraph explaining the multiple main ideas in pages 2–17 of <i>The Boy Who Invented TV</i>." Draw students' attention to the terms <i>summary</i>, <i>explaining</i>, <i>multiple</i>, and <i>main ideas</i>. Ask them to consider and discuss the meaning of each term. After 1 to 2 minutes, cold call several students to share possible definitions. Listen for suggestions like these: <ul style="list-style-type: none"> – "A <i>summary</i> is a brief explanation of the main ideas presented in a text." – "<i>Explaining</i> is 'describing with details' or 'teaching others.'" – "<i>Multiple</i> means 'more than one.'" – "<i>Main ideas</i> are the most important or central thoughts of a paragraph or larger section of text." Invite several students to paraphrase the learning target. Refer to the Main Ideas and Summary anchor chart and explain to students that today they are using the same skills they have used in previous lessons to write summaries, however because they are reviewing ideas from more than one section of text their paragraphs will be longer. Therefore, a new graphic organizer will be provided to help students plan their paragraph. Distribute the Summary Paragraph graphic organizer and display a copy on the document camera. Tell students that as they review their work from Lessons 2–4, they should record main ideas from each section on their graphic organizer. | <p>When directing students to discuss the Main Ideas and Summary graphic organizer from Lesson 1, display the three discussion questions so students can talk about them at their own pace.</p> <ul style="list-style-type: none"> Offer access to word processing or a scribe to support students who struggle with the physical act of writing when recording their summary in their journal. |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none">• Direct students to look back at the Main Ideas and Summary graphic organizer: Philo's Childhood from Lesson 2. Cold call a student to share the first and second main idea recorded on the graphic organizer. Ask students to consider and discuss:<ul style="list-style-type: none">* "Are each of these main ideas relevant to the larger section of text we are summarizing today?"* "Is one of the ideas more important to pages 2–17 than the other?"* "Should one or both of these ideas be included in the summary of pages 2–17? Explain your thinking."• After 2 or 3 minutes, invite several students to share their thinking whole class. Answers will vary, but possible student responses could include:<ul style="list-style-type: none">– "I think both main ideas are important to pages 2–17 because they help you understand the character traits that made Philo a good inventor."– "I think both ideas are important, but the first one is more related to the rest of the story."• Using the displayed organizer, demonstrate how students might record one main idea in the box labeled Main Idea 1.• Point out where students will record additional main ideas. Ask them to consider and discuss:<ul style="list-style-type: none">* "If today's summary paragraph follows a similar format to the paragraphs from Lessons 1 and 2, describe the purpose of the boxes labeled Introductory Sentence and Concluding Sentence."• After 1 or 2 minutes, cold call a few students to share their thoughts whole class. Listen for:<ul style="list-style-type: none">– "The first box is where we write an overarching statement that is related to all main ideas."– "The conclusion is where we restate the introductory sentence in a new way."• Give groups these instructions:<ul style="list-style-type: none">* Review the text, the work in your journal, and your completed graphic organizers.* Determine and record the four or five most important main ideas from pages 2–17.• Remind students that their group members are there to support their thinking, but their work does not need to be identical. Circulate to assist as needed. Encourage students to refer to the Main Ideas and Summary anchor chart to support their thinking.• After 8 to 10 minutes, refocus students whole class. Cold call several students to share main ideas they identified from the text. Refer to the Summary Paragraph graphic organizer (answers, for teacher reference) for possible responses. | |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• Direct students to work in their groups to:<ul style="list-style-type: none">– Develop and record an introductory sentence that synthesizes all of the main ideas they recorded.– Generate and record a concluding sentence that restates the introduction in a different way.• Remind students that once again, their work does not need to be identical to that of their group mates. Circulate to provide support as needed.• After 2 or 3 minutes, cold call several students to share the introductory sentences they recorded. Refer to the Summary Paragraph graphic organizer (answers, for teacher reference) for possible responses.• Give students 2 minutes to make final revisions to their thinking on their graphic organizers and record their complete summary paragraph on a clean page in their journals. | |



| Closing and Assessment | Meeting Students' Needs |
|--|--|
| <p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students to collect their journals and find a partner who is not in their discussion group.• Ask partners to share their summary paragraphs and discuss the similarities and differences they notice.• After 1 or 2 minutes, invite a few students to share out about the points they discussed.• Display the learning targets and ask students to consider and discuss with their partner:<ul style="list-style-type: none">* "Describe how the work you have done in today's lesson has helped you work toward these learning targets."• After 1-2 minutes, cold call several students to share.• Explain to students that in the next lesson, they will have the opportunity to demonstrate their mastery toward each of these targets when they take the mid-unit assessment.• Distribute a new Independent Reading Choice Board to each student. | <ul style="list-style-type: none">• Offer a sentence starter to support all students in accessing the debrief question ("The work I did in today's lesson helped me work toward these learning targets by ..."). |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Read independently for at least 30 minutes and respond to a new question on your Independent Reading Choice Board.• If needed, complete the four-column chart in your journal glossary. | <ul style="list-style-type: none">• For students who need additional processing or writing time, consider reducing the number of words to enter into their glossary by providing a four-column note for one or more of the words or one for each word with key elements missing for students to fill in as homework and glue into their journal. |



EXPEDITIONARY
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Making Inferences graphic organizer:
Developing a Solution

Name:

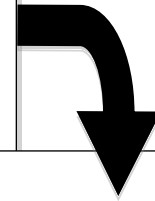
Date:

Key vocabulary: stimulated, devices, doubted, harness, parallel, fused, transmitting, reassembling

Focusing question: Why do you think Philo Farnsworth, a 14-year-old boy, was able to develop an idea for the TV when other scientists were still struggling to make it work?

Knowledge Base:

Details about the focusing question from previous reading and images viewed



Inference:

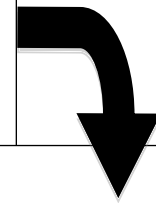
Response to focusing question



Making Inferences graphic organizer:
Developing a Solution

New Information from the Text:

Paraphrased details, quoted text, and observations from images



Revised Inference:

Revised response to focusing question



Making Inferences graphic organizer:

Developing a Solution
(Answers, for Teacher Reference)

(Some possible student responses)

Focusing question: Why do you think Philo Farnsworth, a 14-year-old boy, was able to develop an idea for the TV when other scientists were still struggling to make it work?

Knowledge Base:

Details about the focusing question from previous reading and images viewed

- *Philo was always asking lots of questions.*
- *Philo had lots of jobs and chores. He was very hard-working.*
- *Philo figured out how to fix things around his house all on his own.*

Inference:

Response to focusing question

Philo Farnsworth was always asking a lot of questions, so I think he was a good critical thinker. He was also a very hard worker, and he taught himself how to fix machines at his house. His critical thinking and hard work probably helped him invent the TV.



Making Inferences graphic organizer:

Developing a Solution
(Answers, for Teacher Reference)

New Information from the Text:

Paraphrased details, quoted text, and observations from images about Philo Farnsworth's motivations

- *Philo wasn't trying to solve the problem with spinning disks and mirrors like everyone else. He tried to think about it in a new way, using electricity.*
- *He didn't just think about machines. He was learning about all different kinds of science. He understood about how electricity and electrons worked.*
- *He got an idea from looking at the lines in his fields.*

Revised Inference:

Revised response to focusing question

Philo Farnsworth was able to create an idea for the TV even when other scientists struggled because he was a creative thinker. Instead of thinking about machines with moving parts, he thought about electrons and light.



Inferences and Key Terms task card

1. Reread pages 14–17.
 - A. Identify and record relevant quotes and paraphrased details from the text on your Making Inferences graphic organizer.
 - B. Determine the meaning of key vocabulary and add each term to your journal glossary. Record either a definition or a synonym for each term.
 - C. Complete your Making Inferences graphic organizer using:
 - Details from the text and images on pages 14–17
 - Your knowledge base
 - Relevant ideas you developed while reading pages 14–17
2. As time allows, complete all parts of the four-column chart in your journal glossary.



Summary Paragraph graphic organizer

Name: _____

Date: _____

Introductory Sentence

Main Idea 1

Main Idea 2

Main Idea 3

Main Idea 4

Main Idea 5

Concluding Sentence



Summary Paragraph graphic organizer
(Answers, for Teacher Reference)

Introductory Sentence

Philo Farnsworth's early interest in science and invention influenced many of his actions and encouraged him to start inventing machines.

Main Idea 1

Philo Farnsworth was a curious boy who was interested in the way machines, like the phonograph and telephone, worked.

Main Idea 2

Philo lived on a farm and had many chores and responsibilities, but he still tried to make time to read about machines.

Main Idea 3

When his family moved from Utah to Idaho, Philo had the opportunity to read magazines about science and learn about the electrical machines in his new house.

Main Idea 4

Philo started inventing his own machines to make his chores easier so he could spend more time learning about science and thinking about inventions.

Main Idea 5

When he was plowing his fields, Philo developed the idea for an electrical TV that would break images into parallel rows of light, transmit them as electrons, and put them back together for the viewer.

Concluding Sentence

As a boy, Philo Farnsworth's interest in science and invention influenced his actions and led him to devise a plan for an electrical TV.



Independent Reading Choice Board

Name: _____

Date: _____

Title of Independent Reading Book/Author's Name: _____

After reading independently (silently and/or aloud) for at least 30 minutes, write a response to any ONE question from the board *except* the center square. Complete the center square once you have answered each of the other eight questions. If you need more space, you may continue your answers on the back.

| | | |
|--|---|---|
| <p>MAIN IDEAS</p> <p>What is <i>one</i> of the main ideas presented in your book?</p> <p>List at least two details that support the main idea you identified.</p> | <p>CONNECTIONS</p> <p>What connections were you able to make between your independent reading book and other texts, topics explored, or experiences you have had?</p> | <p>STRUCTURE</p> <p>How is this book structured?</p> <p>How does the structure support your understanding of the text?</p> |
| <p>GENRE</p> <p>What genre is this book? Do you enjoy this genre? Explain.</p> | <p><i>*Complete this square last</i></p> <p>What qualities will you look for in the next book you read? (e.g., same author, same or different genre, more or less visual elements, etc.)</p> | <p>RECOMMENDATION</p> <p>Would you recommend this book and/or this author to someone else? Explain.</p> |
| <p>WORDS</p> <p>List at least two words from your book that have the same <i>prefix</i>.</p> <p>What does the prefix in these words mean?</p> | <p>READABILITY</p> <p>Is your independent reading book too hard, just right, or too easy? Explain.</p> | <p>INTEREST</p> <p>Do you find this book interesting? Explain.</p> |



EXPEDITIONARY
LEARNING

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

Mid-Unit Assessment: Text-Dependent Questions about “The TV Guy”



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1)
I can summarize a text. (RI.5.1)
I can determine two or more main ideas of 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 and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4)
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

- I can quote accurately from the text when making an inference about why Philo Farnsworth was named one of the most important people of the 20th century by *Time* magazine.
- I can write a statement to summarize what the article “The TV Guy” is mostly about using key details that support the main idea(s).
- I can use a variety of strategies to determine the meaning of unknown words.

Ongoing Assessment

- Independent Reading Choice Board response (from homework)
- Mid-Unit 2 Assessment
- Tracking My Progress, Mid-Unit 2 recording form



| Agenda | Teaching Notes |
|---|--|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Homework and Engaging the Reader (10 minutes)Introducing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Mid-Unit 2 Assessment: Text-Dependent Questions about “The TV Guy” (30 minutes)Tracking My Progress (10 minutes)Closing and Assessment<ol style="list-style-type: none">Share Self-Assessment (5 minutes)Homework<ol style="list-style-type: none">Reread the article “The TV Guy” to self-assess fluency.Read independently for at least 15 to 20 minutes; respond to one question on your Independent Reading Choice Board (from Lesson 4).Fluency Self-Assessment and Goal | <ul style="list-style-type: none">In this lesson, students read a new article about Philo Farnsworth, the inventor of the television, and answer a series of text-dependent questions.Post: Learning targets.Students are asked to practice fluency skills as part of their homework assignment. Refer to the Foundational Reading and Language Skills Resource Package for further details. |

| Lesson Vocabulary | Materials |
|--|--|
| accurately, inference, century, statement, summarize, variety, strategies, determine | <ul style="list-style-type: none">“The TV Guy” (assessment text; one per student)Mid-Unit Assessment: Text-Dependent Questions: “The TV Guy” (one per student)Mid-Unit Assessment: Text-Dependent Questions: “The TV Guy” (answers, for teacher reference)Tracking My Progress, Mid-Unit 2 recording form (one per student)Fluency Self-Assessment (one per student; see standalone Foundational Reading and Language Skills Resource Package) |



| Opening | Meeting Students’ Needs |
|--|---|
| <p>A. Reviewing Homework and Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none"> • Direct students to quickly locate their Independent Reading Choice Board and find a partner not in their discussion group. • Ask students to share the following with their partner: <ol style="list-style-type: none"> 1. The title of their independent reading text 2. The section of the choice board they selected to complete for homework 3. Their response to the choice board prompt • After 1 or 2 minutes, cold call several students to share responses they heard from their partners. | |
| <p>B. Introducing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Invite volunteers to read the learning targets aloud. Tell students you have identified eight important words from these targets that are worth reviewing or important to be successful on the assessment. • Challenge them to take a minute to discuss with their groups to identify at least eight important words from the targets. • Invite a member from each group to share out one or two words identified by the group. Ask them to briefly explain how they selected their words. Reveal your selection to students and ask them to provide synonyms or brief definitions. Listen for: <ul style="list-style-type: none"> – <i>accurately</i> – exactly or correctly – <i>inference</i> – assumption or conclusion – <i>century</i> – a period of 100 years (20th century marks the 1900s) – <i>statement</i> – account or report – <i>summarize</i> – recap – <i>variety</i> – range or assortment – <i>strategies</i> – plans for reaching a goal – <i>determine</i> – find out • Before moving on, ask for volunteers to restate the learning targets in their own words to reflect their understanding of key terms. | <ul style="list-style-type: none"> • Consider providing a copy of the learning targets for students to have in front of them. This will allow them to highlight or underline words to help them determine important vocabulary. • Write the synonyms to key terms from the targets above or below where they appear to help students paraphrase targets into even more kid-friendly language. • To support ELLs, be particular about synonyms you will accept to replace key terms in the target. Make sure synonyms match the part of speech of the word they are replacing. Ask students to offer correct solutions when mistakes are made or provide them yourself. |



| Work Time | Meeting Students’ Needs |
|--|--|
| <p>A. Mid-Unit 2 Assessment: Text-Dependent Questions about “The TV Guy” (30 minutes)</p> <ul style="list-style-type: none">• Distribute the assessment text, “The TV Guy,” and the Mid-Unit 2 Assessment: Text-Dependent Questions: “The TV Guy.” Ask students to quickly scan the assessment.• Tell them they will have 30 minutes to read the article and complete the questions. Clarify any instructions as necessary.• Invite students to begin. Circulate to supervise. Because this is an on-demand assessment, do not provide support other than formally approved accommodations.• Post these options for students who finish the assessment early:<ul style="list-style-type: none">– Read your independent reading book.– Finish adding vocabulary words to your glossaries.– Revise your graphic organizers by rereading the sections of <i>The Boy Who Invented TV</i> from Lessons 1–4. | <ul style="list-style-type: none">• Display the assessment under a document camera to point out all of its parts and instructions. As you answer questions, refer to that part of the assessment.• Extended time is a recognized accommodation for ELLs during formal assessments in NYS.• For students who struggle with the physical act of writing, consider allowing them to type their short-answer responses as well as their Tracking My Progress statements. If technology is not available, you, a classroom aide, or another student can act as a scribe.• Consider providing smaller chunks of text (sometimes just a few sentences) and a modified assessment with fewer questions for struggling students. |
| <p>B. Tracking My Progress (10 minutes)</p> <ul style="list-style-type: none">• Distribute the Tracking My Progress, Mid-Unit 2 recording form. Explain that this is a self-assessment, exactly like the Progress Trackers they did in Unit 1. They will reflect on their progress toward the learning targets. Read through the form and provide clarification as needed.• Ask students to independently complete their recording form. Ask them to hold on to this sheet to refer to during the lesson debrief. | |



| Closing and Assessment | Meeting Students’ Needs |
|--|---|
| <p>A. Share Self-Assessment (5 minutes)</p> <ul style="list-style-type: none">• Pair students up. Ask them to share the reflections on their Tracking My Progress recording form.• Invite several students to share out with the whole group.• Collect students’ Mid-Unit 2 Assessments and recording forms to review. | <ul style="list-style-type: none">• Provide a sentence starter to give all students access to the conversation with a peer: “On the first target, I circled.... The evidence I have to support that is....” |
| Homework | Meeting Students’ Needs |
| <ul style="list-style-type: none">• Reread the article “The TV Guy” and use the Fluency Self-Assessment to self-assess your fluency skills and set a personal goal for improving your fluent reading skills.• Read independently for at least 15 to 20 minutes; respond to one question on your Independent Reading Choice Board. <p><i>Note: Be sure to score and return students’ Mid-Unit 2 Assessments before Lesson 6, so they are able to review strengths and areas for refinement, as well as seek further clarification regarding targets they are still working toward mastery of.</i></p> | <ul style="list-style-type: none">• Provide a recording of the text for struggling readers.• Allow students to dictate their choice board response to someone at home to act as scribe. |



EXPEDITIONARY
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.

“The TV Guy”
(Assessment Text)

In short:

It may sound hard to believe, but a farm boy from Utah invented the television! Think how that has changed the world. Philo T. Farnsworth, who came from a little community outside of Beaver, built on the work of others. But he was the one who made the image dissector camera tube that put the first images on a television screen. His invention opened up entirely new avenues for entertainment, information, and exploration—and landed him on a postage stamp in 1983!

More of the story:

He changed the world!

Philo T. Farnsworth changed the way people all over the world talk to each other, learn about things, and entertain themselves. His invention made *Sesame Street*, news programs, sitcoms, dramas, and all the other television programs possible. How did community and family life change because of television?

Born into a very different world.

Philo Farnsworth came into a world just beginning to be electrified in 1906. His family’s first house, near Beaver, Utah, had no electricity. So when the family moved to a new house in Idaho, young Philo was fascinated! Lights that came on when you flipped a switch and electric tools for the farm intrigued him.

By the age of 13 he had won his first national contest, sponsored by *Science and Invention* magazine, for a thief-proof lock.

In 1922 he drew a design for his high school chemistry teacher, Justin Tolman. The drawing had nothing to do with the class assignment, but Tolman kept it. Farnsworth believed that he could transform electricity into pictures by controlling the speed and direction of fast-flying electrons.

Philo did very well in high school and was excited to go to Brigham Young University. But before he could finish college, his father died and his family could no longer afford for him to be at school.

“The TV Guy”
(Assessment Text)

How to make a TV??

Philo was still thinking about how to send images through the air. But he had no money to work on his idea. Eventually, he met a pair of Californians who invested money in his idea. They gave him enough money that he could experiment with the device he had worked on in high school.

So he worked. And worked. Tried and tried.

Success!

He successfully transferred his first image in 1927—at age 21. So what was the first real television image? Just a simple line!

A challenge.

Other people had also been working on inventing a television. Another inventor, John Logie Baird, also had successful tests using his own methods that year and in 1928, so Philo spent several years after that fighting over the right to claim he invented the television.

He worked for several different companies in his life, and he never stopped inventing. His designs and ideas were the forerunners of many things in our lives, like radar, electron microscopes, and incubators.

But Farnsworth was sad and bitter that the public did not recognize his work to make television a reality. He died with little money or fame.

Finally, people noticed.

However, in 1985 students and teachers from Ridgmont Elementary School in Salt Lake City started working to give him the recognition he deserved. They lobbied the state legislature to choose Philo T. Farnsworth as the second of two statues Utah was allowed to place in the U.S. Capitol Building. (The first statue is Brigham Young.) So now a statue of Farnsworth stands in Statuary Hall in Washington in the U.S. Capitol.

What's more, *Time* magazine named Philo T. Farnsworth to its list of the 100 most important people of the 20th century!

"Utah State History." Philo Farnsworth. Utah Division of State History, Web. <http://www.ilovehistory.utah.gov/people/difference/farnsworth.html>.



Mid-Unit 2 Assessment: Text-Dependent Questions:
“The TV Guy”

Name:

Date:

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 summarize a text. (RI.5.1)

I can determine two or more main ideas of 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 and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4)

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)

Directions:

- Read the entire article “The TV Guy.”
 - Consider the gist of the article. What is it mostly about?
 - Skim the assessment questions below.
 - Reread the pages, thinking about the assessment questions.
 - Answer the questions in complete sentences.
 - Be sure to cite evidence from the text to support your answers.
1. Part A: The article states, “But Farnsworth was sad and bitter that the public did not **recognize** his work to make television a reality.”

What does the word *recognize* mean in the context of this article?

- a. know
- b. acknowledge
- c. accept
- d. understand



Mid-Unit 2 Assessment: Text-Dependent Questions:
“The TV Guy”

Part B: Which sentence from the article best helped you determine the meaning of the word *recognize*?

- a. Philo spent several years after that fighting over the right to claim he invented the television.
 - b. He died with little money or fame.
 - c. However, in 1985 students and teachers from Ridgemont Elementary School in Salt Lake City started working to give him the recognition he deserved.
 - d. What’s more, *Time* magazine named Philo T. Farnsworth to its list of the 100 most important people of the 20th century!
2. Part A: Read the two dictionary definitions for the word **avenues** below and determine which is correct based on how the word is used in the first paragraph of the article: “His invention opened up entirely new *avenues* for entertainment, information, and exploration.”
- a. avenues (n): streets, roads, paths
 - b. avenues (n): opportunities, possibilities
3. In the fourth paragraph of the article, it states, “Farnsworth believed that he could **transform** electricity into pictures.”

Part A: What does the word *transform* mean in this sentence?

- a. draw
- b. change
- c. place
- d. think

Part B: What part of the word *transform* helped you determine the meaning in Part A? Explain.

Mid-Unit 2 Assessment: Text-Dependent Questions:
“The TV Guy”

4. Part A: What is one of the main ideas of this article?

- a. Philo T. Farnsworth’s invention of the television changed the world.
- b. Television changed the world.
- c. The world was very different before television was invented.
- d. A farm boy invented television.

Part B: Which key detail from the article best supports your answer to Part A?

- a. It may sound hard to believe, but a farm boy from Utah invented the television!
- b. Think how that has changed the world.
- c. But he was the one who made the image dissector camera tube that put the first images on a television screen.
- d. Philo T. Farnsworth changed the way people all over the world talk to each other, learn about things, and entertain themselves.

5. Part A: What is another main idea of this article?

- a. Philo T. Farnsworth started inventing at a young age.
- b. Philo T. Farnsworth’s ideas influenced many of the inventions we use today.
- c. Electricity fascinated Philo T. Farnsworth.
- d. Philo T. Farnsworth worked hard.

Part B: Which key detail from the article best supports your answer to Part A?

- a. His invention made *Sesame Street*, news programs, sitcoms, dramas, and all the other television programs possible.
- b. Lights that came on when you flipped a switch and electric tools for the farm intrigued him.
- c. He successfully transferred his first image in 1927—at age 21.
- d. His designs and ideas were the forerunners of many things in our lives, like radar, electron microscopes, and incubators.



Mid-Unit 2 Assessment: Text-Dependent Questions:
“The TV Guy”

6. Why do you think Philo T. Farnsworth was named one of *Time* magazine’s most important people of the 20th century? Support your response with evidence from the text.

7. Write a three- to five-sentence paragraph to summarize what this article is mostly about. Make sure to include key details from the article in your summary.



Mid-Unit 2 Assessment: Text-Dependent Questions:

“The TV Guy”

(Answers, for Teacher Reference)

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 summarize a text. (RI.5.1)

I can determine two or more main ideas of 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 and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4)

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)

Directions:

- Read the entire article “The TV Guy.”
 - Consider the gist of the article. What is it mostly about?
 - Skim the assessment questions below.
 - Reread the pages, thinking about the assessment questions.
 - Answer the questions in complete sentences.
 - Be sure to cite evidence from the text to support your answers.
1. Part A: The article states, “But Farnsworth was sad and bitter that the public did not **recognize** his work to make television a reality.”

What does the word *recognize* mean in the context of this article?

- a. know
- b. acknowledge**
- c. accept
- d. understand

Mid-Unit 2 Assessment: Text-Dependent Questions:

“The TV Guy”

(Answers, for Teacher Reference)

Part B: Which sentence from the article best helped you determine the meaning of the word *recognize*?

- a. Philo spent several years after that fighting over the right to claim he invented the television.
 - b. He died with little money or fame.
 - c. However, in 1985 students and teachers from Ridgmont Elementary School in Salt Lake City started working to give him the recognition he deserved.
 - d. What’s more, *Time* magazine named Philo T. Farnsworth to its list of the 100 most important people of the 20th century!**
2. Part A: Read the two dictionary definitions for the word **avenues** below and determine which is correct based on how the word is used in the first paragraph of the article: “His invention opened up entirely new *avenues* for entertainment, information, and exploration.”
- a. avenues (n): streets, roads, paths
 - b. avenues (n): opportunities, possibilities**
3. In the fourth paragraph of the article, it states, “Farnsworth believed that he could **transform** electricity into pictures.”

Part A: What does the word *transform* mean in this sentence?

- a. draw
- b. change**
- c. place
- d. think

Part B: What part of the word *transform* helped you determine the meaning in Part A? Explain.

Trans – because it is a prefix that means change.

Mid-Unit 2 Assessment: Text-Dependent Questions:

“The TV Guy”

(Answers, for Teacher Reference)

4. Part A: What is one of the main ideas of this article?

- a. **Philo T. Farnsworth’s invention of the television changed the world.**
- b. Television changed the world.
- c. The world was very different before television was invented.
- d. A farm boy invented television.

Part B: Which key detail from the article best supports your answer to Part A?

- a. It may sound hard to believe, but a farm boy from Utah invented the television!
- b. Think how that has changed the world.
- c. But he was the one who made the image dissector camera tube that put the first images on a television screen.
- d. **Philo T. Farnsworth changed the way people all over the world talk to each other, learn about things, and entertain themselves.**

5. Part A: What is another main idea of this article?

- a. Philo T. Farnsworth started inventing at a young age.
- b. **Philo T. Farnsworth’s ideas influenced many of the inventions we use today.**
- c. Electricity fascinated Philo T. Farnsworth.
- d. Philo T. Farnsworth worked hard.

Part B: Which key detail from the article best supports your answer to Part A?

- a. His invention made *Sesame Street*, news programs, sitcoms, dramas, and all the other television programs possible.
- b. Lights that came on when you flipped a switch and electric tools for the farm intrigued him.
- c. He successfully transferred his first image in 1927—at age 21.
- d. **His designs and ideas were the forerunners of many things in our lives, like radar, electron microscopes, and incubators.**

Mid-Unit 2 Assessment: Text-Dependent Questions:

“The TV Guy”

(Answers, for Teacher Reference)

6. Why do you think Philo T. Farnsworth was named one of *Time* magazine’s most important people of the 20th century? Support your response with evidence from the text.

Philo T. Farnsworth was named one of the most important people of the 20th century because his invention of television changed the world. People were able to talk with each other, share information, and entertain themselves in a way they had never been able to before. His ideas also inspired inventions like radar, microscopes and incubators.

7. Write a three- to five-sentence paragraph to summarize what this article is mostly about. Make sure to include key details from the article in your summary.

***Answers will vary, but look for students to meet the following criteria:**

- 1. Summary includes a general statement about what the article “The TV Guy” is mostly about**
- 2. There are at least two key details (in the form of quotes or paraphrased evidence) from the article that are related to/support the general statement about what the article is mostly about.**

See example below.

This article is mostly about how Philo T. Farnsworth invented television. He began working on inventing television from a young age. Eventually he met people to invest money in his idea, which allowed him to continue to work hard and try until he successfully transferred his first image in 1927.

Tracking My Progress, Mid-Unit 2

Name: _____

Date: _____

Learning Target: I can quote accurately from the text when making an inference about why Philo Farnsworth was named one of the most important people of the 20th century by *Time* magazine.

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:

Tracking My Progress, Mid-Unit 2

Name: _____

Date: _____

Learning Target: I can write a statement to summarize what the article “The TV Guy” is mostly about using key details that support the main idea(s).

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:

Tracking My Progress, Mid-Unit 2

Name: _____

Date: _____

Learning Target: I can use a variety of strategies to determine the meaning of unknown words.

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:



EXPEDITIONARY
LEARNING

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

Using Quotes to Explain: Why Philo Farnsworth Invented Television



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



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

I can explain what a text says using quotes from the text. (RI.5.1)

I can determine 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)

- a. I can use context as a clue to the meaning of a word or phrase.
- b. I can consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Supporting Learning Targets

- I can explain *why* Philo Farnsworth wanted to invent television.
- I can determine the meaning of unknown words and phrases using a variety of strategies.

Ongoing Assessment

- Fluency self-assessment (from homework)
- Independent Reading Choice Board response (from homework)
- Gist statement (in journal)
- The Invention of Television note-catcher
- Vocabulary defined (in journal)



| Agenda | Teaching Notes |
|---|--|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Homework Review and Engaging the Reader (5 minutes)Work Time<ol style="list-style-type: none">Determining the Gist: <i>The Boy Who Invented TV</i> Pages 18–28 (15 minutes)Second Read: Explaining Why Philo Farnsworth Wanted to Invent Television (25 minutes)Vocabulary to Deepen Understanding (10 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief and Review Learning Targets (5 minutes)Homework<ol style="list-style-type: none">Reread pages 18–28 of <i>The Boy Who Invented TV</i> aloud to self-assess fluency.Written response (see details below).Independent reading. | <ul style="list-style-type: none">In this lesson, students read the final 10 pages of <i>The Boy Who Invented TV: The Story of Philo Farnsworth</i> to learn about and explain why Philo Farnsworth wanted to invent television. Students focus on specific passages and sentences from <i>The Boy Who Invented TV</i> to respond in The Invention of Television note-catcher to help them understand and explain why the invention came about.This close reading provides a chance to model and clarify for students the strategies they can use for making meaning of a complex text by working together, step-by-step, to complete the note-catcher. This work also scaffolds students' ability to write a well-crafted essay during the end of unit assessment.During the Opening of this lesson, students refer to the Fluency Self-Assessment they completed for homework in order to consider and review criteria for establishing individual fluency goals. Students should be familiar with the self-assessment criteria, from Unit 1 of this Module. (For more details, see the Unit 1 Overview and Foundational Reading and Language Skills Resource Package.)Note that although the key vocabulary students work with during Work Time C may seem more basic than words they have worked with during previous lessons and modules, in fact each of these terms has many possible meanings and is categorized as more than one part of speech, based on context. Therefore, each word was chosen because it is a high-leverage academic term that students will see in a variety of contexts as they become ever more independent readers. Having students work with these high-leverage words to determine meaning both through the use of resources and context clues builds their ability to use multiple strategies to independently determine the accurate meaning of multiple-meaning words.In this lesson you will display the results of an Internet search for the definition of the word 'fine.' If you do not have the technology available to display an active computer screen, consider printing off the results of a search to display on a document camera or to provide students with their own copies.In advance:<ul style="list-style-type: none">Review the Popcorn Read protocol and Fist to Five in Checking for Understanding Techniques (see Appendix).Review the context clues discussion and reference materials in Work Time C to prepare to listen for key concepts students may share and to offer them support as they analyze the word <i>fine</i> and determine the meaning of other key terms. |



| Agenda | Teaching Notes (continued) |
|--------|---|
| | <ul style="list-style-type: none">– If technology is available, provide one computer per group for students to conduct an Internet search to define key terms. Otherwise, provide dictionaries.– Consider displaying key vocabulary from the text to save time during Work Time C.• Post: Learning targets. |

| Lesson Vocabulary | Materials |
|--|--|
| explain, invented, synthesize, determine, variety, strategies; captivated, phonograph (4), fine, even (20), share, lead (22) | <ul style="list-style-type: none">• Journals (begun in Unit 1, Lesson 1; one per student)• <i>The Boy Who Invented TV: The Story of Philo Farnsworth</i> (book; one per student)• The Invention of Television note-catcher (one per student)• The Invention of Television note-catcher (answers, for teacher reference)• Tape, glue, or staplers (enough for each student to have access)• Vocabulary Strategies anchor chart (from Unit 1, Lesson 2)• The results of an internet search (one to display)• Computer with Internet access or dictionaries (one per group)• Fluency self-assessment (from Unit 1; see stand alone Foundational Reading and Language Skills Resource Package; one per student)• Independent Reading Choice Board (from Lesson 4) |



| Opening | Meeting Students' Needs |
|--|--|
| <p>A. Homework Review and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Give students specific positive feedback related to their completion of the mid-unit assessment and their ability to consider and respond to questions. Commend their ability to determine the meaning of unfamiliar words, identify the main ideas of a text, make inferences, and summarize.• Ask students to take out the fluency self-assessment goal they completed for homework and then join their regular small groups.• Review directions for the Popcorn Read protocol with students. Ask them to independently review the fluency goal at the bottom of their fluency self-assessment to prepare for the Popcorn Read. Explain to students that during the Popcorn Read, they should share out key words and phrases from their goal that emphasize which criteria from the self-assessment they are focused on to improve their reading fluency.• Begin. If necessary, start the popcorn with an example such as, “Read like I’m talking to a friend.”• Conclude the popcorn once all students have had an opportunity to share out at least one idea. Then pose these questions for groups to quickly discuss:<ul style="list-style-type: none">* “What patterns did you notice?”* “What words and phrases were repeated by several students?”• Once group members have had a brief moment to confer, invite a few students to share the group’s ideas aloud. Answers will vary, but listen for students to make specific references to the self-assessment criteria, such as:<ul style="list-style-type: none">– “I noticed many people mentioned read like I’m talking to a friend.”– “Not too fast, not too slow.”– “Questions sound like questions.”– “Accuracy.”• Focus students’ attention whole group, then read the guiding question aloud:<ul style="list-style-type: none">* “How do new or improved technologies meet societal needs?”* Say: “During the first half of this unit, we read about what life was like before television was invented. We also read about Philo Farnsworth’s interest in science and his ability to develop useful devices, as well as the experience he had in the potato field that led to his understanding of what he described as ‘capturing light in a bottle.’ As we read the final 10 pages of The Boy Who Invented TV today, we are going to focus on understanding why Philo wanted to invent television.” | <ul style="list-style-type: none">• To encourage the balance of airtime in this Popcorn Read, consider circling students up and giving them each two beans or paper clips. Tell them they should contribute to the Popcorn Read at least once and no more than twice. Students lay their “token” in front of them when they share. |



| Work Time | Meeting Students' Needs |
|---|---|
| <p>A. Determining the Gist: <i>The Boy Who Invented TV</i> Pages 18–28 (15 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their journals and the book <i>The Boy Who Invented TV: The Story of Philo Farnsworth</i>.• Ask students to share out, all at once, what they typically do during the first read of new text. Listen for them to say:<ul style="list-style-type: none">– “Read to determine the gist.”• Then, direct students to turn to page 18. Ask them to complete the following in groups:<ul style="list-style-type: none">– Take turns reading each page aloud, starting on page 18 and ending at the bottom of page 28.– As you read aloud, use this as an opportunity to practice reaching the goal you set for homework to improve your ability to read with fluency.– After reading pages 18–28 aloud with group members, discuss the gist of these final pages.• After 10 minutes, cold call a member from each group to share out the gist. Listen for ideas such as:<ul style="list-style-type: none">– “Philo Farnsworth invented TV at the age of 22.”– “Philo’s wife, Pem, helped him build the first television.”– “It took Philo time to invent the TV.”– “Philo needed investors to give him money to invent television.”– “Philo was a real inventor, like his heroes.”• Ask students to record their gist statements on the same page in their journals where they recorded the gist during previous lessons in this unit. | <ul style="list-style-type: none">• Consider giving students the option of practicing fluency by reading aloud in their small groups or alone into a phonics phone. This will help reduce anxiety for those who are reluctant to read aloud in front of a group.• When reading for gist, consider modifying the amount of text assigned to struggling readers. Choose the selection carefully so students can still contribute meaningfully to the group discussion.• Remind students that it’s okay to find the gist in “baby steps.”• Some students may need support reading a modified version of the text and finding the gist in “baby steps” to be ready to contribute to the conversation with their group. |



| Work Time (continued) | Meeting Students' Needs |
|---|--|
| <p>B. Second Read: Explaining Why Philo Farnsworth Wanted to Invent Television (25 minutes)</p> <ul style="list-style-type: none"> Read the first learning target aloud: <ul style="list-style-type: none"> * “I can explain <i>why</i> Philo Farnsworth wanted to invent television.” Underline key terms from the target students are familiar with from previous lessons: <i>explain</i> and <i>invented</i>. Then ask students to think about and briefly discuss in groups how they could restate the target in their own words. After 1 minute, invite a few students to share their ideas whole group. Then, say something like: <ul style="list-style-type: none"> * “In the following guided close reading, as we revisit passages from previous close reads and consider new information from the last 10 pages of <i>The Boy Who Invented TV</i>, think about the connection between our learning target and the guiding question: ‘How do new or improved technologies meet societal needs?’” Distribute The Invention of Television note-catcher. Read the focus question at the top of the note-catcher aloud, then direct students’ attention to the first row of the note-catcher. Ask them to turn to page 4 of <i>The Boy Who Invented TV</i>. Ask a student to read the directions then each of the three questions in the first row, aloud. Provide clarification as needed, then ask students to independently read Paragraphs 1 and 2 and work with group members to answer each question. After 3 or 4 minutes, invite someone from each group to share their responses whole group. See The Invention of Television note-catcher (answers, for teacher reference) for likely responses as you guide students through the note-catcher. Ask: <ul style="list-style-type: none"> * “What strategy did you use to determine the meaning of the word <i>captivated</i>?” * “Aside from using context clues, how could you look at parts of the word <i>phonograph</i> to help you determine its meaning?” Listen for students to share ideas such as these: <ul style="list-style-type: none"> – “I used context clues such as ‘Philo got goose bumps’ and ‘It was almost impossible to believe’ to figure out what <i>captivated</i> means.” – “I know that <i>phono-</i> means ‘sound,’ so that helps me understand that a <i>phonograph</i> is something that makes sound. If people at that time listened to something that made sound while they danced, it was probably a record player.” Next, focus students’ attention on the second row of the note-catcher. Once again, ask them to read the prompt and the questions aloud. Provide clarification as necessary and ask students to begin. | <ul style="list-style-type: none"> To continue to balance airtime in group discussions and encourage dominant voices to make room for reluctant voices, consider having students keep a group tally of the number of times they contribute to the discussion of questions posed during the guided close read. Encourage them not to share again until everyone in their group has shared the same number of times. <p>When reading aloud to students, consider displaying the text under the document camera. Although students have the text in front of them, struggling readers have a hard time tracking you if they lose their spot for any reason. Being able to track you onscreen as you read and point reduces anxiety and promotes fluency.</p> |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none">• After 4 or 5 minutes, cold call students to share their thinking whole group. Ask:<ul style="list-style-type: none">* “Why would it ‘seem like magic’ to bring people together?”* “Why do you think Philo thought it was heroic to bring people together in these ways?”• Student responses will vary, but listen for suggestions like:<ul style="list-style-type: none">– “It would seem like magic because people lived so far away from each other that it was hard to understand how they were able to hear each other’s voices.”– “Music coming from a machine was new, and so it probably seemed magical.”– “I think Philo thought these inventors were heroic because they came up with new and clever devices that allowed people to talk to loved ones from far away or spend time together being entertained by music for the first time without needing to have a live musician.”• Focus attention on the third row of the note-catcher. Cold call students to read the text and question aloud. Clarify as needed, then ask students to begin.• After 2 minutes, cold call students to share out their thinking. Ask:<ul style="list-style-type: none">* “Why do you think Philo believed television would be a better way to bring people together than radio?”• Listen for ideas such as:<ul style="list-style-type: none">– “I think he believed that television would be better because people could not only listen to the same program, they could also see it.”– “If people could see as well as hear what was happening, they could talk about the same thing, share ideas about what they heard and saw.”• Direct students’ attention to the fourth row of the note-catcher. Again, cold call students to read the text and questions aloud. Point out that the second question is an “inference question.” Remind students of the inferences they made in Lessons 3 and 4, then say something like:<ul style="list-style-type: none">* “Remember that our initial inferences can be made using our background knowledge and then refined based on additional information. As you respond to the second question, make an inference based on what you know about Philo so far. You will have an opportunity to refine this response after you gather a little more information.”• Ask students to work with group members to answer the two questions in the fourth row. | |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none">• After 3 or 4 minutes, cold call several students to share their thinking whole group. Ask:<ul style="list-style-type: none">* “How did the sentence structure, specifically the use of a dash in this sentence, help you determine the answer to the first question?”* “What background knowledge did you use to make an inference for the second question?”• Listen for students to share ideas such as:<ul style="list-style-type: none">– “The dash broke apart the sentence and helped me see the connection between ideas.”– “I know Philo thought machines that brought people together were magical, and a machine that would allow people to share the same stories is one way to bring them together.”• Ask a couple of students to read aloud the text and question in the fifth row of the note-catcher. Clarify as needed, then ask students to work with their group members to determine and write a response to the question.• After 2 minutes, cold call a few students to share their thinking whole group. Ask:<ul style="list-style-type: none">* “What do you think the word <i>ignorant</i> means?”* “How could being less ignorant of one another lead to world peace?”• Responses will vary, but listen for students to say <i>ignorant</i> means “a lack of knowledge; unaware.”• Then ask students to consider and discuss with group members:<ul style="list-style-type: none">* “Based on the information from the fifth row of your note-catcher, how could you add to or revise your response to the inference question, ‘Why might Philo think it was important for people to ‘share the same stories?’”• Give students 1 or 2 minutes to discuss in groups, then invite a few to share their thinking aloud. Answers will vary, but all should be supported by the text.• Cold call students to read the text and questions from the bottom row of the note-catcher. Answer clarifying questions as needed, then ask students to work with group members to respond to each question.• Give students 3 or 4 minutes to answer the last three questions, then invite students from each group to share out their responses. Ask groups to discuss:<ul style="list-style-type: none">* “In what ways did Philo believe he met people’s needs with his invention of television?” | |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• After 1 minute, invite a few students to share out their thinking with the class. Answers will vary, but ideas should include bringing people together, sharing the same stories, learning new things, and fostering peace.• Focus students' attention on the final portion of the note-catcher, Synthesize! and the writing prompt: "Explain <i>why</i> Philo Farnsworth wanted to invent television." Invite a few students to share out their understanding of what <i>synthesize</i> means. Listen for or lead students to this definition:<ul style="list-style-type: none">– "<i>Synthesize</i> means to fuse together, blend, combine."• Then ask students to complete the following:<ul style="list-style-type: none">– With group members, read the prompt aloud and restate it in your own words.– Refer to your responses to the questions on your note-catcher to help you formulate a response to the prompt.– Discuss your thinking with group members.– Write a three- to five-sentence paragraph to answer the prompt. Include key words from the focus question at the top of your note-catcher.• Respond to clarifying questions as necessary, then ask students to begin. Circulate to offer guidance.• After 4 or 5 minutes, cold call a few students to share their paragraphs whole group. Refer to The Invention of Television note-catcher (answers, for teacher reference) to see a sample paragraph. Congratulate students on their ability to determine the meaning of complex terms from the text, to make and refine their inferences, and to synthesize key ideas to explain why Philo Farnsworth invented television.• Ask students to tape, glue, or staple their note-catchers onto the next blank page in their journals.• Tell students that next, they are going to zoom in on some additional key terms from <i>The Boy Who Invented TV</i> to deepen their understanding of why Philo invented television. | |



| Work Time (continued) | Meeting Students' Needs |
|---|---|
| <p>C. Vocabulary to Deepen Understanding (10 minutes)</p> <ul style="list-style-type: none"> Read the second learning target aloud: <ul style="list-style-type: none"> * “I can determine the meaning of unknown words and phrases using a variety of strategies.” Draw students’ attention to terms from the target they are already familiar with from previous lessons: <i>determine</i>, <i>variety</i>, and <i>strategies</i>. Ask students to discuss the meaning of these terms in their groups, then think about how they could restate the target in their own words. After 1 or 2 minutes, cold call a few students to paraphrase the learning target. Cold call students from each group to share out strategies they have used to determine the meaning of unfamiliar terms during previous lessons. Listen for them to mention roots and affixes, context clues, and reference materials. Refer to the Vocabulary Strategies anchor chart to affirm student responses and add any new strategies mentioned. Remind students that during previous lessons, they used reference materials, including dictionaries and online references, to help them determine the specific meaning of key and complex terms. Ask groups to discuss: <ul style="list-style-type: none"> * “Why would we choose to use reference materials to determine the meaning of a word?” After 1 or 2 minutes, invite a few students to share their thinking whole class. Listen for suggestions such as: <ul style="list-style-type: none"> – “We would want to use a reference material if the word has multiple meanings.” – “We would use a reference material if we could not determine the meaning of the word from context clues, familiar prefixes, or common root words.” – “If we can figure out what part of speech a word is, like a noun or verb, then a reference material can help us narrow down possible meanings because resources like the dictionary show the definition of words as they are used in each part of speech.” List these key words from <i>The Boy Who Invented TV</i> where all students can see them: <i>fine</i>, <i>even</i> (page 20), <i>share</i>, <i>lead</i> (page 22). Explain that although these words are probably familiar to students, they are rather complex terms because each has multiple meanings and can be used in many different ways. Therefore, these words are “high-leverage,” which means they are words students will encounter frequently in a variety of contexts. Working to determine the meaning of each high-leverage term further supports their ability to become strong independent readers. | <ul style="list-style-type: none"> To support visual learners, display a poster of the term “high-leverage vocabulary” and a definition. To support students who have a difficult time tracking the discussion onscreen, invite them to help facilitate the discussion by navigating around the web page to demonstrate elements of the definition of <i>fine</i> as you talk about them. |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• Next, say something like:<ul style="list-style-type: none">* “Let’s take a moment to consult an Internet resource.”• Display the results of an internet search for ‘fine definition,’ then ask groups to discuss:<ul style="list-style-type: none">* “What do you notice about the meaning of the word <i>fine</i>?”• Cold call several students to share out. Listen for:<ul style="list-style-type: none">– “I notice it has a lot of different meanings.”– “I notice that <i>fine</i> can mean high-quality, good, thin, a fee you pay, an informal way of saying you are well.”– “I notice that <i>fine</i> can be used as an adjective, noun, and adverb.”– “I notice there are two different definitions under the adjective form.”– “There are examples of <i>fine</i> used in different sentences.”• Depending on your internet search resource, point out the gray arrow at the bottom of the reference box. Explain or demonstrate (if the necessary technology is available) that when this arrow is clicked, the definition box becomes larger to show a lot more information about the word:<ul style="list-style-type: none">– More definitions and examples in context– The word origins, the language(s) the word was derived from– The option to translate the word into many other languages, such as Spanish, French, German, Chinese, Russian, etc.– A graph that shows the use of the word over time• Tell students that this additional information can be helpful in trying to determine not only the meaning of a word, but also to build knowledge about root words they will encounter in other texts. This is also a valuable tool for ELLs, as it allows them to have the word translated into their first language as a way of accessing the word’s meaning.• Say something like:<ul style="list-style-type: none">* “Remember, sometimes words that seem simple can actually have many meanings, and determining what those words mean can be just as difficult as defining a seemingly more complex term. Using reference materials and context clues together can help you determine the correct meaning of a word with more than one definition. Let’s look at the way <i>fine</i> is used in <i>The Boy Who Invented TV</i>.” | |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• Ask students to open their books to page 20. Instruct them to listen and follow along silently as you read the last paragraph aloud, starting with “Wasn’t it funny ...” and ending with “... would be even better.”• Ask groups to discuss:<ul style="list-style-type: none">* “What do you think the word <i>fine</i> means in the context of this paragraph?”• After 1 or 2 minutes, cold call several students to share their thoughts whole group. Encourage them to refer to specific details from the text to explain how they made their decision. Listen for:<ul style="list-style-type: none">– “I think <i>fine</i> means ‘good,’ because Philo describes how much he and Pem like to ‘watch’ the radio and how the radio is a fine way to bring people together, and television would be ‘even better’ than that.”• Recognize students for their ability to use multiple strategies to determine the meaning of <i>fine</i>. Encourage them to continue selecting and using appropriate vocabulary strategies as they complete their vocabulary task today. Distribute computers with Internet access or dictionaries for students to use.• Ask them to continue using a variety of strategies to determine the meaning of the remaining key terms and complete the four-column chart in their journal glossary for each word (if computers and Internet access are available, allow them to conduct an Internet search to help determine the meaning of each word.• After 7 or 8 minutes, cold call students to share out the meaning of each word. Encourage them to explain the vocabulary strategies they used to determine the meaning of each term. Listen for them to say that <i>even</i> is used to make a comparison (radio is good, but television is better); <i>lead</i> means “result in”; and <i>share</i> means “communicate, tell.”• If students are unable to define key terms, model how to locate and review possible definitions, then use context clues or other strategies to determine meaning.• Say something like:<ul style="list-style-type: none">* “Now that you have a deeper understanding about key vocabulary from the text, you are invited to go back to your note-catchers to revise your explanations from Work Time B about why Philo Farnsworth invented television.”• As time allows, invite students to share out and explain the revisions they made based on new understandings about key terms. | |



| Closing and Assessment | Meeting Students' Needs |
|---|--|
| <p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Bring students together whole group. Say:<ul style="list-style-type: none">* “Think about what you have learned about Philo Farnsworth and his invention of television from the book <i>The Boy Who Invented TV</i>. Then consider: What did Philo think was the most important reason for inventing television?”• Give students 1 or 2 minutes to think about their responses and refer back to their texts and notes as needed. Then ask them to turn to a nearby partner to share their thinking.• After 1 minute, invite a few students to share their thinking with the class. Answers will vary, but listen for students to support their ideas with direct references to the text and their notes.• Read both of the learning targets aloud and ask students to use Fist to Five to demonstrate their mastery toward each target. Note students who show three fingers or fewer, as they may need more support.• Distribute one index card to each student, as an admit ticket for the next lesson. | <ul style="list-style-type: none">• Offer a sentence starter to give all students access to the debrief question (“Philo thought the most important reason for inventing the television was ...”). |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Reread pages 18–28 of <i>The Boy Who Invented TV</i> aloud (in front of the mirror or to someone at home) to self-assess fluency, using your Fluency Self-Assessment from Lesson 5.• Written response: After reading all of <i>The Boy Who Invented TV</i>, consider and write a response to the question: How much do you think television changed the lives of people living in the 1920s?• Read independently for at least 15 or 20 minutes and complete one Independent Reading Choice Board response. | <ul style="list-style-type: none">• Consider providing an audio version of pages 18–28 to support struggling readers or promote fluency. |



EXPEDITIONARY
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



The Invention of Television Note-catcher

Name:

Date:

Focus question: *Why* did Philo Farnsworth want to invent television?

| | |
|---|---|
| <p>Reread Paragraphs 1 and 2 on page 4 silently, then use details from the text to answer the questions on the right.</p> | <p>What two new machines “captivated” young Philo?</p> <p>What do you think <i>captivated</i> means?</p> <p>What is a phonograph? What words in the text make you think so?</p> |
|---|---|



The Invention of Television Note-catcher

Reread Paragraphs 3 and 4 on page 4 out loud with a partner. Together, use details from the text to answer the questions on the right.

Why did these machines “seem like magic” to Philo?

How might a telephone and a phonograph bring people together?

Who were Philo’s heroes?

Think carefully about what you have learned about Philo on this page. Why would Philo consider these men to be his heroes?



The Invention of Television Note-catcher

| | |
|--|---|
| <p>“Radio was such a fine way to bring folks together. And television, he sensed, would be even better” (p. 20).</p> | <p>What did Philo believe television could do better than radio?</p> |
| <p>“That was the best thing about television, he said—it would let families and whole communities share the same stories” (p. 22).</p> | <p>What did Philo think the best thing about television was? How do you know?</p> <p>Why might Philo think it was important for people to “share the same stories”?</p> |



The Invention of Television Note-catcher

| | |
|---|--|
| <p>“By making people less ignorant of one another, he went on, it would teach and inspire. Maybe even lead to world peace” (p. 22).</p> | <p>According to Philo, how might the invention of television lead to world peace? Explain your reasoning using specific details from the story.</p> |
| <p>Reread page 4 silently, then use what you have read to better understand this quote:</p> <p>“He was a real inventor, like his heroes—someone who connected people, a shaper of the world to come” (p. 28).</p> | <p>Who, specifically, did Philo think he was like? Who were his heroes?</p> <p>How did Philo define a “real inventor”?</p> <p>Think about your responses to <i>all</i> of the questions above. Why did Philo think of himself as a “real inventor” after he invented television?</p> |



The Invention of Television Note-catcher

Synthesize!

Explain *why* Philo Farnsworth wanted to invent television. Remember to use key words from the focus question in your response.



The Invention of Television Note-catcher
(Answers, for Teacher Reference)

Focus question: *Why* did Philo Farnsworth want to invent television?

| | |
|---|---|
| <p>Reread Paragraphs 1 and 2 on page 4 silently, then use details from the text to answer the questions on the right.</p> | <p>What two new machines “captivated” young Philo?</p> <p>(hand-cranked) telephone and phonograph</p> <p>What do you think <i>captivated</i> means?</p> <p>interested, fascinated</p> <p>What is a phonograph? What words in the text make you think so?</p> <p>I think a phonograph is a record player because it says “music swirling out of a machine.”</p> |
|---|---|



The Invention of Television Note-catcher
(Answers, for Teacher Reference)

| | |
|---|--|
| <p>Reread Paragraphs 3 and 4 on page 4 out loud with a partner. Together, use details from the text to answer the questions on the right.</p> | <p>Why did these machines “seem like magic” to Philo?</p> <p>They were “clever” and “brought people together in whole new ways.”</p> <p>How might a telephone and a phonograph bring people together?</p> <p>A telephone allowed people who lived far away from each other to talk; phonographs were played at dances, where people spent time together.</p> <p>Who were Philo’s heroes?</p> <p>Alexander Graham Bell and Thomas Edison</p> <p>Think carefully about what you have learned about Philo on this page. Why would Philo consider these men to be his heroes?</p> <p>Because they invented things that brought people together</p> |
|---|--|



The Invention of Television Note-catcher
(Answers, for Teacher Reference)

| | |
|---|---|
| <p>“Radio was such a fine way to bring folks together. And television, he sensed, would be even better” (p. 20).</p> | <p>What did Philo believe television could do better than radio?</p> <p>He believed television would bring people together better than radio could.</p> |
| <p>“That was the best thing about television, he said—it would let families and whole communities share the same stories” (p. 22).</p> | <p>What did Philo think the best thing about television was? How do you know?</p> <p>Philo believed the best thing about television was that it would let families and whole communities share the same stories. I know this because after the words “he said,” there is a dash and then more details about what he said.</p> <p>Why might Philo think it was important for people to “share the same stories”?</p> <p>It might help bring them together.</p> |
| <p>“By making people less ignorant of one another, he went on, it would teach and inspire. Maybe even lead to world peace” (p. 22).</p> | <p>According to Philo, how might the invention of television lead to world peace? Explain your reasoning using specific details from the story.</p> <p>He believed that if television made people less ignorant of one another, it could be used to teach and inspire them.</p> |



The Invention of Television Note-catcher
(Answers, for Teacher Reference)

| | |
|---|--|
| <p>“He was a real inventor, like his heroes—someone who connected people, a shaper of the world to come” (p. 28).</p> | <p>Who, specifically, did Philo think he was like? Who were his heroes?</p> <p>He felt like one of his heroes, Alexander Graham Bell and Thomas Edison.</p> <p>How did Philo define a “real inventor”?</p> <p>Philo thought a real inventor was someone who connected people and shaped the world to come.</p> <p>Think about your responses to the questions above. Why did Philo think of himself as a “real inventor” after he invented television?</p> <p>He thought he was a real inventor because he believed his invention of television would bring people together, connect them, maybe lead to world peace.</p> |
|---|--|



The Invention of Television Note-catcher
(Answers, for Teacher Reference)



Synthesize!

Explain *why* Philo Farnsworth wanted to invent television. Remember to use key words from the focus question in your response.

Philo Farnsworth wanted to invent television because he thought it would bring people together like the invention of the telephone, the phonograph, and the radio. He believed television would allow families and communities to share the same stories, making people less ignorant of one another so they would be able to learn and become inspired by television. He thought TV could possibly lead to world peace. Philo wanted to be “real inventor,” a person who connected people and shaped the world to come, like his heroes Alexander Graham Bell and Thomas Edison.



EXPEDITIONARY
LEARNING

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

Using Quotes to Explain Relationships: How the Invention of Television Changed People's Lives



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can explain what a text says using quotes from the text. (RI.5.1)

I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text based on specific information in the text. (RI.5.3)

Supporting Learning Targets

- I can explain how television changed people's lives, using paraphrased details from the video and quotes from the text.
- I can identify the role of television in people's lives, based on information from the video and article.

Ongoing Assessment

- How Television Changed People's Lives note-catcher
- Text-Dependent Questions: The Role of Television in People's Lives
- Vocabulary defined (in journal)
- Fluency self-assessment
- Independent Reading Choice Board response
- Group Norms Checklist (teacher assessment)



| Agenda | Teaching Notes |
|--|--|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Homework Review and Engaging the Reader (5 minutes)Work Time<ol style="list-style-type: none">Determining the Gist of a Video Clip and Article: "Television Takes the World by Storm" and "How Do Inventions Affect the Way We Live?" (15 minutes)Second View and Read: How Television Changed People's Lives (25 minutes)Text-Dependent Questions: The Role of Television in People's Lives (10 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief and Review of Learning Targets (5 minutes)Homework<ol style="list-style-type: none">Reread <i>The Boy Who Invented TV</i>, pages 1–28 and write a response to this question: "In what ways did Philo hope television would make people's lives better?" | <ul style="list-style-type: none">In this lesson, students view and listen to a short excerpt from the video "Television Takes the World by Storm" and read an article titled "How Do Inventions Affect the Way We Live?" to build their understanding about how the invention of television changed people's lives. Note that the article is above grade-level with a Lexile level of 1130 (some students may need additional support to access ideas presented in the text.)Consider conducting an informal assessment of students' fluency as they work together to read aloud the article "How Do Inventions Affect the Way We Live?" during Work Time A. Base the assessment on criteria described in the fluency self-assessment or on their ability to meet the criteria of standard SL.5.1 using the Group Norms Checklist. The self-assessment is part of the larger, stand-alone Fluency Packet resource.During Work Time B, students are asked to paraphrase details from the video and quote information from the article, recording the information in separate charts on the How Television Changed People's Lives note-catcher. Asking students to use both strategies helps to reinforce their ability and eventual mastery of note-taking skills they have been working on in Unit 1 and in the first half of this unit. It also allows an opportunity for students to once again consider when it is best to paraphrase information versus using quotes directly from the text. As in Lesson 6, students complete their notes and write an explanation about how television changed people's lives.As in Unit 1, Lesson 7, in the last part of this lesson's Work Time, students look back to the text, their notes, and key terms to answer three text-dependent questions about the relationship between people and television. To meet the demands of RI.5.3, students must be able to recognize the relationships between people and ideas. Therefore, for the first two questions, students are asked to identify more than one possible correct answer. This format is not typical of the question and response format students will encounter on state assessments. Rather, it gives them an opportunity to think about how they can locate more than one piece of information within a text that supports their understanding of the ideas presented. |



| | Teaching Notes (continued) |
|--|---|
| | <ul style="list-style-type: none">• In advance:<ul style="list-style-type: none">– Prepare technology to view and hear the video “Television Takes the World by Storm” (http://www.history.com/shows/modern-marvels/videos/television-takes-the-world-by-storm#television-takes-the-world-by-storm)– Display the Quote/Paraphrase anchor chart (from Unit 1, Lesson 2).– Review the Stretch-o-Meter protocol described in Work Time A (introduced in Unit 1, Lesson 2.) Briefly describe this protocol to any students who might be physically restricted and unable to participate. Preview the three options in the Meeting Students' Needs column and ask them to consider which they would prefer when it's time.– Consider displaying key vocabulary from the text to save time during Work Time B.– Review Glass, Bugs, Mud in Checking for Understanding Techniques (see Appendix).• Post: Learning targets. |



| Lesson Vocabulary | Materials |
|--|--|
| explain, changed, paraphrased, quotes, identify, information; compound; downside, regardless (video), inauguration, medium, commercial, networks, (social) fabric, address (article) | <ul style="list-style-type: none">• Journals (begun in Unit 1, Lesson 1; one per student)• Video: “Television Takes the World by Storm” (1:07-3:02)• Computer, LCD projector, and speakers (to play video)• “How Do Inventions Affect the Way We Live?” (one per student)• Fluency self-assessment (from Unit 1; see stand-alone Fluency Packet; one per student)• Group Norms Checklist (from Lesson 1; one per student for teacher use)• Explanation Task Card: How Television Changed People's Lives (one per student)• How Television Changed People's Lives note-catcher (one per student)• Document camera• How Television Changed People's Lives note-catcher (answers, for teacher reference)• Quote/Paraphrase anchor chart (from Unit 1, Lesson 2)• Vocabulary Strategies anchor chart (from Unit 1, Lesson 2)• Tape, glue or staplers (enough to allow each student access)• Text-Dependent Questions: The Role of Television in People's Lives (one per student)• Text-Dependent Questions: The Role of Television in People's Lives (answers, for teacher reference)• Independent Reading Choice Board (from Lesson 4)• Index cards (one per student) |



| Opening | Meeting Students' Needs |
|--|--|
| <p>A. Homework Review and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their Written response from their Lesson 6 homework.• Tell students they will use the Stretch-o-Meter protocol to indicate how much they think the invention of television changed the lives of people living during the 1920s.• Clarify directions and model if needed. (You might stretch as tall as you can, fingers almost touching the sky, and explain that this would mean you think television changed people's lives a lot, or sit on the floor and explain this would mean they think television changed people's lives very little.)• Invite students to "stretch."• Once all students have "stretched," ask them to turn to a partner and discuss:<ul style="list-style-type: none">* "Why do you believe that television changed people's lives a little/somewhat/a lot?"• After 1 or 2 minutes, invite a few students to share their thinking whole group. Listen for students to share ideas such as:<ul style="list-style-type: none">– "I think television changed people's lives a lot in the 1920s because it provided a new type of entertainment."– "I think it changed people's lives somewhat because they were excited about a new invention, but Philo's invention didn't have much to show at first."– "I think it didn't change people's lives much at all because it seemed to take a long time for Philo and Pem to build one television, so I don't think many people were able to get them."• Invite a student to read the guiding question aloud:<ul style="list-style-type: none">* "How do new or improved technologies meet societal needs?"• Frame the lesson, telling students that they will watch a video clip and read an article about how the invention of television changed people's lives. Encourage them to keep this guiding question in mind. | <ul style="list-style-type: none">• Students who use a wheelchair or are otherwise physically restricted from participating in this protocol can stretch just their arms or use just their pointer finger, or you or an aide can be a proxy. |



| Work Time | Meeting Students' Needs |
|---|--|
| <p>A. Determining the Gist of a Video Clip and Article: “Television Takes the World by Storm” and “How Do Inventions Affect the Way We Live?” (15 minutes)</p> <ul style="list-style-type: none"> • Ask students to gather their journals and join their regular groups. • Tell them that they will watch just under 2 minutes of a video titled “Television Takes the World by Storm” to determine the gist. Start the video at 1:07 and run to the end at 3:02. • Once the video ends, ask students to think about, then discuss in groups: <ul style="list-style-type: none"> * “What is the gist of the video clip?” • After 2 minutes, cold call members from each group to share their gist statements aloud. Listen for ideas such as: <ul style="list-style-type: none"> – “This video is about how TV works.” – “The video is about how television allowed people to see things they had never seen before.” – “It’s about how sometimes people will just watch anything that’s on the television, which could be a downside.” • Direct students to record the gist of the video on a new page in their journals. • Distribute the article “How Do Inventions Affect the Way We Live?” and give students these instructions: <ul style="list-style-type: none"> – With group members, take turns reading each paragraph of the article aloud. – Think about, then discuss what you think is the gist of the article. – Record the gist of “How Do Inventions Affect the Way We Live?” on the same page in your journal where you recorded the gist of the video. • Give students 6 to 7 minutes to complete their work. Circulate to offer guidance and support as needed. Consider using this as an opportunity to informally assess individual students’ fluency based on criteria from the fluency self-assessment or the Group Norms Checklist. • After 6 or 7 minutes, invite students from each group to share out the gist of the article “How Do Inventions Affect the Way We Live?” Listen for: <ul style="list-style-type: none"> – “This article is about how people were able to see, not just listen, to events once the television was invented.” – “It’s about how people started to enjoy and watch television more than they listened to the radio.” – “The article is about how people in rural areas became connected with people in the cities, through TV,” and similar ideas. | <ul style="list-style-type: none"> • Students who need more processing time may benefit from watching the video more than once to effectively determine the gist. Consider providing opportunities for students to see the clip as a center activity before this lesson to provide another exposure. • Offer a choice to read aloud in their small groups or read aloud into a phonics phone to reduce the anxiety of reluctant readers. • Consider modifying the amount of text assigned to struggling readers. Be sure to choose the selection carefully so they are still prepared to contribute meaningfully to the group discussion about the gist. • Remind students that it’s okay to find the gist in “baby steps” to make it easier to determine the gist at the end. • Some students may need guided support in determining the gist in “baby steps” to be ready to contribute to their group conversation. |



| Work Time (continued) | Meeting Students' Needs |
|---|--|
| <ul style="list-style-type: none"> Tell students that during the next part of Work Time, they will be able to view and read each text more closely to better understand and explain how the invention of television changed people's lives. | |
| <p>B. Second View and Read: How Television Changed People's Lives (25 minutes)</p> <ul style="list-style-type: none"> Ask a student to read the first learning target aloud: <ul style="list-style-type: none"> * "I can explain how television changed people's lives, using paraphrased details from the video and quotes from the text." Point out the terms in this target students are familiar with from previous lessons: <i>explain</i>, <i>changed</i>, <i>paraphrased</i>, and <i>quotes</i>. Then ask them to think about and briefly discuss in groups how they could restate the target in their own words. Invite a few students to share out their ideas whole group. Distribute the Explanation Task Card: How Television Changed People's Lives and How Television Changed People's Lives note-catcher to each student. Using a document camera, display the task card then ask students to read along silently as you read each of the directions aloud. After reading Step 2, ask students to refer to the Quote/Paraphrase anchor chart as a reminder of the difference between paraphrased details and direct quotes. Say something like: <ul style="list-style-type: none"> * "You will paraphrase details from the video on the first chart of your note-catcher to answer the focus question: 'How did the invention of television change people's lives?' It is oftentimes easier to paraphrase the ideas from a video because it can be difficult to catch every word the speaker says and quote accurately. Therefore, because we are able to understand mostly but perhaps not exactly what the speakers say, it is better to simply restate the ideas in our own words. You will have the opportunity to listen to an excerpt from the video multiple times." Play the clip "Television Takes the World by Storm" from 2:07–3:02 once, and then pause to allow students to discuss with group members the information they saw and heard that helped to answer the focus question. After 2 minutes, ask them to write their paraphrased ideas on the first chart of their note-catchers. Play the same segment of the video a second time. Once again, ask students to discuss in groups what they saw and heard that helped them to answer the focus question, then record additional paraphrased details on their note-catchers. Cold call students from each group to share a paraphrased detail they recorded. See How Television Changed People's Lives note-catcher (answers, for teacher reference) for possible responses. | <ul style="list-style-type: none"> To support struggling readers and promote fluency, when reading aloud the directions for the Explanation Task Card: How Television Changed People's Lives, consider displaying the text under the document camera and tracking with your finger as you read. To promote a balance of airtime throughout this lesson, consider asking students to use "tokens" or tally marks to track the number of times they contribute to a discussion after a question is posed. Give students a target number to aim for (e.g., at least five times, no more than 10). Consider providing access to a word processor or a scribe for students who struggle with the physical act of writing to complete the How Television Changed People's Lives note catcher. |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none"> • Before moving on to Part II of the task, focus students' attention on some key terms from the video: <i>downside</i>, and <i>regardless</i>. • Point out that the word <i>downside</i> is a compound word made up of two familiar words. Ask students to identify and share out the meaning of each part of the word <i>downside</i>. Listen for: <ul style="list-style-type: none"> – “<i>Down</i> is the first part of this word, and the way it's used it likely means ‘low(er), negative.’” – “<i>Side</i> is the second part of this word, and as it's used it probably means ‘part, quality, feature.’” • If students are unable to identify or define each part of the word <i>downside</i>, provide assistance. • Ask groups to discuss what they think the word <i>downside</i> means based on the meanings of parts of the word. After a moment, invite a few students to share their thinking whole group. Listen for suggestions like: <ul style="list-style-type: none"> – “A downside is a negative side, aspect, quality.” • Ask students to then discuss what they think the word <i>regard</i> means. • After 1 or 2 minutes, invite a few students to share out. Listen for: <ul style="list-style-type: none"> – “Regard means consider, think about.” • If students do not know the meaning of <i>regard</i>, define it for them. • Ask students to discuss what the suffix <i>-less</i> means and then to try to determine the meaning of <i>regardless</i>” • After 1 or 2 minutes, cold call a few students to share out whole group. Listen for ideas such as: <ul style="list-style-type: none"> – “<i>Less</i> means ‘without,’ so I think <i>regardless</i> means doing something without thinking about it.” • Play the video segment from 2:07–3:02 a third time and direct students to listen for these two key terms to help them add to or revise the paraphrased details in the first chart on their note-catchers. • Next, focus students on the Part II task card directions. Read each of the directions aloud as they follow along silently. Ask: <ul style="list-style-type: none"> * “What do you notice is the main difference between notes from the video and notes you will take about the article?” • Give students a moment to discuss, then invite one or two to share out. Listen for: <ul style="list-style-type: none"> – “We are supposed to record quotes from the article to answer the focus question, rather than paraphrasing details.” • Clarify any directions as necessary, and then ask students to begin their work. Circulate to support. • After 8 to 10 minutes, cold call students to share out the quotes they recorded on the second chart of their note-catchers to help them answer the focus question (see the teacher reference note-catcher for possible quotes). | |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none">• Display and focus students' attention on key words from the article: <i>inauguration</i>, <i>medium</i>, <i>commercial</i>, <i>networks</i>, <i>(social) fabric</i>, and <i>address</i>.• Give groups these directions:<ul style="list-style-type: none">– Independently, locate and circle each of the key terms in the article "How Do Inventions Affect the Way We Live?"– Refer to the Vocabulary Strategies anchor chart as needed to refresh your memory about various strategies you can use to determine the meaning of these words.– With group members, discuss your thinking about the meaning of each word.– Either above the word or in the margin of the article, write a synonym or short definition for each word.• After 4 or 5 minutes, cold call students to share out the synonym or definition they recorded for each term, as well as the strategy they used to determine the meaning. Strategies will vary, but definitions should include that an <i>inauguration</i> is a ceremony or event that takes place when there is a new American president, <i>medium</i> is a way of communicating, <i>commercial</i> refers to business, <i>networks</i> are television companies, <i>(social) fabric</i> in this context means something that connects people, and <i>address</i> means "speak to."• Give students 2 minutes to revise or add to the quotes on their note-catcher, based on new understandings about vocabulary from the article.• Invite a few students to share out their additions and revisions as well as explain how understanding key terms helped them refine their notes.• Focus students' attention on Part III of the task card directions. Read the directions aloud. Tell students this is similar to the work they did in Lesson 6 to synthesize thinking about why Philo Farnsworth wanted to invent television. Say:<ul style="list-style-type: none">* "Remember to refer to and synthesize the paraphrased details and quotes you recorded to craft a short paragraph that explains how television changed people's lives."• Provide clarification as needed, then circulate to offer support.• After 4 or 5 minutes, invite members from each group to share their paragraphs aloud. Recognize and point out those that restate the focus question and incorporate key details from both the video and the article.• Ask students to tape, glue, or staple their note-catchers on the next blank page in their journals.• Say that in Work Time C, they are going to revisit the paraphrased details, quotes, and paragraph they recorded on their note-catchers, as well as the video and article, to answer questions about the role of television in people's lives. | |



| Work Time (continued) | Meeting Students' Needs |
|--|--|
| <p>C. Text-Dependent Questions: The Role of Television in People's Lives (10 minutes)</p> <ul style="list-style-type: none"> Ask a student to read the second learning target aloud: <ul style="list-style-type: none"> * "I can identify the role of television in people's lives, based on information from the video and article." Focus students' attention on the word <i>role</i> in this target. Ask them to think about and then briefly discuss with group members what this word means in the context of the target. After 1 minute, invite a few students to share their thinking whole group. Listen for: <ul style="list-style-type: none"> – "<i>Role</i> in this context means 'the part television plays in people's lives,' 'function.'" Then, underline the key terms in this target that students are familiar with from previous lessons: <i>identify</i> and <i>information</i>. Ask them to think about the meaning of these familiar words as well as the meaning of the word <i>role</i> to help them restate the target in their own words. Invite a few students to share out their thinking. Next, display and distribute Text-Dependent Questions: The Role of Television in People's Lives. Read the directions and each question aloud to students. Reiterate that there can be more than one correct response to each question, so they should carefully review the article and their notes to help them identify all correct answers. Answer clarifying questions as necessary, then ask students to begin working with group members to complete the three text-dependent questions. Circulate to offer guidance and support as needed. After 6 or 7 minutes, cold call members from each group to share their responses to each question. See Text-Dependent Questions: The Role of Television in People's Lives (answers for teacher reference) for possible responses. Ask students to tape, glue, or staple the text-dependent questions on the next blank page in their journals. | <ul style="list-style-type: none"> During this Work Time, you may want to pull a small group of students to model strategies for responding to text-dependent questions, such as restating the question in your own words to ensure you understand it; reading through each of the possible responses carefully to evaluate whether each is a possible/accurate response to the question; checking your thinking against the text (video and article) as well as notes; discussing ideas with peers by referring directly to quotes and paraphrased details from the text, etc. For students who have difficulty processing auditory information, consider replaying the video at least one or two more times. |



| Closing and Assessment | Meeting Students' Needs |
|---|---|
| <p>A. Debrief and Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Gather students whole group. Recap the lesson, and then invite them to think about what they learned today from the video and article to revise their inference about how much television changed people's lives in the 1920s.• Ask students to briefly discuss their thinking with a nearby partner and then use the Stretch-o-Meter protocol to indicate to what degree they believe television changed the lives of people in the 1920s.• Once all students have "stretched," invite a few to share their thinking whole group. Listen for comments like:<ul style="list-style-type: none">– "During the Opening, I stretched tall because I thought television probably changed people's lives in the 1920s a lot. But this time I sat on the ground because I read that many people didn't have access to television until the 1950s."• Read both learning targets aloud and ask students to use the Glass, Bugs, Mud Checking for Understanding technique to demonstrate their level of mastery toward each target. Note those who show bugs or mud, as they may need more support identifying, paraphrasing, or quoting key details that help them respond to a focus question.• Distribute one index card to each student for the homework assignment. | <ul style="list-style-type: none">• Students who use a wheelchair or are otherwise physically restricted from participating in this protocol can stretch just their arms or use just their pointer finger, or you or an aide can be a proxy. |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Reread <i>The Boy Who Invented TV</i>, pages 1–28. Think about and respond to this question on your index card, based on evidence from the text: "In what ways did Philo hope television would make people's lives better?" | <ul style="list-style-type: none">• Consider providing an audio version of pages 1–28 to support struggling readers or to promote fluency.• Allow struggling writers to dictate their response to someone at home who can write it on the index card for them. |



EXPEDITIONARY
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



“How Do Inventions Affect the Way We Live?”



It was calculated that almost 38 million people across the world watched the inauguration of President Obama on a television set in their homes in 2009. It's not easy for us in the 21st century to imagine, but there was a time when so many people would not have been able to see an historic event such as the swearing in of the first African American president in the United States. There was a time when there was no television, no medium that would allow people all over the world to experience the same event, at the same time.

What is common to us today was once new and magical. Not so long ago was the time when a comedy show was heard but not seen. In the 1800's and into the 1900's, the radio carried news and entertainment over a wire and into a box in your home. Families would gather around the radio and listen together. You could hear the action, hear the jokes, but there was no picture. When the Japanese bombed an American Navy base in Pearl Harbor, Hawaii, people all over the country listened in horror – but they couldn't see the event that would send the United States into World War II, only hear about it.

Then came television. In 1939 it was showcased at the World Fair in New York. In the 1940's, commercial television broadcasting—using the television as a medium to tell us things, show us things, and sell us things, had begun to take hold. The NBC, CBS, and ABC networks that we know today were building television stations to carry signals into homes in cities such as New York, Los Angeles, Chicago and Philadelphia. From its start in big cities, television quickly spread to the rest of the country.

The first people in a town that were able to get a television invited neighbors to watch with them. The television became the main news source above newspapers and radios, and part of the social fabric of communities. In 1947, President Harry Truman's State of the Union address was televised. People all over the United States could hear and see their president as he gave his message to the union—to them. In that same year, the World Series of baseball was also televised. Imagine the magic of having only heard things through the radio to watching something on the television screen, even if it was a small screen, even if it was black and white and terribly snowy.

Americans were hooked. And because we were hooked, buying televisions and buying the products advertised on the television, the stations were built in more and more parts of the United States. The numbers of people watching a television in their homes rose from 6,000 in 1946 to 12 million by 1951. One source says, “No new invention entered American homes faster than black and white television sets; by 1955 half of US homes had one (Stephens, no date).” The distance between cities and rural areas remained geographically, but because they both had televisions, the people of rural areas, farmers and cattle ranchers, knew what the peoples of cities knew and saw what the people of the cities saw. All parts of the country had that connection.

With so many people watching television, sharing in events, the world was becoming smaller as people grew together with shared experiences around the television set in the living room. Yes, everyone watched the same show, at the same time, in one room, together. Just like the internet we now know and on which we rely for our news, our entertainment, as a source of social connections, the television is one of those inventions that changed the world in its time.



Quinn, Susan. "How Do Inventions Affect the Way We Live." *American Reading Company*. 2014: Print.

Explanation Task Card:
How Television Changed People's Lives

Focus question: How has television changed people's lives?

Part I:

1. With group members, review the video "Television Takes the World by Storm" (2:07–3:02) to listen for two or three pieces of information that help you answer the focus question.
2. Record two or three **paraphrased** details on the first chart of your How Television Changed People's Lives note-catcher.

Part II:

1. With group members, reread the article "How Do Inventions Affect the Way We Live?" to locate two or three quotes that help you answer the focus question."
2. Record each of the **quotes** on the second chart of your note-catcher.

Part III:

1. Refer to the paraphrased details and quotes from both charts to help you think about how you could respond to the focus question, and then discuss your thinking with group members.
2. In the Explanation box of your note-catcher, synthesize the paraphrased details and quotes to explain in your own words how television changed people's lives. Remember to use key words from the focus question in your response.



How Television Changed People's Lives Note-catcher

Focus question: How has television changed people's lives?

Paraphrase and Quote Charts

| |
|--|
| <i>Paraphrased details from the video "Television Takes the World by Storm"</i> |
| <i>Detail 1:</i> |
| <i>Detail 2:</i> |
| <i>Detail 3:</i> |
| |
| <i>Quotes from the article "How Do Inventions Affect the Way We Live?"</i> |
| <i>Quote 1:</i> |
| <i>Quote 2:</i> |
| <i>Quote 3:</i> |

Synthesize!

Explain how television changed people's lives (use key words from the focus question in your response).



How Television Changed People's Lives Note-catcher
(Answers, for Teacher Reference)

Focus question: How has television changed people's lives?

Paraphrase and Quote Charts

| |
|--|
| <i>Paraphrased details from the video "Television Takes the World by Storm"</i> |
| <i>Detail 1:</i> People could watch important events as they happened. |
| <i>Detail 2:</i> By the 1950s, more than 30 million homes had a TV. |
| <i>Detail 3:</i> We can see people land on the moon. |
| <i>Detail 4:</i> The downside is that people will sit in front of the TV without actually caring about what they watch. |
| |
| <i>Quotes from the article "How Do Inventions Affect the Way We Live?"</i> |
| <i>Quote 1:</i> "...there was a time when so many people would not have been able to see an historic event such as the swearing in of the first African American president in the United States ." |
| <i>Quote 2:</i> "...using the television as a medium to tell us things, show us things, and sell us things..." |
| <i>Quote 3:</i> "The numbers of people watching a television in their homes rose from 6,000 in 1946 to 12 million by 1951." |
| <i>Quote 4:</i> "With so many people watching television, sharing in events, the world was becoming smaller as people grew together with shared experiences around the television set in the living room." |

Synthesize!

Explain how television changed people's lives *(use key words from the focus question in your response.)*

Television affected people's lives in many ways. The invention of TV allowed people to watch important events as they happened, and by the 1950s more than 30 million people had a television in their home. TV was used to tell people things, show them things, and sell them things. It also allowed people to share important events and become connected.

Text-Dependent Questions:
The Role of Television in People's Lives

Name:

Date:

Refer to the video “Television Takes the World by Storm,” the article “How Do Inventions Affect the Way We Live?” and the details and quotes you recorded on your note-catcher to help you respond to these questions.

1. According to the article and video, what did the invention of television allow people to do that they could not do before? Circle all correct responses.
 - Witness historic events as they happened.
 - Learn about local events taking place.
 - Watch the president’s State of the Union address and sporting events such as the World Series.
 - See people land on the moon.
2. How are people’s needs met through television? Circle all correct responses.
 - They are able to sit around and watch shows all day.
 - Television connects people living in rural areas to cities and the rest of the world.
 - Television serves as a communications medium.
 - Television provides opportunities for people to socialize, allowing friends and family to watch programs together.
3. According to the video, what is a possible downside to television? Choose one.
 - a. It uses a lot of electricity.
 - b. Televisions cost a lot of money.
 - c. Televisions are difficult to build.
 - d. People watch television regardless of what is on.



Text-Dependent Questions:

The Role of Television in People's Lives
(Answers, for Teacher Reference)

Answers are in **bold**.

1. According to the article and video, what did the invention of television allow people to do that they could not do before? Circle all correct responses.

- **Witness historic events as they happened.**
- Learn about local events taking place.
- **Watch the president's State of the Union address and sporting events such as the World Series.**
- See people land on the moon.

2. How are people's needs met through television? Circle all correct responses.

- They are able to sit around and watch shows all day.
- **Television connects people living in rural areas to cities and the rest of the world.**
- **Television serves as a communications medium.**
- **Television provides opportunities for people to socialize, allowing friends and family to watch programs together.**

3. According to the video, what is a possible downside to television? Choose one.

- a. It uses a lot of electricity.
- b. Televisions cost a lot of money.
- c. Televisions are difficult to build.
- d. **People watch television regardless of what is on.**



EXPEDITIONARY
LEARNING

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

Analysis, Reflection, and Introduction to the Painted Essay: The Invention of Television



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) | |
|---|--|
| I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) I can write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.2) | |
| Supporting Learning Targets | Ongoing Assessment |
| <ul style="list-style-type: none">• I can analyze evidence from the texts I have read and viewed in order to explain if television changed people's lives in the ways Philo Farnsworth hoped it would.• I can describe the Painted Essay structure for writing an essay. | <ul style="list-style-type: none">• Analyze and Explain task• Painted Essay template, color-coded |



| Agenda | Teaching Notes |
|--|---|
| <ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Homework Review and Engaging the Writer (5 minutes)2. Work Time<ol style="list-style-type: none">A. Analysis and Reflection: Did Television Change People's Lives in the Way Philo Farnsworth Hoped It Would? (20 minutes)B. Informational Writing: The Painted Essay® (30 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Review of Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. Independent reading. | <ul style="list-style-type: none">• The work students complete in this lesson is a scaffold toward the end-of-unit assessment essay students will write to explain why Philo Farnsworth invented television and the ways in which television changed people's lives. Based on the needs of your class, this lesson may take longer than 60 minutes. Consider extending the time or stretching it across two days.• In this lesson, students synthesize their learning about the invention of television and how it changed people's lives, then move on to learning the Painted Essay® structure for informational writing in preparation for the End of Unit 2 Assessment, Parts I and II (in Lessons 12 and 13).• Students are introduced to the Painted Essay® structure as a means for developing their understanding of the parts of an essay and their purposes. The Painting an Essay lesson plan and Painted Essay® template (in the supporting materials) were developed by Diana Leddy and the Vermont Writing Collaborative and are used with permission.• Review the Painting an Essay lesson plan in the supporting materials. Become familiar with the terminology related to parts of a Painted Essay® as well as their purposes. Get a general sense of the flow of the lesson and the ways students will use the various materials they need to complete the Painted Essay® activity.• If your district has printed lessons for you in black and white, it may be helpful to view this lesson in color, and print colored some copies. Go to EngageNY.org or commoncoresuccess.elschools.org and search for 5th grade, Module 2B, Unit 2 lessons.• Note that the term “thesis” is introduced in this lesson as part of the introductory paragraph of an informational essay. This word may seem advanced for elementary students, but they need to become familiar with this term as they work toward mastery of informational writing, since they will encounter it often in secondary school.• Review Back-to-Back, Face-to-Face protocol and Thumb-O-Meter in Checking for Understanding Techniques (see Appendix).• Post: Learning targets. |



| Lesson Vocabulary | Materials |
|---|---|
| analyze, evidence, explain, structure, essay; worthwhile, envisioned, introductory paragraph, introduction, thesis, points, focus, proof paragraphs, conclusion | <ul style="list-style-type: none">• Journals (begun in Unit 1, Lesson 1; one per student)• <i>The Boy Who Invented TV: The Story of Philo Farnsworth</i> (book; one per student)• Analyze and Explain task card (one per student)• Analyze and Explain task card (answers, for teacher reference)• The Invention of Television note-catcher (from Lesson 6; one per student)• Evidence strips (one set per student)• Scissors (one pair per student)• Tape, glue, or staplers (enough to provide access for each student)• Group Norms Checklist (from Lesson 1; for teacher use)• Painting an Essay lesson plan (for teacher reference)• The Painted Essay® template (one per student and one to display)• Paintbrushes (one per student)• Watercolor paints (red, yellow, blue, green; one set per pair of students)• Cups of water (one per pair of students)• The Painted Essay® colored (for teacher reference; see Teaching notes re colored version)• Printed poem or song lyrics (one for display)• Overhead markers (red, yellow, blue, green; for teacher use)• Index cards (one per student)• Independent Reading Choice Board (from Lesson 4) |



| Opening | Meeting Students' Needs |
|---|--|
| <p>A. Homework Review and Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their homework.• Remind students of the Back-to-Back, Face-to-Face protocol and provide clarification as needed.• Give students 1 minute to find a partner who is <i>not</i> a member of their regular group and turn back-to-back.• Read the question from the Lesson 7 homework aloud to students:<ul style="list-style-type: none">* “In what ways did Philo hope television would make people’s lives better?”• Allow students a brief moment to review their responses, then ask them to turn face-to-face to share their ideas.• After 1 or 2 minutes, ask students to find a second partner who is <i>not</i> a member of their regular group and once again turn back-to-back.• Then ask them to turn face-to-face to share their thinking with the new partner.• After 1 or 2 minutes, focus students’ attention whole group. Invite a few to share their responses whole group. Listen for ideas such as these:<ul style="list-style-type: none">– “Philo hoped television would allow people to connect with one another.”– “Philo believed television would be a tool to help people learn and become inspired.”– “Philo thought if people shared the same stories and became less ignorant of each other through television, it could lead to world peace.”• Collect students’ homework to review. Then, ask students to take out their journals and books, <i>The Boy Who Invented TV: The Story of Philo Farnsworth</i> to prepare for work time. | <ul style="list-style-type: none">• Consider strategically partnering students so that those who speak the same home language are together.• For students who struggle with sharing aloud, consider allowing them to exchange and silently read one another’s homework responses. |



| Work Time | Meeting Students' Needs |
|--|---|
| <p>A. Analysis and Reflection: Did Television Change People's Lives in the Way Philo Farnsworth Hoped It Would? (20 minutes)</p> <ul style="list-style-type: none"> Ask students to join their regular groups and turn to page 30 of <i>The Boy Who Invented TV</i>, the author's note. Explain that often authors write a note in the front or the back of the book to give readers with further details and information. The types of information authors share in their notes vary. Sometimes, authors explain how they got the idea for the book, the type of research they conducted, their purpose for writing the book and/or additional information about the topic that was not fully addressed in the main sections of the text. Tell students that as you read the author's note aloud, you'd like them to follow along and think about these questions: <ul style="list-style-type: none"> * "What is the gist of Kathleen Krull's author's note?" * "What was Kathleen Krull's purpose for writing the author's note about <i>The Boy Who Invented TV</i>?" Read the full author's note aloud to students as they follow along silently. Then ask students to take 2 minutes to consider and discuss the two questions above. Cold call several students to share their thinking whole group. Listen for suggestions supported by the text, such as these: <ul style="list-style-type: none"> – "I think her purpose for the note was to explain what happened to Philo after his invention was announced." – "I think her purpose was to give the reader more details about how Philo felt about television years after he invented it." Ask students to turn to the page in their journals where they recorded the gist of each section of <i>The Boy Who Invented TV</i> to write a gist statement about the author's note. Have the class read the first learning target together aloud: <ul style="list-style-type: none"> * "I can analyze evidence from the texts I have read and viewed in order to explain if television changed people's lives in the ways Philo Farnsworth hoped it would." Underline the words in this target that students are familiar with from previous lessons: <i>analyze</i>, <i>evidence</i>, and <i>explain</i>. Direct students to briefly discuss in groups how they could restate the target in their own words based on their understanding of these key terms. After 1 or 2 minutes, cold call a few students to share out whole group. Reinforce their use of synonyms/synonymous phrases for key terms in the target: "closely examine," "study," or "evaluate" for <i>analyze</i>; "quotes," "paraphrased details," "facts" for <i>evidence</i>; "describe," "give details about," "make clear" for <i>explain</i>, for example. | <ul style="list-style-type: none"> To support visual learners and struggling readers, display the Author's Note on the document camera and point to the text as you read. Consider providing students with a note-catcher to record thoughts about the gist and author's purpose as the Author's Note is read aloud. Pause a few times while reading to allow students to collect and record their thoughts. Encourage students to briefly review the meaning of each key term from the learning target in their discussion groups before attempting to paraphrase the learning target. Consider displaying questions for group discussion. |



| Work Time (continued) | Meeting Students' Needs |
|--|--|
| <ul style="list-style-type: none"> • Tell students they will now review the book, articles and video they have read throughout this unit to locate specific details that help them determine whether or not television changed people's lives in the ways Philo hoped it would. • Display and distribute the Analyze and Explain task card. Focus students on the Analysis Focus at the top and ask a volunteer to read it aloud: <ul style="list-style-type: none"> * "Philo Farnsworth hoped television would change people's lives for the better." • Say: <ul style="list-style-type: none"> * "In order to refresh your memories about the ways that Philo hoped television would make people's lives better, please take a look back at your responses to the questions and the explanation you wrote on The Invention of Television note-catcher during Lesson 6." • Give students 2 or 3 minutes to review their note-catchers and discuss in groups: <ul style="list-style-type: none"> * "In what ways did Philo hope television would make people's lives better?" • After 2 or 3 minutes, invite members from each group to share out details from their note-catchers that explain the ways Philo thought television could make people's lives better. • Next, distribute the evidence strips. Ask several students to read the evidence aloud, pausing after the second piece of evidence: "In 1969, with the televised landing of an American spacecraft on the moon, (Philo) and just about every American watched this historic event at the same time. Only then did he feel that TV was becoming the worthwhile machine he'd envisioned." • Circle the words <i>worthwhile</i> and <i>envisioned</i>. Ask students to think about and then discuss with group members: <ul style="list-style-type: none"> * "Are there any parts of these words that are familiar to you? How can they help you determine the meaning of the word?" * "What context clues help you determine the meaning of each word?" • Allow 2 minutes for groups to discuss. Then, invite a few students to share their thinking aloud. Listen for ideas such as these: <ul style="list-style-type: none"> – "I know <i>worth</i> means 'value' and <i>while</i> is related to time, so I think <i>worthwhile</i> means 'a valuable way to spend your time.'" – "<i>Vision</i> means 'sight,' so <i>envision</i> might refer to what Philo saw happening with television." | <ul style="list-style-type: none"> • Consider providing struggling writers with a blank outline to help structure their reflection paragraph. <ul style="list-style-type: none"> – Topic sentence, responds to reflection question, uses key words from the question – Two or three supporting sentences, use paraphrased details from the text to support the topic sentence – Conclusion sentence, restates introduction in a new way |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• Resume reading the evidence strips. Once each piece of evidence has been read aloud, read the directions on the task card aloud and answer any clarifying questions. Distribute scissors and tape, glue, or staplers to each student.• Give students 7 or 8 minutes to complete the Analysis and Explanation task, circulating to offer guidance as needed. Also consider using this time to informally assess students' progression toward ELA Standard SL.5.1 with the Group Norms Checklist.• When time is up, cold call students to share out how they sorted their evidence strips, and then their response to the reflection question. See the Analyze and Explain task card (answers, for teacher reference) for a sample response.• Ask students to add their Analyze and Explain task card to the next blank page in their journals, using tape, glue, or staples. | |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <p>B. Informational Writing: The Painted Essay® (30 minutes)</p> <ul style="list-style-type: none">• Note: Be sure to have previewed the Painting an Essay lesson plan carefully in advance. Use it to guide this portion of the lesson. Students will need their paintbrushes, watercolors, water, and index cards.• Read the second learning target aloud:<ul style="list-style-type: none">* “I can describe the Painted Essay structure for writing an essay.”• Ask groups to discuss what they know about the meanings of the words <i>structure</i> and <i>essay</i>.• After 1 or 2 minutes, cold call a few students to share their thinking with the class. Listen for ideas such as:<ul style="list-style-type: none">– “<i>Structure</i> is how something is organized, arranged, or put together.”– “An <i>essay</i> is a paper, several paragraphs long, about a certain topic.”• If students are not able to define these terms, offer the definitions yourself.• Tell students, that today they will learn about the Painted Essay structure for writing a clear and concise informational piece. Ask students that as they ‘paint their essays’ today, they should pay close attention to the parts of a Painted Essay, their purposes, and how they work together to form a well-organized written piece.”• Distribute materials for the Painting an Essay activity: Painted Essay® template, paintbrushes, watercolor paints (red, yellow, blue, green), cups of water.• As students organize their materials, collect and display the items you need for instruction of the Painted Essay template, printed poem or song lyrics and overhead markers (red, yellow, blue, green).• Follow the Painting an Essay lesson plan to help students understand the Painted Essay writing structure.• Once students have painted their templates and added them to the next blank page in their journals (or templates are left to dry in another area of the room), ask students to gather again whole group. | <ul style="list-style-type: none">• For students who struggle with fine motor skills, consider making watercolor pencils available.• For students who are colorblind, provide the option to use a variety of underlining techniques, straight lines, squiggles, dashes, etc., instead of paints. |



| Closing and Assessment | Meeting Students' Needs |
|--|--|
| <p>A. Debrief and Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Ask students to think about, then turn and talk with a partner:<ul style="list-style-type: none">* “Why is it important for writers to select and organize information that supports their thinking?”• Give them 2 minutes to discuss their ideas, then invite a few students to share whole group. Listen for:<ul style="list-style-type: none">– “When we select evidence that supports our ideas and organize the information in a clear way, it helps readers understand our thinking.”• Tell students that in the next lesson, they will begin working with a model Painted Essay and writing their own Painted Essays in preparation for the End of Unit 2 Assessment.• Read each of the learning targets aloud, asking students to use the Thumb-O-Meter to demonstrate their mastery toward each target. Note students who show middle to low, as they may need more support analyzing evidence to explain or understanding the structure of a Painted Essay. | <ul style="list-style-type: none">• To allow all students access to the discussion, consider providing a sentence starter (“It’s important for authors to select and organize information because ...”). |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Read independently for at least 30 minutes; complete a question on your Independent Reading Choice Board. | <ul style="list-style-type: none">• Provide audiobooks, as available, for students who struggle with reading independently.• Allow students to dictate their choice board response to someone at home to act as scribe. |



EXPEDITIONARY
LEARNING

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

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Analyze and Explain Task Card

***Analysis focus:** *Philo Farnsworth hoped television would change people's lives for the better.*

Directions

1. Cut your evidence strips apart along the lines so that you have eight strips total.
2. With group members, review your evidence strips to determine whether each detail or quote should be sorted into the box "TV accomplished Philo's goals" or the box "TV *did not* accomplish Philo's goals."
3. Tape, glue, or staple each evidence strip into the appropriate box.
4. With group members, read the reflection question aloud and restate it in your own words.
5. Review the evidence you sorted to determine an answer to the reflection question.
6. Write a short three- to five-sentence response to the reflection question that is supported by paraphrased evidence from your evidence strips. Be sure to write a concluding statement for your paragraph, to summarize your response to the reflection question.



Analyze and Explain Task Card

***Analysis focus:** *Philo Farnsworth hoped television would change people's lives for the better.*

TV accomplished Philo's goals.

TV *did not* accomplish Philo's goals.

***Reflection question:** Did television change people's lives in the ways Philo hoped it would?
(Remember to use key words from the question and paraphrased details from your evidence strips in your response.)



Analyze and Explain Task Card
(Answers, for Teacher Reference)

***Analysis focus:** *Philo Farnsworth hoped television would change people's lives for the better.*

TV accomplished Philo's goals.

For the first time in history, people could watch important events as they happened.

"In 1969, with the televised landing of an American spacecraft on the moon, (Philo) and just about every American watched this historic event at the same time. Only then did he feel that TV was becoming the worthwhile machine he'd envisioned."

"The new medium turned on the lives of rural residents, connecting them to the rest of the world even more than newspapers or radio."

"The first family in the neighborhood to get a TV would invite friends and neighbors to come over and watch."

Philo Farnsworth's "invention opened up entirely new avenues for entertainment, information, and exploration."

Philo Farnsworth's "invention made *Sesame Street*, news programs, sitcoms, dramas, and all the other television programs possible."

TV *did not* accomplish Philo's goals.

The downside of television is that people will sit in front of the television without actually caring about what they watch.

"Ill and bitter, (Philo) rarely watched TV and wouldn't let his sons watch. 'Too many cowboy movies,' he said."



Analyze and Explain Task Card
(Answers, for Teacher Reference)

***Reflection question:** Did television change people's lives in the ways Philo hoped it would?

Television changed people's lives in many of the ways Philo Farnsworth hoped it would. Television connected people by allowing them to watch important events like the moon landing at the same time. Shows like *Sesame Street* and news programs provide ways for people to learn from TV. Television also allowed people living in rural areas access to information better than radio or newspapers ever did. Overall, television accomplished what Philo wanted it to.



Evidence Strips

For the first time in history, people could watch important events as they happened.

“In 1969, with the televised landing of an American spacecraft on the moon, (Philo) and just about every American watched this historic event at the same time. Only then did he feel that TV was becoming the worthwhile machine he’d envisioned.”

The downside of television is that people will sit in front of the television without actually caring about what they watch.

“The new medium turned on the lives of rural residents, connecting them to the rest of the world even more than newspapers or radio.”

“The first family in the neighborhood to get a TV would invite friends and neighbors to come over and watch.”

Philo Farnsworth’s “invention opened up entirely new avenues for entertainment, information, and exploration.”

Philo Farnsworth’s “invention made *Sesame Street*, news programs, sitcoms, dramas, and all the other television programs possible.”

“Ill and bitter, (Philo) rarely watched TV and wouldn’t let his sons watch. ‘Too many cowboy movies,’ he said.”



Painted Essay template

Diana Leddy everywritetv@aol.com

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

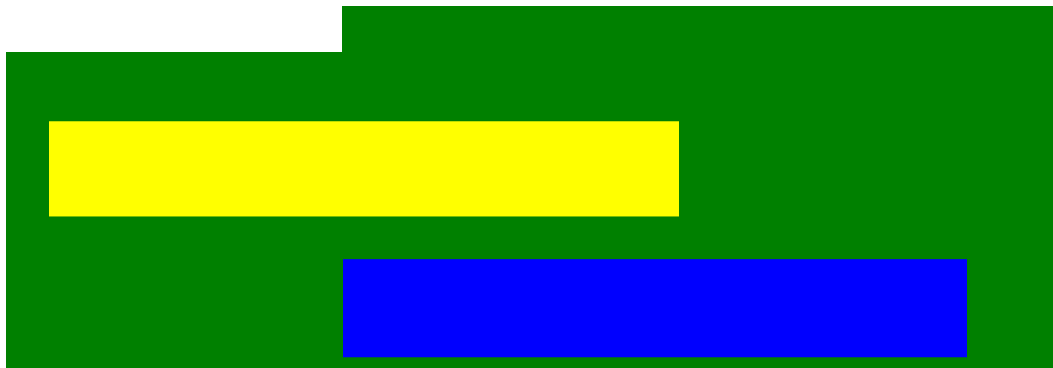
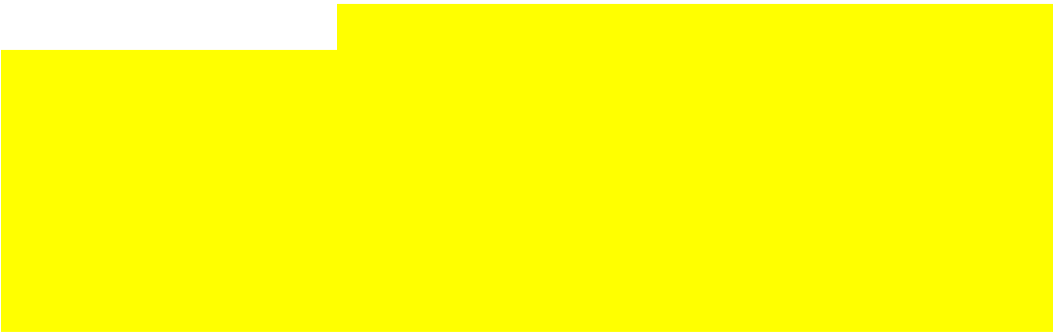
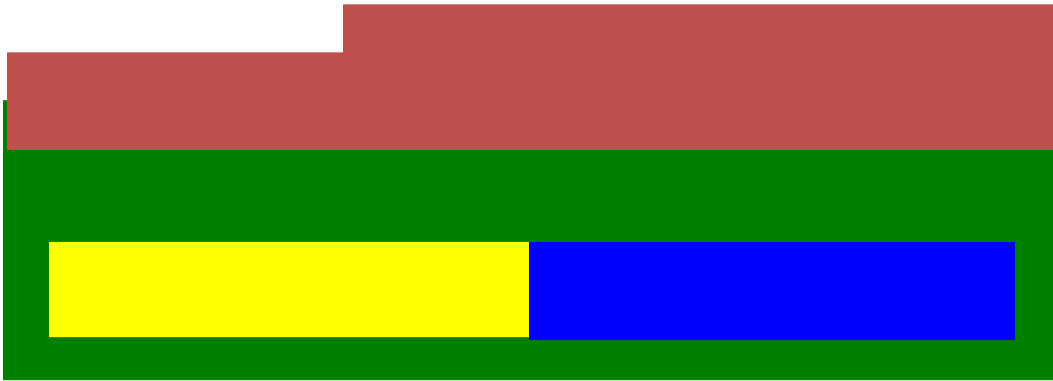
Conclusion

What?
So What?

For classroom reproduction only



The Painted Essay: Color Template
(For Teacher Reference)





Painting an Essay Lesson Plan (For Teacher Reference)

Big Idea:

To show understanding, writers select and organize evidence to support a big idea.

Students need to know:

The parts of an essay and their purposes.

Materials:

- 1 copy of *The Painted Essay®* (preferably on heavy white stock) for each student
- 1 brush for each student
- 1 set of watercolor paints (red, yellow, blue, green) and a cup of water for each pair of students
- Projected image of the *The Painted Essay®* (using an overhead projector, interactive whiteboard, etc.)
- Overhead projector and colored pens (red, yellow, blue, green)
- A poem or song lyrics

Lesson Overview:

In this introductory lesson, you will use a projected image and colored pens or markers to introduce the form and content of a basic essay. With the help of color, you will explain the parts of the Painted Essay® one paragraph at a time, filling in each section with the appropriate color as you go. Instruct your students to paint each paragraph immediately after you have explained and modeled adding color. The lesson plan includes dialogue to help you in your explanation of each part.

Keep in mind that this lesson is only an introduction. The focus of this first lesson is simply on associating a name and color with each paragraph in an essay. This will give your class a common language of craft, which will provide a solid base for writing instruction. Later lessons in this sequence will help your students develop a deeper understanding of these important concepts.

Painting an Essay:

A Colorful Approach to Teaching Basic Essay Form
lesson plan

Note:
Sample
teacher
dialogue
is in
italics.

Before you begin:

- Give each student a copy of the blank Painted Essay®.
- Set up the watercolor paint sets so that each student has his/her own brush and easy access to paints and water.
- Display the transparency of the Painted Essay® using a projector and have red, blue, yellow and green markers ready.



Painting an Essay Lesson Plan
(For Teacher Reference)

Introducing the Lesson

To start, hold up a poem or song lyrics. Lead a discussion similar to the one below.

What type of writing is this? How do you know? Some kinds of writing, like poems, can have special shapes or forms. Today we are going to learn about the form of a basic essay.

Look at the Painted Essay sheet on your desk. How many paragraphs are there? Each of the four paragraphs has a name and a special job or function. We will give each paragraph its own color to help us remember its name and job in the essay.

Painting an Essay

- Have the students color code the essay template as you explain the name and function of each paragraph. Follow the directions below to introduce each paragraph.

Introduction and Focus:

- Point to the first paragraph on the overhead.

*Your first paragraph is called the **Introductory Paragraph**, and the first part of that paragraph is called the **INTRODUCTION**. The job of the introduction is to give some background information, or context, so that the reader can understand the piece. The introduction must also catch your readers' attention, so that they will want to read more! Red is a "catchy" color, so let's paint this paragraph red. Watch how I color the first part of this paragraph, stopping at the line over the word *thesis*, be careful-do not color the thesis yet.*

- Use the red marker to model this process. When most have finished, instruct students to put their brushes down (Follow this same general procedure for each paragraph).
- Continue your explanation by pointing to the thesis toward the end of the introduction.

*At the end of this paragraph is a very important sentence called the **THESIS**. Your **THESIS** tells the main idea of your piece. The thesis is the most important sentence in the piece; it steers the piece the way a steering wheel steers a car. Paint your thesis green.*

Use the green marker to model this process, then continue.

In this essay, the thesis has two points. The thesis and the points together make up the "focus" of your piece. The focus tells the reader, in more detail, what you will be writing about. Paint "point one" yellow and paint "point two" blue. Put your brushes down when you have finished to show me you are ready to move on to the next step.

- Use the blue and yellow markers to model this process.



Painting an Essay Lesson Plan
(For Teacher Reference)

Proof Paragraph One:

- Briefly check all student work before moving on to the next step.

The next paragraph is called PROOF PARAGRAPH ONE. Its job is to give evidence and reasons to prove the first point of your focus. What color is point one of your focus? Paint proof paragraph one yellow, like point one of your focus. Put your brushes down when you have finished.

- Use the yellow marker to model this process.

Proof Paragraph Two and Transition:

- Skip the line labeled “transition” and point to Proof Paragraph 2 on the overhead.

The next paragraph is called PROOF PARAGRAPH TWO. Its job is to give evidence and reasons to prove the second point of your focus. Skip the sentence labeled transition for now. Place your brush right beneath it and paint a blue line.

- Model this with the blue marker.

*Now, continue to paint proof paragraph two blue, like point two of your focus.
Again, model this with a marker.*

- Return to the transition; point to it on the projected image.

This line is called a TRANSITION. A transition is a sentence that moves you from one big point in your piece to the next. It is like a bridge between your two points. Why do you think it is yellow and blue? Paint your transition any pattern of yellow and blue you'd like (stripes, dots, etc.), but please don't mix the two colors.

- Use the blue and yellow markers to model this process.

Conclusion:

- Point to the last paragraph on the projected essay.

*The final paragraph is called a CONCLUSION. Its job is to wrap up the piece.
A conclusion has two parts: a *WHAT* and a *SO WHAT?*. In your conclusion, you need to repeat your thesis (what), but you also need to add some of your own thinking and tell us why what you said is important (So what?). To write your conclusion, you use the ideas in proof paragraph one (yellow) and the ideas in proof paragraph two (blue) to figure out something new. Please mix your yellow ideas and your blue ideas and see what you get.*



Painting an Essay Lesson Plan
(For Teacher Reference)

- Have students mix the blue and yellow paints in the watercolor tray or on a plastic plate.

What happened? When you mix blue and yellow you get a new color- green! The green shows that after you have considered all your facts, you arrive back at your green thesis. But, you'll notice that the color you mixed is a different shade of green than your original thesis- in fact, it's unique! Everyone has a slightly different shade of green. Take a minute to look around at all the different shades of green you've created.

The CONCLUSION is green because when you run the ideas in the yellow paragraph and the ideas in the blue paragraph through your own mind they come together to make something new -- your own thinking on the topic! Now, paint your conclusion with your own special shade of green.

Wrapping up:

- To finish the lesson, review all the colors and reasons for them.
- Then allow the essays to dry. Have your students put them in a folder or notebook for reference (laminate or use a plastic sheet protector if possible).
- Remember to refer to this model frequently throughout the year. Let the colors become part of your classroom language about writing. This first lesson will help students to acquire some basic vocabulary and develop a visual template that will lay the groundwork for a deeper understanding of writing concepts. The activities and games that follow, and practice in writing simple essays will help students to move from knowledge to real understanding.



EXPEDITIONARY
LEARNING

Grade 5: Module 2B: Unit 2: Lesson 9

The Painted Essay: The Introductory Paragraph



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

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

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

Supporting Learning Targets

- I can identify and explain the purpose of the introduction, thesis, and points of an introductory paragraph about the invention of the electric motor.
- With peers, I can sort and color-code the introduction, focus, and points of an introductory paragraph about the invention of basketball.

Ongoing Assessment

- Independent Reading Choice Board responses
- Independent reading index card (completed during Opening A)
- The Electric Motor introductory paragraph, color-coded
- Basketball introductory paragraph, sorted and color-coded



| Agenda | Teaching Notes |
|---|---|
| <ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Homework Review and Engaging the Writer (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Determining the Gist and Structure: Model Painted Essay “The Electric Motor” (10 minutes) B. The Painted Essay: Identifying and Explaining the Parts and Purposes of the Introductory Paragraph (20 minutes) C. The Painted Essay: Sorting and Color-Coding the Parts of an Introductory Paragraph about the Invention of Basketball (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief and Review of Learning Targets (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Written response on index card. B. Read independently for at least 30 minutes; write a response to one of the questions on your Independent Reading Choice Board. | <ul style="list-style-type: none"> • In this lesson, students analyze a model Painted Essay about the invention of the electric motor, then work with a scaffolded introductory paragraph for an essay they will write about the invention of basketball. This work supports students both in their understanding of the purpose of each part of a Painted Essay, as well as in their preparation for the End of Unit 2 Assessment in Lessons 12 and 13. • First, students read through the Model Painted Essay: “The Electric Motor” to get a sense of the flow of the essay, how all the parts work together to create a big picture for the reader, and the gist. • If your district has printed lessons for you in black and white, it may be helpful to view this lesson in color, and print colored some copies. Go to EngageNY.org or commoncoresuccess.elschools.org and search for 5th grade, Module 2B, Unit 2 lessons. • In Work Time B, students analyze how the pieces of the introductory paragraph in the model Painted Essay fit together and establish 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. This will prepare you to accurately explain and precisely model the use of the Painted Essay structure for students. • In Work Time C, students are given sentences or phrases for an introductory paragraph about the invention of basketball: <i>the introduction</i> (attention-getter, background information), <i>thesis</i>, <i>point 1</i>, and <i>point 2</i>. Students work in groups to sort and arrange each piece of their introductory paragraph, then compare their own arrangement against the Color-Coded Painted Essay Introductory Paragraph: Basketball that they will use in Lessons 10 and 11. Allowing students to physically manipulate and arrange each piece of the introductory paragraph provides a concrete way for them to gain a better understanding of its parts and purposes, as well as how those parts fit together to establish a plan for the rest of the essay. • In advance: <ul style="list-style-type: none"> – Create a new anchor chart titled Parts of a Painted Essay (see the supporting materials). – Cut the introductory paragraph pieces into five pieces per group. – Cut apart the paragraphs of the Color-Coded Painted Essay Introductory Paragraph: Basketball so each student will have one complete color-coded introductory paragraph to paste into his or her journal. • Post: Learning targets. |



| Lesson Vocabulary | Materials |
|--|---|
| focus, identify, explain, purpose, introduction, context, thesis, points, introductory paragraph, sort, color-code | <ul style="list-style-type: none">• Index cards (one per student)• Journals (begun in Unit 1, Lesson 1; one per student)• Model Painted Essay: “The Electric Motor” (one per student and one to display; see teaching Notes re colored version)• Document camera• Students’ completed Painted Essay templates (from Lesson 8)• Parts of a Painted Essay anchor chart (new; teacher created; see supporting materials; see Teaching Notes re colored version)• Crayons, colored pencils, or highlighters (one red, green, yellow, and blue, for each student)• Overhead markers (red, green, yellow, blue; for teacher use)• Color-Coded Model Painted Essay: “The Electric Motor” (for teacher reference; see Teaching Notes re colored version)• Tape, glue, or staplers (enough to provide access for each student)• Introductory paragraph pieces (cut apart; one set of five pieces for each group)• Group Norms Checklist (teacher assessment; from Lesson 1)• Color-Coded Painted Essay Introductory Paragraph: “Basketball” (one per student; see Teaching Notes re colored version)• Index cards (one per student) |



| Opening | Meeting Students' Needs |
|---|--|
| <p>A. Homework Review and Engaging the Writer (10 minutes)</p> <ul style="list-style-type: none"> Ask students to take out their Independent Reading Choice Boards, then focus their attention whole group. Say something like: <ul style="list-style-type: none"> * “Now that you have responded to many of the questions on your choice boards, it is time to pause and reflect on your responses to share what you have discovered about the types of texts and authors you prefer for reading independently.” Distribute one index card to each student and give these directions: <ol style="list-style-type: none"> Write your name in the upper right corner on one side of your index card. Review each response on your Independent Reading Choice Board. Think about, then write a response to these questions on <i>one</i> side of your index card: <ul style="list-style-type: none"> “Do I enjoy reading this book? Why or why not?” Think about, then write a response to these questions on the <i>other</i> side of your index card: <ul style="list-style-type: none"> “Would I read another book by this author? Why or why not?” “Would I read this genre again? Why or why not?” Give students 3 or 4 minutes to work, providing support as needed. Ask students to pair up with a peer who is not a member of their regular small group and share their thinking for a couple of minutes. After 2 minutes, focus students whole group. Invite several to share out interesting ideas they heard from their partner. Collect students' index cards. Review and schedule a meeting with each student to discuss independent reading selections during another part of the school day. Say: <ul style="list-style-type: none"> * “Remember the guiding question we have primarily focused on during this unit: ‘How do new or improved technologies meet societal needs?’” Continue by explaining that it is time for students to apply what they've learned about inventions and to become authors themselves. Therefore, this lesson will focus more on the second guiding question: <ul style="list-style-type: none"> * “How do authors structure text ... to engage and support readers' understanding of complex ideas?” | <ul style="list-style-type: none"> Consider providing students with a prewritten task card that includes each of the reflection questions for the homework review. <p>Side One</p> <ul style="list-style-type: none"> * “Do I enjoy reading this book? Why or why not?” <p>Side Two</p> <ul style="list-style-type: none"> * “Would I read another book by this author? Why or why not?” * “Would I read this genre again? Why or why not?” To support ELLs, consider displaying an anchor chart with descriptions, including pictures, of different genres. Display the guiding question. Consider highlighting, circling, underlining, or otherwise drawing attention to key terms, such as <i>technologies</i>, <i>societal needs</i>, <i>structure</i>, <i>engage</i>, and <i>complex</i>. Consider locating images of puzzle pieces and a completed puzzle to visually demonstrate for students how smaller pieces fit together to create a bigger picture. |



| Opening (continued) | Meeting Students' Needs |
|--|--|
| <ul style="list-style-type: none">Tell students that in today's lesson, they will examine the introductory paragraph for a Painted Essay in order to understand each part and its purpose. They will consider how parts of the introductory paragraph fit together like pieces of a puzzle to engage readers, support their understanding of the text, and provide a "big picture" of the topic. | |
| Work Time | Meeting Students' Needs |
| <p>A. Determining the Gist and Structure: Model Painted Essay: "The Electric Motor" (10 minutes)</p> <ul style="list-style-type: none">Ask students to take out their journals and join their regular groups.Distribute the Model Painted Essay: "The Electric Motor" and display a copy using a document camera.Give groups these directions:<ul style="list-style-type: none">Each person takes a turn reading one paragraph aloud, starting with the first paragraph.After reading the model essay aloud, discuss what you think the gist of the essay is. Then, as a group, find and underline the sentence or sentences in the introductory paragraph that best describe what the whole essay is about (the gist).Write the gist of this essay on a new page in your own journal.Clarify directions as needed and 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 <i>focus</i> (thesis, points 1 and 2) of the piece:<ul style="list-style-type: none">"The electric motor changed everything.""The invention of the electric motor solved a big problem for people living in the 1800s.""The electric motor improved people's lives in many ways."Next, ask students to open their journals to the page where they added their Painted Essay templates during Lesson 8.Tell them to refer to their templates and model essay to discuss these questions with their group:<ul style="list-style-type: none">* "What do you notice about the structure of the model essay in comparison to the Painted Essay template?"* "What do you wonder about the structure of the model essay?" | <ul style="list-style-type: none">Consider providing students with the option to read aloud in pairs, alternating paragraphs for each pair in their group. |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• After 1 or 2 minutes, invite a few students to share their thinking whole group. Listen for:<ul style="list-style-type: none">– “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 the electric motor that is related to each point from the introductory paragraph.”– “I notice that the conclusion sounds similar to the introductory paragraph but doesn’t repeat it.”– “I wonder how all the parts of the introductory paragraph fit together like a puzzle to create a bigger picture for the reader.”• Tell students that next, they will analyze each part of a strong introductory paragraph and consider how its parts fit together. | |



| Work Time (continued) | Meeting Students' Needs |
|--|--|
| <p>B. The Painted Essay: Identifying and Explaining the Parts and Purposes of the Introductory Paragraph (20 minutes)</p> <ul style="list-style-type: none"> Ask students to read the first learning target together aloud: <ul style="list-style-type: none"> * “I can identify and explain the purpose of the introduction, thesis, and points of an introductory paragraph about the invention of the electric motor.” Circle these terms in the target: <i>identify</i>, <i>explain</i>, and <i>purpose</i>. Focus students on the first two, <i>identify</i> and <i>explain</i>. Ask them to consider what they already know about the meaning of each of these familiar target words, and then discuss in groups: <ul style="list-style-type: none"> * “What is the difference between ‘identifying’ something and ‘explaining’ something?” Give groups 1 or 2 minutes to discuss, then invite a few students to share out whole class. Listen for them to say that identifying something means recognizing it, naming it, or pointing it out, but explaining something involves giving a detailed description so that others can understand it. If students are not able to explain the difference between the two words, provide clarification. Next, focus students’ attention on the word <i>purpose</i> and ask them to think about and discuss: <ul style="list-style-type: none"> * “In the context of this target, what does the word <i>purpose</i> mean?” * “Explain how you used context clues to figure out the meaning of this word.” After 1 or 2 minutes, cold call a few students to share out whole group. Listen for responses such as: <ul style="list-style-type: none"> – “In the context of this target, <i>purpose</i> means a goal, objective, or point. I figured out the meaning by replacing the word <i>purpose</i> in the target with words I thought meant the same thing, and these words made the most sense with the rest of the sentence.” Display the Parts of a Painted Essay anchor chart and draw students’ attention to the first row. Underline the next three key terms from the target: <i>introduction</i>, <i>thesis</i>, and <i>points</i>. Ask students to locate each of these words on their Painted Essay templates, then discuss: <ul style="list-style-type: none"> * “What do you remember from the previous lesson about the purpose of each of these parts in the introductory paragraph?” | <ul style="list-style-type: none"> To support visual learners and ELLs, consider displaying the learning targets on chart paper and adding pictures and words to help define key terms. Consider displaying directions for student reference. Consider providing students with color-coded sticky notes to use as note-catchers while they reflect on each structural element: introduction, focus, and two points. Have them place their sticky notes on the corresponding section of their essay. |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• After 3 or 4 minutes, invite students from each group to share out with the class. Listen for:<ul style="list-style-type: none">– “The <i>introduction</i> catches the reader’s attention so she or he will want to read more, and it gives some background information about the topic.”– “The <i>thesis</i> is the most important part of the introductory paragraph. It tells the reader the main idea of the essay, and it ‘steers’ the writing the way a steering wheel steers a car.”– “The <i>points</i> are the parts of your <i>thesis</i> 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 thesis.”– “The thesis and points combine to create the focus of the essay, what the essay is mainly about.”• Ask students to reread the learning target with group members, consider their understandings about key terms, and then discuss what they think they will be doing to meet the target.• After 1 or 2 minutes, cold call a few students to share out their thinking with the class. Listen for ideas such as:<ul style="list-style-type: none">– “I think we will find each part of an introductory paragraph in our model electric motor essays and then explain how each part works, what its purpose is, and how the parts work together.”• 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 essay. As you demonstrate and guide students through the following color-coding process, refer to the Color-Coded Model Painted Essay: “The Electric Motor” (for teacher reference) to inform your own understanding of how to color-code each part of the introductory paragraph.• Draw a red box around the whole introductory paragraph of your electric motor essay and ask students to do the same. Say:<ul style="list-style-type: none">* “We draw a red box around this entire paragraph to indicate that this section of the essay provides context (attention-getter and background information) and focuses readers on what the entire essay will be about. Which sentences in the introductory paragraph do you think are the <i>introduction</i> to the essay, the sentences that provide context by grabbing the reader’s attention and giving some background information?” | |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• Invite a few students to share their thinking. Listen for:<ul style="list-style-type: none">– “The first sentence grabs the reader’s attention by asking a question.”– “The second and third sentences provide background information and provide context for the reader.”• Underline the first through third 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 Purposes box of the first row of the anchor chart, to the right of “introduction.”• Next, draw a green box around the <i>focus</i> (this will include the thesis and yellow and blue points).• Say: “The focus tells the reader what the essay is mostly about. Which sentence in the focus is the <i>thesis</i> (a general statement about what the essay will be about)? Locate the <i>thesis</i> of the electric motor essay. What will this essay be about?”• Invite a few students to share out. Listen for:<ul style="list-style-type: none">– “‘The electric motor changed everything’ is the thesis.”• Model and ask students to lightly highlight the thesis in <i>green</i>. Tell them to be sure they color the thesis lightly so they can still read it.• Ask:<ul style="list-style-type: none">* “What is the purpose of the <i>thesis</i>?”• After 1 minute, invite a few students to share out whole class. Listen for:<ul style="list-style-type: none">– “The thesis gives a general statement about what the essay is about.”• Write “Tells what the essay is about” in the Purposes box of the first row of the anchor chart, to the right of “thesis.”• Say: “Each point helps to explain the focus. What do you think is the <i>first point</i> that the author will use in explaining how the invention of the electric motor changed everything?”• After a moment, ask a few students to share their thinking with the class. Listen for:<ul style="list-style-type: none">– “The invention of the electric motor solved a big problem for people living in the 1800s.”• Model and ask students to lightly highlight the first point in <i>yellow</i>. Remind them to lightly color so they are still able to read all the words.• Say: “The <i>second point</i> also helps to explain the focus and provide more detail about the thesis. What is the <i>second point</i> that the author will use in explaining how the invention of the electric motor changed everything?” | |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none"> • After a moment, cold call a few students to share their ideas aloud with the class. Listen for: <ul style="list-style-type: none"> – “(The electric motor) improved people’s lives in many ways.” • Model and ask students to lightly highlight the second point in <i>blue</i>. Ask: <ul style="list-style-type: none"> * “What is the purpose of the first and second points of the focus and thesis of an informative essay?” • After a moment, invite a few students to share out whole group. Listen for: <ul style="list-style-type: none"> – “The first and second points provide more detail about the focus and break the thesis down into more specific parts.” • Write “Provide more details about the focus and break the thesis into more specific parts” in the Purposes box of the first row of the anchor chart, to the right of “Point 1 and Point 2.” • Then, pose these synthesizing questions for students to consider and discuss with their group: <ul style="list-style-type: none"> * “How did the introduction grab the reader’s attention?” * “What type of background information was provided in the introduction?” • After 1 or 2 minutes, cold call a few students to share out whole group. Listen for: <ul style="list-style-type: none"> – “It grabs the reader’s attention by asking a question.” – “The background information is about who invented the electric motor (Michael Faraday) and how it was refined by other inventors.” • Next, ask groups to discuss: <ul style="list-style-type: none"> * “How were you able to identify the <i>focus</i> of this essay?” * “How were you able to identify the <i>thesis</i>?” * “In what ways does the <i>thesis</i> ‘steer’ the essay?” • After a few minutes, cold call several students to share their thinking with the class. Listen for ideas such as: <ul style="list-style-type: none"> – “Knowing that the <i>focus</i> connects to the <i>context</i> (introduction) helped me locate and identify it.” – “The thesis is a big idea that kind of sums up and tells the reader what the whole essay is about.” • Ask groups to discuss: <ul style="list-style-type: none"> * “How were you able to identify the two <i>points</i> of the essay?” * “How do they BOTH connect to the focus and thesis of the essay?” | |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• After 1 or 2 minutes, cold call several students to share out whole group. Listen for:<ul style="list-style-type: none">– “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 of the essay.”– “Both points are about how the electric motor changed people’s lives, because one point states how the electric motor solved a problem for people and the second point says how the electric motor improved people’s lives.”• Ask students to tape, glue, or staple their model 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. | |



| Work Time (continued) | Meeting Students' Needs |
|--|--|
| <p>C. The Painted Essay: Sorting and Color-Coding the Parts of an Introductory Paragraph about the Invention of Basketball (15 minutes)</p> <ul style="list-style-type: none"> Ask students to read the second learning target aloud together: <ul style="list-style-type: none"> * “I can sort and color-code the introduction, focus, and points of an introductory paragraph about the invention of basketball.” Circle the words <i>sort</i> and <i>color-code</i> in this target, then invite one or two students to share out their understanding of each term. Listen for: <ul style="list-style-type: none"> – “<i>Sort</i> means to arrange in a particular way, to organize parts or pieces.” – “<i>Color-code</i> means to identify something by using colors.” Tell students that over the course of this and the next two lessons, they will practice writing a Painted Essay about the invention of basketball to help them prepare for the essays they will write about Philo Farnsworth’s invention of television for the end of unit assessment. Explain that because the Painted Essay is a new structure for them, they will be given an introductory paragraph about the invention of basketball to help focus their writing of the proof and conclusion paragraphs. Distribute the introductory paragraph pieces to each group and give these directions: <ul style="list-style-type: none"> – Identify the <i>introduction</i>, <i>thesis</i>, and two <i>points</i> of the introductory paragraph about the invention of basketball. – Arrange each piece to create an introductory paragraph about the invention of basketball. – Read through your paragraph to check your thinking and rearrange as needed until you feel you have all the parts in the correct order. – Highlight the introduction (context) of the introductory paragraph in red; the thesis in green; the first point in yellow; and the second point in blue. – Refer to the Parts of a Painted Essay anchor chart, your color-coded model essay, and your Painted Essay template as needed for guidance. Clarify directions as necessary, then ask students to begin working. Circulate to support and use this time as an opportunity to informally assess groups’ mastery toward CCELA Standard SL.5.1 using the Group Norms Checklist. | <ul style="list-style-type: none"> Consider displaying directions for student reference. To support ELLs, encourage groups to read each of the five pieces aloud, and briefly discuss any challenging words before identifying the <i>introduction</i>, <i>focus</i>, and <i>two points</i>. |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none">• After 6 or 7 minutes, focus students' attention whole group. Ask one group to share out the sentences they identified as the <i>introduction</i> and ask other groups to show a thumbs-up if they identified the same sentences or a thumbs-down if they identified different sentences. Refer to the Color-Coded Painted Essay Introductory Paragraph: "Basketball" as needed during this discussion. If there is disagreement among groups, probe students' thinking by asking:<ul style="list-style-type: none">* "How does the first sentence grab the reader's attention?"* "What type of background information is that?"* "Does another one of your sentences grab the reader's attention better or provide clearer background information about the invention of basketball?"• Ask a different group to share the sentence they identified as the <i>thesis</i> and other groups to show a thumbs-up or thumbs-down to demonstrate agreement or disagreement. As needed, probe students' thinking by asking:<ul style="list-style-type: none">* "How does the sentence explain the general idea, or focus, of the piece?"• Ask another group to share out the two <i>points</i> they identified, and once again ask the rest of the class to show agreement or disagreement with a thumbs-up or thumbs-down. If there is disagreement, pose questions such as:<ul style="list-style-type: none">* "How do these two pieces fit together to express separate points about the thesis within the same sentence?"* "How does each point relate to the <i>thesis</i>?"• Display and distribute the Color-Coded Painted Essay Introductory Paragraph: "Basketball". Ask students to tape, glue, or staple their color-coded introductory paragraphs about basketball onto a new blank page in their journals. Then ask:<ul style="list-style-type: none">* "How is the color-coded paragraph about basketball similar to or different from the one you sorted and color-coded with your group members?"* "What strategies did you use to identify each part of the introductory paragraph about basketball?"* "How do the pieces of the introductory paragraph work together to both engage the reader and give her or him a sense of what the essay will be about?"• Give groups 2 or 3 minutes to discuss their thinking, then cold call a few students to share out with the class.• Once again, commend students on their developing understanding of the purpose of each part of the introductory paragraph in a Painted Essay and their ability to explain how these parts work together. | |



| Closing and Assessment | Meeting Students' Needs |
|--|--|
| <p>A. Debrief and Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Focus students' attention on the top row, third column of the Parts of a Painted Essay anchor chart, titled Purposes. Point out that one of the purposes of the <i>introduction</i> is to grab the reader's attention. Ask students to refer back to the introductory paragraphs about the invention of the electric motor and basketball and discuss with group members:<ul style="list-style-type: none">* "What two types of attention-getters were used in these introductions?"• Give students 1 or 2 minutes to share their ideas in groups, then invite one or two students to share out their thinking with the class. Listen for:<ul style="list-style-type: none">– "The electric motor essay used a question to engage the reader."– "The basketball introduction used a quote from James Naismith, the inventor of basketball."• Write "Ask a question" and "Use a quote" in the top row, third column next to where you wrote "attention-getter" (or similar phrase) on the anchor chart during Work Time B.• 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 part. | <ul style="list-style-type: none">• For students who struggle with verbalizing their ideas, consider providing a sentence starter ("One of the attention getters in the introduction is ..."). |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• On an index card, write a response to this question:<ul style="list-style-type: none">* "In what ways do the pieces of the introductory paragraph form a plan for the rest of the essay?"• Read independently for at least 30 minutes; write a response to one of the questions on your Independent Reading Choice Board. | <ul style="list-style-type: none">• Consider providing students with a task card that includes the homework question, an image of puzzle pieces, and a picture of a complete puzzle. |



EXPEDITIONARY
LEARNING

Grade 5: Module 2B: Unit 2: Lesson 9

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.

Model Painted Essay:
“The Electric Motor”

Did you know that you probably use an electric motor every day? Michael Faraday invented this useful device in 1821. Over time, other inventors refined the electric motor to help make people’s lives easier. The electric motor changed everything. The invention of the electric motor solved a big problem for people living in the 1800s and improved people’s lives in many ways.

The main source of electricity in the early 1800s was batteries, but batteries were very expensive and did not actually work for very long. Therefore, most people did not have access to electricity. So scientists wanted to find other ways to create electricity. In 1821, when Michael Faraday hung a magnetic rock over a bowl of liquid, it began to spin and create energy. This experiment was the first example of an electric motor. Faraday’s electric motor was able to generate electricity better and for less money than batteries. Other inventors developed new technologies based on Faraday’s idea, and the new inventions changed people’s lives.

After the electric motor was invented, people’s lives improved. In 1882, Thomas Edison used Faraday’s idea to construct the first power plant in New York City. This plant made it possible for most people in the area to have electricity in their homes for the very first time. Then, in the 1930s, the electric motor was used to make useful household items such as refrigerators, washing machines, and fans. Today, electric motors can also be found in computers, windshield wiper motors, and many other devices we use.

The invention of the electric motor has undoubtedly solved many people’s problems over the last 200 years! Just try to imagine what life would be like without electricity, refrigerators, or computers. Thanks to Michael Faraday’s invention of the electric motor, our lives have become much better.



Parts of a Painted Essay Anchor Chart
(Example)

| | Parts | Purposes |
|----------------------------|--|----------|
| Introductory Paragraph | 1. Introduction 2. Thesis 3. Point 1 and Point 2 | |
| Proof Paragraph 1 <hr/> | Reasons Evidence | |
| Proof Paragraph 2 <hr/> | Transition Reasons Evidence | |
| Conclusion Paragraph | What? So What? | |



Color-Coded Model Painted Essay:
“The Electric Motor”
(For Teacher Reference)

Did you know that you probably use an electric motor every day? Michael Faraday invented this useful device in 1821. . Over time, other inventors refined the electric motor to help make people’s lives easier. The electric motor changed everything. The invention of the electric motor solved a big problem for people living in the 1800s and improved people’s lives in many ways.

The main source of electricity in the early 1800s was batteries, but batteries were very expensive and did not actually work for very long. Therefore, most people did not have access to electricity. So scientists wanted to find other ways to create electricity. In 1821, when Michael Faraday hung a magnetic rock over a bowl of liquid, it began to spin and create energy. This experiment was the first example of an electric motor. Faraday’s electric motor was able to generate electricity better and for less money than batteries.

Other inventors developed new technologies based on Faraday’s idea, and the new inventions changed people’s lives. In 1882, Thomas Edison used Faraday’s idea to construct the first power plant in New York City. This plant made it possible for most people in the area to have electricity in their homes for the very first time. Then, in the 1930s, the electric motor was used to make useful household items such as refrigerators, washing machines, and fans. Today, electric motors can also be found in computers, windshield wiper motors, and many other devices we use.

The invention of the electric motor has undoubtedly solved many people’s problems over the last 200 years! Just try to imagine what life would be like without electricity, refrigerators, or computers. Thanks to Michael Faraday’s invention of the electric motor, our lives have become much better.

Introductory Paragraph Pieces

James Naismith, the inventor of basketball, once said, “The invention of basketball was not an accident. It was developed to meet a need.”

Basketball has become a big part of people’s lives.

What began as a game for students to play indoors during the winter quickly became a popular form of entertainment for fans across the country.

James Naismith created the game of basketball in 1891, based on a game he played as a child called “duck-on-a-rock.”

Color-Coded Painted Essay Introductory Paragraph:
“Basketball”
(For Teacher Reference)

James Naismith, the inventor of basketball, once said, “The invention of basketball was not an accident. It was developed to meet a need.” James Naismith created the game of basketball in 1891, based on a game he played as a child called “duck-on-a-rock.” Basketball has become a big part of people’s lives. What began as a game for students to play indoors during the winter quickly became a popular form of entertainment for fans across the country.

James Naismith, the inventor of basketball, once said, “The invention of basketball was not an accident. It was developed to meet a need.” James Naismith created the game of basketball in 1891, based on a game he played as a child called “duck-on-a-rock.” Basketball has become a big part of people’s lives. What began as a game for students to play indoors during the winter quickly became a popular form of entertainment for fans across the country.

James Naismith, the inventor of basketball, once said, “The invention of basketball was not an accident. It was developed to meet a need.” James Naismith created the game of basketball in 1891, based on a game he played as a child called “duck-on-a-rock.” Basketball has become a big part of people’s lives. What began as a game for students to play indoors during the winter quickly became a popular form of entertainment for fans across the country.

James Naismith, the inventor of basketball, once said, “The invention of basketball was not an accident. It was developed to meet a need.” James Naismith created the game of basketball in 1891, based on a game he played as a child called “duck-on-a-rock.” Basketball has become a big part of people’s lives. What began as a game for students to play indoors during the winter quickly became a popular form of entertainment for fans across the country.



EXPEDITIONARY
LEARNING

Grade 5: Module 2B: Unit 2: Lesson 10

The Painted Essay: Writing Proof Paragraphs



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

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

- a. I can develop the topic with facts, definitions, details, and quotations.

I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)

Supporting Learning Targets

- I can determine reasons and evidence related to the first and second points of an essay about the invention of basketball.
- I can write two proof paragraphs for an essay about the invention of basketball by using reasons and evidence related to each point in my introductory paragraph.

Ongoing Assessment

- Independent Reading Choice Board response (from homework)
- Proof Paragraphs graphic organizer
- Written proof paragraphs



| Agenda | Teaching Notes |
|--|--|
| <ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Homework Review and Engaging the Writer (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Determining Related Ideas: Reasons and Evidence for the Body Paragraphs of a Painted Essay (15 minutes) B. Determining Related Reasons and Evidence: The Invention of Basketball (15 minutes) C. Writing proof paragraphs: The Invention of Basketball (20 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief and Review of Learning Targets (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Read your basketball essay aloud; self-evaluate fluency. | <ul style="list-style-type: none"> • This lesson follows a similar pattern to Lesson 9. In this lesson, students focus on analyzing and writing the proof paragraphs of a Painted Essay. • If your district has printed lessons for you in black and white, it may be helpful to view this lesson in color, and print colored some copies. Go to EngageNY.org or commoncoresuccess.elschools.org and search for 5th grade, Module 2B, Unit 2 lessons. • First, students closely review the parts and purposes of the proof paragraphs in the Model Painted Essay: “The Electric Motor” in order to build their understanding of how the proof paragraphs use reasons and evidence to support the points presented in the introductory paragraph. • Then, students are given reasons and evidence, in the form of notes, that could be used to support the two points from their introductory paragraphs about basketball from Lesson 9. Before writing, students work with their groups to physically sort their Reasons and Evidence strips onto a Proof Paragraph graphic organizer to help them see the connection between reasons and evidence and each point made in the introductory paragraph. • During the final part of Work Time, students use the reasons and evidence they sort during Work Time B to write complete sentences and craft two proof paragraphs to support each point made in the introductory paragraph about the invention of basketball. 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 points presented in the introductory paragraph, as well as their ability to write proof paragraphs for the end of unit assessment. • In advance: <ul style="list-style-type: none"> – Display the Parts of a Painted Essay anchor chart (from Lesson 9). – Closely review Work Times A, B, and C so that you are prepared to accurately explain and precisely model the use of the Painted Essay structure for students. – Review Milling to Music and Glass, Bugs, Mud in Checking for Understanding Techniques (see Appendix). • Post: Learning targets. |



| Lesson Vocabulary | Materials |
|--|---|
| determine, reasons, evidence, related, points, essay, proof paragraphs, revise, feedback | <ul style="list-style-type: none">• Journals (begun in Unit 1, Lesson 1; one per student)• Painted Essay templates (from Lesson 8)• Model Painted Essay: “The Electric Motor” (from Lesson 9)• Highlighters (one yellow and one blue per student)• Parts of a Painted Essay anchor chart (begun in Lesson 9)• Color-Coded Painted Essay Introductory Paragraph: Basketball (from Lesson 9)• Proof Paragraph graphic organizer (one per student and one to display; see Teaching Notes re colored copies)• Reasons and evidence strips (cut apart; one set per student)• Proof Paragraph graphic organizer (answers, for teacher reference; one for display; see Teaching Notes re colored copies)• Tape, glue, or staplers (enough for each student to have access)• Document camera• Proof paragraphs (example, for teacher reference)• Fluency self-assessment (from Lesson 5; see standalone Foundational Reading and Language Skills Resource Package)• Independent Reading Choice Board (from Lesson 4) |



| Opening | Meeting Students' Needs |
|---|--|
| <p>A. Homework Review and Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their homework.• Review the directions for Milling to Music and clarify as needed.• Give students 1 or 2 minutes to “mill” and find a partner who is not a member of their regular small group.• Ask students to share their homework responses with partners:<ul style="list-style-type: none">* “In what ways do the pieces of the introductory paragraph form a plan for the rest of the essay?”• After 2 minutes, invite a few students to share out interesting ideas they heard from their partner. Answers will vary, but listen for ideas such as:<ul style="list-style-type: none">– “The introductory paragraph provides a focus for the essay.”– “The points represent the information that will be explained in the proof paragraphs of the essay.”• Focus students whole group and help frame the purpose of today’s lesson, saying something like: “During the previous lesson, we analyzed the introductory paragraph of a model essay. Then you pieced together an introductory paragraph about the invention of basketball. Today, we are going to take a closer look at the two points presented in the introductory paragraph to help focus your writing of the proof paragraphs of an essay about the invention of basketball.” | <ul style="list-style-type: none">• To give all students access to the Milling to Music prompt, offer a sentence starter (“The pieces of the introductory paragraph form a plan for the rest of the essay by ...”) |



| Work Time | Meeting Students' Needs |
|---|--|
| <p>A. Determining Related Ideas: Reasons and Evidence for the Body Paragraphs of a Painted Essay (15 minutes)</p> <ul style="list-style-type: none"> Ask students to locate their journals, Painted Essay templates and Model Painted Essay: “The Electric Motor” and join their group. Distribute highlighters (yellow, blue). Tell students that today they will start by reexamining their Painted Essay templates and model Painted Essays about the electric motor to further develop their understanding of the parts and purposes of the proof paragraphs and how they relate to the points presented in the introductory paragraph. Ask students to refer to the introductory paragraph of their model essays and locate the thesis. Ask: <ul style="list-style-type: none"> * “According to the thesis, what is the main idea of this essay? What will this essay be mostly about?” Listen for students to repeat or paraphrase the thesis: “The electric motor changed everything.” Ask students to point to the part of the introductory paragraph that tells the reader the first point the author will make in explaining how the electric motor “changed everything.” Help them locate point 1 that they highlighted in yellow during Lesson 9. Then direct students to read point 1 together aloud: <ul style="list-style-type: none"> * “The invention of the electric motor solved a big problem for people living in the 1800s.” Draw students’ attention to the Parts of a Painted Essay anchor chart, then write: “The invention of the electric motor solved a big problem for people living in the 1800s” 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 students to point to the second paragraph of the model essay, and 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. Ask them to point to the part of the introductory paragraph that tells the reader the second point the author will make in explaining how the electric motor “changed everything.” Help students to locate point 2, which they highlighted in blue during Lesson 9. Ask them to read point 2 aloud together: “... and improved people’s lives in many ways.” | <ul style="list-style-type: none"> To support students who struggle with organization or the management of a lot of materials at once, consider holding the highlighters and distributing the color they need as they are ready. Offer a sentence starter to provide all students access to the discussion question (“In Unit 1, we learned that reasons ... and evidence ...”). Strategically group students who have a strong handle on reasons and evidence to support the points of an essay with students who are still struggling to identify reasons and evidence and understand the purpose of each. Offer a sentence starter to provide all students access to the discussion question (“The purpose of the transition sentence is ...”). Consider providing a neat version of the correctly color-coded essay for students who make mistakes. |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none"> • Draw students' attention to the fact that the second point is a sentence fragment, or incomplete sentence, and ask them to complete this sentence by thinking about: <ul style="list-style-type: none"> * "What improved people's lives in many ways? What is the topic of the essay?" • Cold call 1 or 2 students to share out. Listen for: "The electric motor is the topic of this essay, so the second point is 'the electric motor improved people's lives in many ways.'" • Write "The electric motor improved people's lives in many ways" 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 should hold up their model essays and point to the paragraph. Look for students to point to the third paragraph of the model essay, and then ask them to highlight the entire third paragraph in blue. • Next, focus students' attention on the boxes of the anchor chart in the second and third rows that say Reasons and Evidence (tell them they will come back to Transition a little later). Ask them to think about and discuss in groups: <ul style="list-style-type: none"> * "What do you recall from Unit 1 about using reasons and evidence to support an opinion?" • After 2 minutes, invite a few students to share out whole group. Listen for ideas such as: <ul style="list-style-type: none"> – "When we wrote opinion paragraphs in Unit 1, we learned that reasons explain why you believe the opinion." – "We learned that evidence is information, facts, and direct quotes from reliable sources that support the reason and opinion." – "Evidence from reliable sources makes our opinion more credible, or trustworthy and believable." • If students cannot recall information about reasons and evidence from Unit 1, briefly refresh their memories. • Tell students they will reread Proof Paragraph 1 of the model essay (highlighted in yellow) to help them think about how reasons and evidence are used to support point 1 of the introductory paragraph. • Give students directions: <ul style="list-style-type: none"> – Independently reread Proof Paragraph 1 (the second paragraph) of the model electric motor essay. – With group members, identify and discuss how the reason(s) and evidence relate to point 1. • Clarify directions as needed, then ask students to begin working. Circulate to offer support. | |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none"> • After 4 or 5 minutes, cold call students from each group to share their thinking about reasons(s) and evidence with the class. Listen for ideas such as: <ul style="list-style-type: none"> – “People’s problem was that batteries were expensive and didn’t work, so most people didn’t have electricity; – “Scientists wanted to find other ways to create electricity, so more people could have access to electricity;” – “Faraday’s electric motor was able to generate electricity better and for less money than batteries, which helped to solve people’s problem,” Etc. • Focus students on the second row, third column, Purposes, and ask groups to discuss: <ul style="list-style-type: none"> * “What is the purpose (goal, objective) of the reasons 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: <ul style="list-style-type: none"> – “The purpose of the reasons and evidence is to explain and support point 1 and give more information to 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, “The electric motor improved people’s lives in many ways,” and Proof Paragraph 2 to complete these steps: <ul style="list-style-type: none"> – Independently reread Proof Paragraph 2 (the third paragraph) of the model electric motor essay. – With group members, identify and discuss how the reason(s) and evidence relate to point 2. • Provide clarification as needed, and then ask students to begin. Circulate to offer guidance and support. • After 4 or 5 minutes, cold call students from each group to share their thinking about reasons(s) and evidence that support point 2. Listen for ideas such as: <ul style="list-style-type: none"> – “The reasons and evidence in Proof Paragraph 2 are ‘Other inventors developed new technologies based on Faraday’s idea, and the new inventions changed people’s lives.’ This sentence explains that people’s lives were improved by new technologies.” – “In 1882, Thomas Edison used Faraday’s idea to construct the first power plant in New York City. This plant made it possible for most people in the area to have electricity in their homes.... Then, in the 1930s, the electric motor was used to make useful household items.... Today, electric motors can also be found in ... many other devices we use.” – “These reasons and evidence support point 2 because they give more information and facts, along with specific examples of other inventions that were developed based on the electric motor.” | |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• Focus students on the third row, third column Purposes and ask groups to discuss:<ul style="list-style-type: none">* “What is the purpose (goal, objective) of the reasons 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:<ul style="list-style-type: none">– “The purpose of the reasons and evidence is to explain and support point 2 so the reader will understand the topic better, learn more facts and information about the topic.”• Record students’ ideas in the Purposes box of the third 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:<ul style="list-style-type: none">* “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:<ul style="list-style-type: none">– “The transition moves the reader from one point to the next.”– “The transition is a ‘bridge’ between the first point and the second point.”• Record students’ thinking in the Purposes box of the third row. If students are not able to remember and share out the role of the transition sentence, explain it to them and add a description of the purpose to the anchor chart.• Ask students to look back at their templates for help in locating where the transition sentence can be found in the model essay. Cold call a few students to share out which sentence they believe is the transition and explain their reasons. Listen for a response such as:<ul style="list-style-type: none">– “The first sentence of Proof Paragraph 2, ‘Other inventors developed new technologies based on Faraday’s idea, and the new inventions changed people’s lives,’ is the transition. I think this because it combines the ideas of Proof Paragraph 1 and Proof Paragraph 2.”• Give students specific positive feedback for their ability to identify the reasons and evidence that support the points made in the introductory paragraph, as well as locate and explain how the transition sentence connects the two proof paragraphs.• Tell students that during the next part of Work Time they will look back to their color-coded introductory paragraphs about the invention of basketball (from Lesson 9) to further refine their understanding of how the introductory and proof paragraphs work together. | |



| Work Time (continued) | Meeting Students' Needs |
|--|--|
| <p>B. Determining Related Reasons and Evidence: The Invention of Basketball (15 minutes)</p> <ul style="list-style-type: none"> Ask students to read the first learning target aloud together: <ul style="list-style-type: none"> * “I can determine reasons and evidence related to the first and second points of an essay about the invention of basketball.” Underline words students are familiar with from previous lessons and Work Time A: <i>determine, reasons, evidence, related, points, and essay</i>. Ask students 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 turn to the page in their journals where they pasted (taped or stapled) the Color-Coded Painted Essay Introductory Paragraph: Basketball during Lesson 9. Distribute the Proof Paragraph graphic organizer. Ask students to locate and share out all at once what the <i>thesis</i> (green) of the basketball essay is. Listen for: <ul style="list-style-type: none"> – “Basketball has become a big part of people’s lives.” Ask students to locate point 1 of the focus in the color-coded essay. Cold call one or two students to share aloud. Listen for: <ul style="list-style-type: none"> – “What began as a game for students to play indoors during the winter ...” Point out that this is another example of a sentence fragment. Ask groups to discuss: <ul style="list-style-type: none"> * “<i>What</i> began as a game for students to play indoors during the winter? What is the topic of the essay?” After 1 minute, cold call a few students to share out whole group. Listen for: <ul style="list-style-type: none"> – “Basketball is the topic, so the first point is: ‘Basketball began as a game for students to play indoors during the winter.’” Ask students to write a complete sentence to express the first point of this essay on the line below Point 1 on their graphic organizers. Ask students to locate point 2 of the focus in the color-coded essay. Cold call one or two students to share aloud. Listen for: <ul style="list-style-type: none"> “... quickly became a popular form of entertainment for fans across the country.” Ask students to briefly think about and discuss with group members: <ul style="list-style-type: none"> * “<i>What</i> quickly became a popular form of entertainment for fans across the country? What is the topic of the essay?” | <ul style="list-style-type: none"> Record the restated target under the original version for student reference. Consider displaying an anchor chart of Sentence Fragments and examples to support all students in distinguishing between sentence fragments and complete sentences. To support visual learners and students who struggle with multistep directions, display the four-step directions for student reference. |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none">• After 1 minute, cold call a few students to share out whole group. Listen for:<ul style="list-style-type: none">– “Basketball is the topic, so the second point is ‘Basketball quickly became a popular form of entertainment for fans across the country.’”• Ask students to write a complete sentence to express the second point of the essay on the line below Point 2 on their graphic organizers.• Next, distribute the reasons and evidence strips. Read each strip aloud as students follow along silently. Then ask groups to discuss:<ul style="list-style-type: none">* “What do you notice about how these reasons and evidence strips are written?”• After 1 or 2 minutes, invite a few students to share their thinking aloud with the class. Listen for suggestions like:<ul style="list-style-type: none">– “I notice they’re written like notes, not complete sentences.”– “I notice there is a direct quote from a text.”– “They are written like paraphrased evidence from a text.”• Explain that before authors begin to write an informational piece, they must first conduct research and collect information related to the focus (thesis and points) of their essay. Remind students that when authors provide clear and credible information to support their ideas, their readers are better able to understand and learn from the text, which is the primary purpose of informational writing: to inform others.• Draw students’ attention to the second column of the graphic organizer and the boxes labeled “Proof Paragraph 1: reasons and evidence related to point 1” and “Proof Paragraph 2: reasons and evidence related to point 2.” Give them these directions:<ul style="list-style-type: none">– Independently reread each reasons and evidence strip.– With group members, review and discuss each strip to determine if it is more closely related to Point 1 or Point 2.– Sort the strips by placing each one into the proof paragraph box it belongs in.– Be prepared to discuss your thinking whole class.• Provide clarification as needed, and then ask students to begin. Circulate to provide support and guidance.• After 5 minutes, cold call members from each group to share out how they sorted the reasons and evidence strips and explain why they think each reason or piece of evidence is related to one point more than the other. Refer to Proof Paragraph graphic organizer (answers, for teacher reference) as needed for guidance. | |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none">Once all reasons and evidence have been discussed and students have them sorted correctly, ask them to quickly tape, glue, or staple each strip into either the yellow Proof 1 box or the blue Proof 2 box.Have students look at all of the evidence in both columns and reflect:<ul style="list-style-type: none">* “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, that basketball has become a big part of people’s lives. Tell them that during the next part of Work Time, they will write their proof paragraphs using the reasons and evidence they added to each box of their graphic organizer. | |



| Work Time (continued) | Meeting Students' Needs |
|---|--|
| <p>C. Writing Proof Paragraphs: The Invention of Basketball (20 minutes)</p> <ul style="list-style-type: none"> Ask students to read the second learning target aloud together: <ul style="list-style-type: none"> * “I can write two proof paragraphs for an essay about the invention of basketball 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 <i>proof paragraphs</i>, <i>essay</i>, <i>reasons</i>, <i>evidence</i>, <i>related</i>, <i>points</i>, and <i>introductory paragraph</i>. Explain that in order to write their proof paragraphs, they must first determine the order in which they will present their reasons and evidence in each paragraph. Model for students by doing a think-aloud. Display the Proof Paragraph graphic organizer (answers, for teacher reference) via a document camera. Say something like: <ul style="list-style-type: none"> * “First I am going to reread point 1, ‘Basketball began as a game for students to play indoors during the winter.’ Then I am going to reread each of the reason and evidence strips I pasted onto my graphic organizer and ask myself: Which strip, or strips, best explains why students needed a game that could be played indoors during the winter?” Read each strip aloud, then go on to say something like: <ul style="list-style-type: none"> * “I think the strip that says ‘problem—needed an indoor winter sport’ could be turned into a sentence to support the first point because it uses the words ‘problem’ and ‘needed,’ which are words that indicate a reason ‘why’ basketball was invented. I also notice the phrase ‘indoor winter sport’ somewhat mirrors language from the first point, ‘a game for students to play indoors during the winter,’ indicating that it is related to the first point.” Ask groups to discuss how they could change the reasons and evidence strip “problem—needed an indoor winter sport” into a complete sentence for the start of the first proof paragraph. After 2 minutes, invite a few students to share their thinking whole group. Listen for suggestions like: <ul style="list-style-type: none"> – “The problem was that students needed a sport they could play indoors during the winter.” Synthesize students’ thinking to model writing a complete sentence to begin Proof Paragraph 1 on the board or some other area where all students can see. Ask them to record the sentence below the Color-Coded Painted Essay Introductory Paragraph: Basketball they pasted into their journals during the previous lesson. | <ul style="list-style-type: none"> Record the student-restated target near the original target for student reference. Consider displaying the incomplete sentences from the “strips” next to the complete-sentence versions generated by students to serve as a reminder of the thinking that occurred during this discussion. Consider displaying the text under the document camera as you read aloud and point to the text. Although students have a version of the text in front of them, struggling readers will benefit from this resource if they lose their place for any reason. To support students who struggle with the physical act of writing, provide assistive technology, a computer with word processing, or a scribe to help them capture their ideas on paper. |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none">• Read through each piece of evidence, then ask groups to discuss:<ul style="list-style-type: none">* “Which strip do you think should be written as the second sentence for Proof Paragraph 1? Why?”• After 1 or 2 minutes, invite a few students to share their thinking aloud. Listen for:<ul style="list-style-type: none">– “‘Could be played inside, fairly small space’ because it is information that is closely related to the first sentence, which is about the need for a game that could be played indoors.”– “‘Could be played inside, fairly small space’ because it provides factual information to support the first point.”• Ask groups to discuss:<ul style="list-style-type: none">* “How could you write a complete sentence from this reasons and evidence strip?”• After 1 or 2 minutes, cold call a few students to share their thinking with the class. Listen for ideas such as:<ul style="list-style-type: none">– “Students needed a game that could be played inside within a fairly small space.”• Synthesize students’ thinking to once again model writing a complete second sentence for Proof Paragraph 1 and ask students to skip a line on their paper and record it after the first sentence they recorded, below their color-coded introductory paragraphs. (Note: Do not instruct students on the use of linking words at this point, as they will receive instruction on adding linking words to their essays in the next lesson.)• Continue to model as needed for students. See proof paragraphs (example, for teacher reference) for ideas students may share about the remaining order of evidence and types of sentences that could be included in Proof Paragraph 1. Consider “releasing” students who seem able to continue crafting the first proof paragraph independently while you work with a small group(s) of students who are in need of additional modeling and support with writing.• After 4 or 5 minutes, have students share one or more of the paragraphs orally with the full class.• Direct them to move on to writing Proof Paragraph 2, using the same strategies that were modeled. Once again, consider working with a small group(s) of students who need more support with writing and “releasing” students who are capable of writing with greater independence.• Give students 8 to 10 minutes to write the second proof paragraph. When not working with small groups, circulate to offer guidance and positive praise to those who are working independently about specific elements of their second proof paragraph (e.g., the order of reasons and evidence, the use of complete sentences, etc.).• Once students have written their second proof paragraphs, invite a few of them to read their paragraphs aloud and share out strategies they used to determine what order to write the reasons and evidence. | |



| Closing and Assessment | Meeting Students' Needs |
|--|--|
| <p>A. Debrief and Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Focus students whole group. Ask them to turn and talk with a partner:<ul style="list-style-type: none">* “How do the proof paragraphs connect to the points of the introductory paragraph to create a big picture for the reader?”• 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 determining and writing reasons and evidence related to the focus and points presented in an informational essay. | <ul style="list-style-type: none">• Offer a sentence starter to give all students access to the debrief prompt (“The proof paragraphs create a big picture for the reader by ...”). |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Read the first three paragraphs of your essay about basketball to someone at home or aloud to yourself in front of the mirror. Use the fluency self-assessment to determine one area of fluency that is a strength for you and one area you want to improve.• Read independently for at least 15 or 20 minutes and respond to another question on your Independent Reading Choice Board. | <ul style="list-style-type: none">• Consider loaning students a phonics phone to practice reading with at home. This will allow them to hear themselves more clearly to more accurately self-assess. |



EXPEDITIONARY
LEARNING

Grade 5: Module 2B: Unit 2: Lesson 10

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Proof Paragraph Graphic Organizer

| | |
|------------------------------|---|
| <p>Point 1:</p> <hr/> | <p>Proof Paragraph 1: reasons and evidence related to point 1</p> |
| <p>Point 2:</p> <hr/> | <p>Proof Paragraph 2: reasons and evidence related to point 2</p> |



Reasons and Evidence Strips

January 1896 (five years after being invented), first college game played for a live audience

Naismith “... wanted to create a game of skill for the students instead of one that relied solely on strength”

Still popular neighborhood sport—great way to stay active/spend time with friends

Could be played inside, fairly small space

By 1963, college games on national television; fans could watch from their living rooms

problem—needed an indoor winter sport

1891, first game of basketball played, used a soccer ball and two peach baskets as goals

1980s, basketball as popular as football and baseball



Proof Paragraph Graphic Organizer
(Answers, for Teacher Reference)

Point 1:

Basketball began as a game for students to play indoors during the winter.

Proof Paragraph 1: reasons and evidence related to point 1

- Problem—needed an indoor winter sport
- Naismith “... wanted to create a game of skill for the students instead of one that relied solely on strength”
- Could be played inside, fairly small space
- 1891, first game of basketball played, used a soccer ball and two peach baskets as goals

Point 2:

Basketball quickly became a popular form of entertainment for fans across the country.

Proof Paragraph 2: reasons and evidence related to point 2

- January 1896 (five years after being invented), first college game played for a live audience
- By 1963, college games on national television; fans could watch from their living rooms
- 1980s, basketball as popular as football and baseball
- Still popular neighborhood sport—great way to stay active/spend time with friends



Proof Paragraphs

(Example, for Teacher Reference)

A problem for students was that they needed a game that could be played indoors during the winter. Students needed a sport that could be played in a fairly small space inside. Dr. Naismith “wanted to create a game of skill for students instead of one that relied solely on strength.” The first game of basketball was played in 1891, using a soccer ball and two peach baskets as goals.

Five years after basketball was invented, the first college game was played for a live audience in January of 1896. By 1963, college basketball was on national television, so fans could watch the games from their living rooms. In the 1980s, basketball had become as popular as football and baseball. Basketball is still a popular neighborhood sport and a great way to stay active and spend time with friends.



EXPEDITIONARY
LEARNING

Grade 5: Module 2B: Unit 2: Lesson 11

The Painted Essay: Developing a Conclusion and Adding Linking Words



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

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

- a. I can use linking words and phrases to connect ideas within categories of information.
- b. I can use specific language and key vocabulary to explain the topic.
- c. I can construct a concluding statement or section of an informative/explanatory text.

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

- I can write a conclusion for my essay about the invention of basketball, using specific language and key vocabulary.
- I can identify the types of linking words used to connect ideas in a model essay about the invention of the electric motor.
- I can connect the ideas in my essay about the invention of basketball by using linking words.

Ongoing Assessment

- Written conclusion paragraph that includes specific language and key terms
- Linking words coded on model electric motor essay
- Linking words added to proof paragraphs and conclusion of basketball essay



| Agenda | Teaching Notes |
|---|---|
| <ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Homework Review and Engaging the Writer (5 minutes)2. Work Time<ol style="list-style-type: none">A. The Painted Essay: Analyzing and Writing a Conclusion Paragraph (20 minutes)B. Using Linking Words to Connect Ideas (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Review of Learning Targets (10 minutes)4. Homework<ol style="list-style-type: none">A. Independent reading/fluency practice and self-assessment. | <ul style="list-style-type: none">• This lesson follows a similar pattern to Lessons 9 and 10. Today, students' focus is on analyzing and writing a conclusion paragraph and recognizing the types of linking words and how they are used in writing to show the relationship between ideas.• If your district has printed lessons for you in black and white, it may be helpful to view this lesson in color, and print colored some copies. Go to EngageNY.org or commoncoresuccess.elschools.org and search for 5th grade, Module 2B, Unit 2 lessons.• Review the example Linking Words anchor chart (in 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.• Note that during the Opening of this lesson, students participate in a Four Corners activity to discuss a current area of fluency strength, based on the fluency skills practice and reflection they completed for homework.• In advance:<ul style="list-style-type: none">– Post the Four Corners sheets (see supporting materials).– Post the Parts of a Painted Essay anchor chart for student reference.– Create a new anchor chart titled Linking Words (see example in the supporting materials).– Cut construction or other type of paper into strips for students to use as idea strips during Work Time A. Make sure the strips are large enough to hold a complete sentence. Each student will need five idea strips.– Review the Four Corners and Back-to-Back, Face-to-Face protocols, as well as Thumb-O-Meter in Checking for Understanding Techniques (see Appendix).• Post: Learning targets. |



| Lesson Vocabulary | Materials |
|--|--|
| conclusion, essay, specific language, key vocabulary, identify, types, linking words, connect, ideas | <ul style="list-style-type: none">• Four Corners sheets (one of each, displayed in different areas of the room)• Journals (begun in Unit 1, Lesson 1; one per student)• Painted Essay template (from Lesson 8)• Document camera• Parts of a Painted Essay anchor chart (begun in Lesson 9)• Model Painted Essay: “The Electric Motor” (from Lesson 9)• Highlighters (one green, one yellow, and one blue per student)• Color-Coded Introductory Paragraph: Basketball (from Lesson 9)• Conclusion Paragraph task card (one per student)• Idea strips (five per student; teacher-created; see Teaching Notes)• Linking Words anchor chart (new; teacher-created)• Linking Words handout (one per student)• Tape, glue, or staplers (enough to give access to all students)• Coded Model Essay (answers, for teacher reference; see Teaching Notes re colored copies)• Coding for Linking Words task card (one per student)• Index cards (one per student)• Independent Reading Choice Board (students’ own) |



| Opening | Meeting Students' Needs |
|--|---|
| <p>A. Homework Review and Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out the fluency self-assessment they completed for homework.• Briefly review directions for the Four Corners protocol. Clarify as needed.• Point out and read aloud each of the Four Corners sheets: Accuracy, Rate & Flow, Phrasing & Punctuation, and Expression & Volume.• Give students a moment to move to the option they feel is their greatest fluency strength.• Once all students have chosen their strength area, ask those at the same “corners” to discuss:<ul style="list-style-type: none">* “Why do you think this is an area of strength for you?”* “What strategies did you use to develop this area of fluency?”• After 2 or 3 minutes, invite several students to share their thinking, particularly strategies they have personally used to improve their fluent reading, with the class.• Ask students to read aloud the guiding question that has focused their work over the last several lessons:<ul style="list-style-type: none">* How do authors structure text to engage and support readers’ understanding of complex ideas?• Briefly remind students they have been learning about the parts of the Painted Essay and how they all fit together like pieces of a puzzle to create a ‘big picture’ for the reader. Then explain that in today’s lesson, they will analyze the final piece of the Painted Essay, the conclusion paragraph then you will write a conclusion for their own essay about the invention of basketball.” | <ul style="list-style-type: none">• Consider posting directions for the Four Corners protocol for student reference.• Consider posting the group discussion questions for student reference.• Display the guiding question. |



| Work Time | Meeting Students' Needs |
|--|---|
| <p>A. The Painted Essay: Analyzing and Writing a Conclusion Paragraph (20 minutes)</p> <ul style="list-style-type: none"> • Ask students to collect their journals and join their regular group. • Ask them to locate the Painted Essay template and display a copy using a document camera. Focus their attention on the bottom row of the Parts of a Painted Essay anchor chart, Conclusion Paragraph. • Give students 1 or 2 minutes to discuss what they recall from Lesson 8 about the “What?” part of the conclusion. Invite a few students to share their thinking whole group. Listen for: <ul style="list-style-type: none"> – “The ‘What?’ is a restatement of the thesis.” • Give students another minute or two to discuss what they remember about the “So What?” part of the conclusion. Invite a few to share out with the class. Listen for responses such as: <ul style="list-style-type: none"> – “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: “The Electric Motor.” Give groups these instructions: <ul style="list-style-type: none"> – Independently read the conclusion (fourth paragraph) of the model essay. – With group members, review the conclusion of the model essay to identify the “What?” <ul style="list-style-type: none"> * “Which sentence in the conclusion is a new way to restate the thesis from the introductory paragraph?” * “How did you identify the ‘What?’” – With group members, review the conclusion of the model essay to identify the “So What?” <ul style="list-style-type: none"> * “Which sentences explain the author’s own thinking about each point, how it solved a problem and improved people’s lives? Why was the invention of the electric motor important?” • Clarify directions as necessary. | <ul style="list-style-type: none"> • For struggling readers, consider reading the conclusion paragraph aloud to them. • Provide sentence starters for students as needed (“The sentences in the conclusion that are an original way to restate the thesis are ...” or “The sentences that explain the author’s own thinking are ...”). • To support students who struggle with organization or the management of a lot of materials at once, consider holding the highlighters and distributing the color they need as they are ready. <p>Consider allowing struggling writers to dictate their ideas for you or a volunteer to scribe onto the idea strips.</p> |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• After 3-4 minutes, cold call several students to share out the “What?” and “So What?” from the conclusion of the model essay. Listen for responses similar to these:<ul style="list-style-type: none">– “The second sentence of the conclusion, ‘Just try to imagine what life would be like without electricity, refrigerators, or computers’ is the ‘What?’—a new, interesting way to restate the thesis of the essay.”– “We figured out which sentence related to the thesis by restating the thesis first in our own words.”– “The sentences that explain the author’s own thinking about the importance of the electric motor (the ‘So What?’) are ‘The invention of the electric motor has undoubtedly solved many people’s problems over the last 200 years!’ and ‘Thanks to Michael Faraday’s invention of the electric motor, our lives have become much better.’”– “We figured this out by checking to see if the sentences would answer the question, ‘Why was the electric motor important?’” Both of these sentences sound like the author’s opinion because she or he used words like ‘undoubtedly’ and ‘better,’ which are words that express judgment, a personal point of view.”• If students are unable to arrive at these conclusions or clearly explain their thinking, consider modeling with a think-aloud using the examples above.• Ask groups to discuss:<ul style="list-style-type: none">* “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 them to say the conclusion paragraph is a way to bring readers back to the focus of the essay and why it’s important; can present the thesis in a new way; sums up the focus, etc.• Record students’ ideas in the third box of the Conclusion row on the anchor chart. If students do not mention these ideas, bring them up yourself and add them to the anchor chart.• Distribute the green, yellow, and blue highlighters. Model and ask students to draw a green box around the entire last paragraph of their electric motor essays. Continue to model and ask students to use the green, yellow, and blue highlighters to put dots of each color mixed together inside the green box as a way to visualize how each piece of the focus (thesis, points) and the proof paragraphs fit together to create a cohesive conclusion for the essay and complete the “big picture” for the reader.• Next, focus students on the first learning target and ask them read it aloud together:<ul style="list-style-type: none">* “I can write a conclusion for my essay about the invention of basketball, using specific language and key vocabulary.” | |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none">• Ask students to think about how they could restate the first part of this target, “I can write a conclusion for my essay about the invention of basketball,” based on their understanding of the key terms <i>conclusion</i> and <i>essay</i>.• After a moment, invite a few students to share out. Listen for:<ul style="list-style-type: none">– “I can write the last paragraph of my essay to restate the focus (thesis, points) and explain my own thinking about why basketball is a big part of people’s lives, why it was invented, why it’s popular.”• Focus students on the second half of the target, “... using specific language and key vocabulary.” Ask groups to discuss what it means to use <i>specific language</i> and <i>key vocabulary</i> in their conclusions.• After 1 or 2 minutes, cold call a few students to share out with the class. Listen for:<ul style="list-style-type: none">– “I think it means we should try to add important language from our thesis, points, and proof paragraphs into our conclusion.”– Students may suggest using specific words to help explain important people or ideas; examples of how basketball has become a big part of people’s lives; why it was invented; how it became so popular, etc.• Tell students that now they will write a conclusion paragraph for their essays about the invention of basketball by restating the thesis and points from the introductory paragraph. Remind students they need to restate the thesis and points in a new way to express their own thinking about the topic and include specific language and key terms to support readers’ understanding of ideas.• Direct students to turn to the page in their journals where they added the Color-Coded Introductory Paragraph: Basketball and wrote their two proof paragraphs.• Distribute the Conclusion Paragraph task card and four idea strips to each student. Read the directions aloud as students follow along silently. Answer any clarifying questions, then ask them to begin. Circulate to offer guidance and support as needed.• After 7-8 minutes, invite a few students to share their paragraphs whole group. | |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none">• As time allows, pose the following questions for students to consider and discuss:<ul style="list-style-type: none">* “How did you use specific language or key vocabulary to restate the thesis of the essay 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 importance of the invention of basketball and the reason it has become a big part of people’s lives?”* “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 create a picture for the reader about how basketball has become a big part of people’s lives. Explain that during the next part of Work Time, they will learn how to use linking words to connect the ideas in their essays in such a way as to support readers’ understanding of how the ideas are interrelated and create a “flow” for the piece. | |



| Work Time (continued) | Meeting Students' Needs |
|---|--|
| <p>B. Using Linking Words to Connect Ideas (25 minutes)</p> <ul style="list-style-type: none"> Ask students to read aloud the second learning target as a class: <ul style="list-style-type: none"> * “I can identify the types of linking words used to connect ideas in a model essay about the invention of the electric motor.” Display the Linking Words anchor chart, then distribute the Linking Words handout and tape, glue, or staples. Ask students to add their handouts to the next blank page in their journals. Ask students to look to the anchor chart and their handouts to determine how many types of linking words there are and then hold up their fingers to show the answer. Look for them to hold up four fingers. Invite them to chorally read aloud the name for each type of linking word (Addition, Contrast, Cause, Time). Focus students' attention on the first row of the chart and handout: Addition. Read the description of Addition aloud to students, then each of the linking words that are listed. Read the two sentences aloud. Then read the new sentence made by linking the two original sentences. Point out that the linking word “and” is bolded in the new sentence. Ask groups to discuss: <ul style="list-style-type: none"> * “How was the Addition linking word ‘and’ used to combine the two ideas?” * “How are the two ideas similar? How does one build upon the other?” * “How does combining the sentences improve the flow or readability of the ideas?” After 2 minutes, invite a few students to share out whole group. Listen for suggestions such as: <ul style="list-style-type: none"> – “The Addition linking word ‘and’ was used to make the two original sentences into one sentence.” – “These ideas are both about dancing. The new sentence builds on the idea that the person likes to dance for more than one reason.” – “When the sentences were separated, they read more like a list. The connection between ideas wasn’t as clear as it is with the linking word.” Continue reading through each type of linking word, description, and examples. Pause after reading the Contrast row to ask groups to discuss: <ul style="list-style-type: none"> * “How was the Contrast linking word ‘but’ used to combine these sentences?” * “How are the two ideas different? How does one subtract from the other?” * “How does combining the sentences improve the flow or readability of the ideas?” | <ul style="list-style-type: none"> Locate and display an image of two chain links hooked together to visually demonstrate how two things link, or connect. Provide sentence starters to support students during group discussions (“The addition linking word ‘and’ combined the ideas by ...”). During this Work Time, you may want to pull individual or small group(s) of students to offer support with identifying the relationships between ideas and adding linking words to essays. |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none"> • After 2 minutes, invite members from a couple of groups to share out. Listen for: <ul style="list-style-type: none"> – “These ideas are different because it seems that if you love cherries, you might like cherry pie too. It subtracts from her love of cherries to not like cherry pie.” – “When the sentences were separated, they sounded unrelated. Using a linking word made the connection between the ideas clearer.” • Continue and pause after reading the Cause row. Ask groups to discuss: <ul style="list-style-type: none"> * “How does the Cause linking word ‘because’ help you identify what idea ‘caused’ the other?” * “How does combining the sentences improve the flow or readability of the ideas?” • After 1 or 2 minutes, cold call a few students to share their thinking. Listen for: <ul style="list-style-type: none"> – “Using the linking word ‘because’ between the two ideas makes it clear that leaving the tap running cause the sink to overflow.” – “Linking the two ideas into one sentence helped them flow together more clearly. It sounds less like a list or report of facts. It’s less robotic-sounding.” • Read the final row aloud and then ask groups to discuss: <ul style="list-style-type: none"> * “How does the Time linking word ‘after’ help you understand the order of events?” * “How does the new sentence improve the flow or readability of the ideas?” • After 1 or 2 minutes, cold call a few students to share out with the class. Listen for ideas such as: <ul style="list-style-type: none"> – “The linking word ‘after’ helps me understand the order he did things in - that he baked the cake after going grocery shopping.” – “The original sentences sound really similar and seem to repeat a similar idea.” • Tell students they are now going to work with their model Painted Essays about the electric motor to identify the types of linking words used and explain how they connect ideas and help make the piece flow from one idea to the next. • Display the Model Painted Essay: “The Electric Motor” and ask students to look at their model essays. Focus their attention on the introductory paragraph. • Tell students this paragraph will be read aloud. Students should follow along silently and look for examples of the four types of linking words. To support students, point out or remind them that linking words are oftentimes found at the beginning or in the middle of a sentence. | |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none">• Read the entire introductory paragraph aloud. Then pause to ask:<ul style="list-style-type: none">* “What linking words were you able to locate?”* “What type(s) of linking words are they?”* “How do they help to connect ideas or show how ideas are related?”• After 2 or 3 minutes, invite a few students to share their thinking aloud. Listen for suggestions such as:<ul style="list-style-type: none">– “I found the linking words ‘over time’ and ‘and.’”– “‘Over time’ is a Time type of linking word, and ‘and’ is an Addition type of linking word.”– “The linking words ‘over time’ make it clear that first the electric motor was invented, and then other scientists changed it as time went by.”– “The linking word ‘and’ builds onto the idea that the electric motor solved problems by indicating that it also improved people’s lives; these ideas are similar.”• Ask students to notice the symbol below the name of each type of linking word (plus sign, minus sign, arrow, circle) on the anchor chart and their handouts. Explain that they will use these symbols to code the types of linking words they identify in the essay. Model by drawing a circle above the words ‘over time’ (in the third sentence of the introduction) and a plus sign over the word ‘and’ in the last sentence of the introduction.• Clarify as needed, and then ask students to draw these symbols above the same linking words in the introductory paragraph of their own model essays. See Coded Model Essay (answers, for teacher reference) for an example.• Distribute the Coding for Linking Words task card. Read the directions aloud and address clarifying questions.• Give students 7 or 8 minutes to complete the steps on their task cards, circulating to provide support.• Cold call members from each group to share out a linking word they found in the second, third, and last paragraphs of the model essay and how they coded each one. As students share out, record their thinking on the displayed model essay. | |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• If there is disagreement about how a word should be coded, pose probing questions that will help students develop critical thinking skills about how linking words are used to show a specific type of relationship between ideas:<ul style="list-style-type: none">* “Are the ideas in that sentence similar? How so?”* “Are the ideas different? Does one take away from the other? Explain your thinking.”* “Did one idea occur before, during, or after the other? Is that an important order of events to convey to the reader? Explain.”• Once students have shared out and discussed how they coded the model essay, ask them to look over it again and discuss in groups:<ul style="list-style-type: none">* “What do you notice about how the various types of linking words are used within the paragraphs of this model essay?”• After 2 minutes, invite a few students to share their thinking whole group. Listen for suggestions such as:<ul style="list-style-type: none">– “I notice that in the second paragraph, two different types of linking words are used in the same sentence.”– “The second paragraph has a big mix of linking word types.”– “I notice Time and Addition types of linking words are found near each other pretty often, which makes me think those types of words may work well together to show how things that happen over time are often related, building on each other.”• Draw students’ attention to the third learning target:<ul style="list-style-type: none">* “I can connect the ideas in my essay about the invention of basketball by using linking words.”• Underline the words from this target that students should now be familiar with from the work they just completed: <i>connect</i>, <i>ideas</i>, <i>linking words</i>. Ask groups to discuss 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 students will use their new understandings about linking words to make a final revision to their essays about basketball. They will go back through the proof and conclusion paragraphs they wrote and add linking words to show the relationships between their ideas as well as improve how the piece flows. | |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none">• Ask students to turn to the page in their journals where they wrote their basketball essays and to follow these directions:<ul style="list-style-type: none">– Independently read through your Proof Paragraph 1 (second paragraph). Think about:<ul style="list-style-type: none">* “Are there any ideas or sentences I could combine to make this piece flow more clearly?”* “Are the ideas similar or different? Did one cause the other? Are they connected over time?”* “How could I use linking words to show the relationship between these ideas more clearly?”– Discuss your thinking with group members.– Cross out the old sentence(s) and write a new sentence in the space above the original.– Repeat Steps 1–3 for Proof Paragraph 2 (third paragraph) and your conclusion (last paragraph).– If time allows, read your revised essay aloud to group members and ask them to provide feedback on its flow.• Provide clarification as needed, and then ask students to begin their work. Circulate to offer guidance and support.• After 8 to 10 minutes, focus students whole group and ask:<ul style="list-style-type: none">* “How did adding linking words to your essay make the relationships between ideas clearer?”* “In what ways did adding linking words improve the flow of your essay?”• Students’ answers will vary, but listen for them to make specific references back to the descriptions for each type of linking word as they explain how the words they used made the relationships between ideas clearer.• Ask students to keep their basketball essays out, as they will be sharing them with a partner during the Closing. | |



| Closing and Assessment | Meeting Students' Needs |
|---|---|
| <p>A. Debrief and Review of Learning Targets (10 minutes)</p> <ul style="list-style-type: none">• Remind students of the Back-to-Back, Face-to-Face protocol. Ask them to locate a partner who is not a member of their regular group to exchange essays.• Once all students have exchanged essays with a partner, ask them to turn back-to-back and complete the following:<ul style="list-style-type: none">– Read your partner's essay.– Think about: How does my partner's use of linking words show a clear connection between ideas and improve the readability of this essay?• Give students 4 or 5 minutes to complete Steps 1 and 2, then ask them to turn face-to-face to share their thinking about each other's essays. Remind them that when offering peer critique, they must remember to be both kind and specific.• After 2 minutes, invite a few students to share out a compliment about their partner's use of linking words to connect ideas or improve the flow of the essay.• Reread each of the learning targets aloud and ask students to use Thumb-O-Meter to show their level of mastery toward each of them. Note students who show mid to low on their meters, as they may need more support writing a conclusion paragraph or using linking words to connect ideas and provide flow.• Tell students they will begin the End of Unit 2 Assessment in the next lesson.• Distribute an index card for students to record their homework responses. | <ul style="list-style-type: none">• For struggling readers, consider asking partners to take turns reading their essays aloud to one another. |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Read your completed basketball essay aloud to someone at home or by yourself in front of the mirror, at least three times. Pause after each read to ask yourself:<ul style="list-style-type: none">* "Does the order of ideas make sense?"* "Does each piece of the essay (introduction, thesis, points, proof paragraphs, conclusion) fit together to create a big picture for the reader?"* "Are there any additional revisions I would make? How would those changes improve my essay?"• Write your responses on an index card to share during the Opening of the next lesson.• Read your independent reading book for at least 15 minutes and then write a response to another question on your Independent Reading Choice Board. | <ul style="list-style-type: none">• Allow students to dictate their responses to someone at home to scribe for them. |



EXPEDITIONARY
LEARNING

Grade 5: Module 2B: Unit 2: Lesson 11

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Four Corners Sheets

Accuracy

Rate & Flow



Phrasing & Punctuation

Expression & Volume



Conclusion Paragraph Task Card

1. Independently reread your color-coded introductory paragraph about the invention of basketball.
2. With group members, chorally reread the thesis of the introductory paragraph, then think about:
 - * “How can I restate the thesis in a new and interesting way to convey the ‘What?’ of my conclusion?”
 - * “How can I use specific language and key terms from the thesis in my conclusion?”
3. Discuss your thinking about the ‘What?’ of your conclusion with group members, then record a sentence that restates the thesis on one of your idea strips.
4. Independently reread the points of your introductory paragraph as well as both proof paragraphs to help you think about:
 - * “How can I express my own thinking about how or why basketball was developed in the winter?”
 - * “How can I express my own thinking about why basketball became a popular sport with fans all over the country?”
 - * “How can I explain why I think the invention of basketball was important—‘So What?’”
 - * “How can I use specific language and key terms to emphasize important details about the invention of basketball?”
5. Discuss your thinking about the “So What?” of your conclusion with group members, then record sentences on two or three of your idea strips.
6. Once you have recorded the “What?” and “So What?” of your conclusion on idea strips, move the strips around to place sentences in the order you think makes the most sense.
7. Independently read through your sentences in the order you placed them, as if you are reading your complete conclusion paragraph. Ask yourself:
 - * “Does this make sense?”
 - * “Does it sound right?”
 - * “Do these sentences clearly connect back to my thesis, points, and proof paragraphs in a sequence that makes sense?”
8. Continue to move your idea strips around until you feel you can answer “yes” to each of the questions from Step 7.


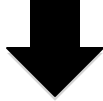

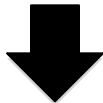

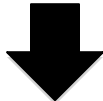

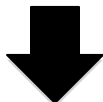


Conclusion Paragraph Task Card

9. Once you have your idea strips in order, read them aloud to group members in the order you placed them. Ask your group:
 - * “Do the sentences for my conclusion convey the ‘What?’ and ‘So What?’ in a clear way for the reader?”
 - * “Does the order of ideas make sense?”



Linking Words Anchor Chart

| <i>Types</i> | <i>Linking Words</i> | <i>Examples</i> |
|--|--|--|
| <p><i>ADDITION</i></p>  <p><i>One idea adds to another / Ideas are similar / Ideas agree with each other.</i></p> | <p><i>and</i> <i>like</i> <i>in fact</i> <i>example</i> <i>in all</i> <i>too</i> <i>as</i></p> | <p>1. "I dance to keep fit." 2. "I dance for enjoyment."</p>  <p>"I dance to keep fit and for enjoyment."</p> |
| <p><i>CONTRAST</i></p>  <p><i>Ideas do not match / one idea subtracts from the other.</i></p> | <p><i>but</i> <i>either</i> <i>comparison</i> <i>nonetheless</i></p> | <p>1. "She loves cherries!" 2. "I don't know why she doesn't like cherry pie."</p>  <p>"She loves cherries but doesn't like cherry pie."</p> |
| <p><i>CAUSE</i></p>  <p><i>One idea is the cause of another.</i></p> | <p><i>by</i> <i>consequently</i> <i>because</i> <i>in which case</i> <i>unless</i></p> | <p>1. "He didn't turn off the tap." 2. "The sink overflowed."</p>  <p>"The sink overflowed because he didn't turn off the tap."</p> |
| <p><i>TIME</i></p>  <p><i>Ideas are linked by time - one takes place before, during, or after another idea.</i></p> | <p><i>after</i> <i>afterward</i> <i>before</i> <i>while</i></p> | <p>1. "He went grocery shopping to buy ingredients." 2. "He baked a cake."</p>  <p>"After going grocery shopping to buy ingredients, he baked a cake."</p> |



Linking Words handout

Name: _____

Date: _____

| Types | Linking Words | Examples |
|--|--|--|
| <p>ADDITION</p> <p>+</p> <p><i>One idea adds to another / Ideas are similar / Ideas agree with each other.</i></p> | <p><i>and like in fact example in all too as</i></p> | <p>1. "I dance to keep fit." 2. "I dance for enjoyment."</p> <p>↓</p> <p>"I dance to keep fit and for enjoyment."</p> |
| <p>CONTRAST</p> <p>—</p> <p><i>Ideas do not match / one idea subtracts from the other.</i></p> | <p><i>but either comparison nonetheless</i></p> | <p>1. "She loves cherries!" 2. "I don't know why she doesn't like cherry pie."</p> <p>↓</p> <p>"She loves cherries but doesn't like cherry pie."</p> |
| <p>CAUSE</p> <p>→</p> <p><i>One idea is the cause of another.</i></p> | <p><i>by consequently because in which case unless</i></p> | <p>1. "He didn't turn off the tap." 2. "The sink overflowed."</p> <p>↓</p> <p>"The sink overflowed because he didn't turn off the tap."</p> |
| <p>TIME</p> <p>○</p> <p><i>Ideas are linked by time - one takes place before, during, or after another idea.</i></p> | <p><i>after afterward before while</i></p> | <p>1. "He went grocery shopping to buy ingredients." 2. "He baked a cake."</p> <p>↓</p> <p>"After going grocery shopping to buy ingredients, he baked a cake."</p> |



Coded Model Essay
(Answers, for Teacher Reference)

Did you know that you probably use an electric motor every day? Michael Faraday invented this useful device in 1821. Over time, other inventors refined the electric motor to help make people's lives easier. The electric motor changed everything. The invention of the electric motor solved a big problem for people living in the 1800s and improved people's lives in many ways.

The main source of electricity in the early 1800s was batteries, but batteries were very expensive and did not actually work for very long. Therefore, most people did not have access to electricity. So scientists wanted to find other ways to create electricity. In 1821, when Michael Faraday hung a magnetic rock over a bowl of liquid, it began to spin and create energy. This experiment was the first example of an electric motor. Faraday's electric motor was able to generate electricity better and for less money than batteries.

Other inventors developed new technologies based on Faraday's idea, and the new inventions changed people's lives. In 1882, Thomas Edison used Faraday's idea to construct the first power plant in New York City. This plant made it possible for most people in the area to have electricity in their homes for the very first time. Then, in the 1930s, the electric motor was used to make useful



Coded Model Essay
(Answers, for Teacher Reference)

+

household items such as refrigerators, washing machines, and fans. Today, electric motors can also be

+

found in computers, windshield wiper motors, and many other devices we use.

The invention of the electric motor has undoubtedly solved many people's problems over the

last 200 years! Just try to imagine what life would be like without electricity, refrigerators, or

computers. Thanks to Michael Faraday's invention of the electric motor, our lives have become much

better.



Coding for Linking Words Task Card

Directions:

1. Independently read through Proof Paragraph 1 (the second paragraph).
2. With your group members, look closely again at Proof Paragraph 1 to identify and code each linking word you find.
3. Repeat Steps 1 and 2 for Proof Paragraph 2 (the third paragraph) and the Conclusion (last paragraph).
4. After you have completed Steps 1–3, discuss with group members:
 - * “How did the author of the model essay use linking words to show the relationships between ideas?”
 - * “How does the use of linking words enhance the readability or flow of the essay?”



EXPEDITIONARY
LEARNING

Grade 5: Module 2B: Unit 2: Lesson 12

End of Unit Assessment: On-Demand

Informational Writing: Philo Farnsworth's Invention of the Television and How It Changed People's Lives, Part I



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



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

I can 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. (RI.5.3)

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

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

I can 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

- I can explain the relationship between society and the invention of television.
- I can determine the meaning of unknown words using a variety of strategies.
- I can identify the parts of an introductory paragraph about the invention of television.

Ongoing Assessment

- Independent Reading Choice Board response
- End of Unit 2 Assessment, On-Demand Informational Writing: Philo Farnsworth's Invention of the Television and How It Changed People's Lives, Part 1

Agenda

1. Opening
 - A. Homework Review (5 minutes)
 - B. Reviewing Learning Targets and Engaging the Writer (5 minutes)
2. Work Time
 - A. End of Unit 3 Assessment, Part 1 (45 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework
 - A. Independent reading and response.

Teaching Notes

- In this lesson, students complete Part 1 of the end of unit assessment by reading excerpts from the article, "Television," answering a series of text-dependent questions, and identifying the parts of an introductory paragraph about the invention of television.
- Part 1 of this assessment actually serves as a reading assessment. It is also preparation for Part 2 (in Lesson 13), during which students actually write their on-demand informational essay, (using the Painted Essay structure) about the invention of the television.
- In advance, read the article "Television" and review the end of unit 3 assessment.
- Post: Learning targets.



| Lesson Vocabulary | Materials |
|--|---|
| explain, relationship, society, unknown, determine, meaning, variety, strategies, identify, introductory paragraph | <ul style="list-style-type: none">• Parts of a Painted Essay anchor chart (from Lesson 9)• “Television” article (one per student)• End of Unit 2 Assessment: On-Demand Informational Writing: Philo Farnsworth’s Invention of the Television and How It Changed People’s Lives, Part 1 (one per student)• End of Unit 2 Assessment: On-Demand Informational Writing: Philo Farnsworth’s Invention of the Television and How It Changed People’s Lives, Part 1 (answers, for teacher reference)• Journals (begun in Unit 1, Lesson 1)• Independent Reading Choice Board (from Lesson 4) |

| Opening | Meeting Students’ Needs |
|---|---|
| <p>A. Homework Review (5 minutes)</p> <ul style="list-style-type: none">• Ask students to partner up with a peer who is not a member of their regular group, then briefly discuss:<ul style="list-style-type: none">* “What is one strength of the essay you wrote about the invention of basketball? Explain.”* “What is one area of your essay that you would like to improve? Why?”• After 2 or 3 minutes, invite a few students to share out whole group. Answers will vary, but listen for them to make specific reference to parts of a Painted Essay and linking words. | <ul style="list-style-type: none">• Provide copies of the learning targets for students to underline and capture notes on to help provide access to peer discussions about the targets, especially when students are putting them into their own words. |



| Opening | Meeting Students' Needs |
|---|-------------------------|
| <p>B. Reviewing Learning Targets and Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Introduce the learning targets by reading them aloud or asking volunteers to read them aloud.<ul style="list-style-type: none">* "I can explain the relationship between society and the invention of television."* "I can determine the meaning of unknown words using a variety of strategies."* "I can identify the parts of an introductory paragraph about the invention of television."• Ask students to identify at least one word they think might be important or that is new to them.• Give them adequate time to review the targets and identify their words, and then have them turn to a neighbor to share their three words and why they chose them.• Invite partners to share out words. Ask them to generate short definitions or synonyms for these words and record them above or below the words in the target. Supplement the discussion as needed to draw students' attention to the following:<ul style="list-style-type: none"><i>explain</i> – make clear<i>relationship</i> – connection<i>society</i> – the general public, civilization<i>determine</i> – decide, find out<i>meaning</i> – definition, what something means<i>unknown</i> – not known (prefix <i>-un</i> = not)<i>variety</i> – different<i>strategies</i> – ways to solve a problem; tools used to help determine meaning<i>identify</i> – locate and name<i>introductory paragraph</i> – the first paragraph of an essay; includes the introduction, thesis, and points• Tell students they will take the End of Unit 2 Assessment today to demonstrate their understanding of the relationships between people and ideas, how to determine the meaning of key terms using multiple strategies, and how the parts of the introductory paragraph fit together to establish a plan for the rest of the essay. | |



| Work Time | Meeting Students' Needs |
|--|---|
| <p>A. End of Unit 2 Assessment, Part 1 (45 minutes)</p> <ul style="list-style-type: none">• Ensure that all students have located their book, articles, and note-catchers from previous lessons:<ul style="list-style-type: none">– The Boy Who Invented TV: The Story of Philo Farnsworth,– The Invention of Television note-catcher,– “TV Turns On” article, and– How Television Changed People's Lives note-catcher.• Direct students' attention to where the Parts of a Painted Essay anchor chart is, for reference during the assessment.• Distribute the “Television” article and End of Unit 2 Assessment: On-Demand Informational Writing: Philo Farnsworth's Invention of the Television and How It Changed People's Lives, Part 1.• Read the directions and questions on the assessment aloud, and then tell students they will have 40 minutes to read “How Television Changed the World” and complete the questions on the assessment.• Give students 40 minutes to work independently. Circulate to supervise, but because this is a formal, on-demand assessment, do not provide support other than formally approved accommodations.• If students finish their assessment early, they should read independently or complete the glossaries in their journals if they have not been able to fill in all four columns for each key term from previous lessons.• After 40 minutes, collect the assessments. | <ul style="list-style-type: none">• Consider providing extra time for tasks and answering questions in class discussions. Some students need more time to process and translate information.• ELLs receive extended time as an accommodation on New York State assessments.• Consider providing smaller chunks of text (sometimes just a few sentences) and a modified assessment with fewer questions for struggling students. |



| Closing and Assessment | Meeting Students' Needs |
|--|---|
| <p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Ask students to turn and talk:<ul style="list-style-type: none">* “Explain one positive and one negative impact television has had on society, according to the article.”• Cold call a few pairs to share their thoughts. Listen for them to notice that television has changed education and lifestyles.• Tell students they will take Part 2 of the assessment in the next lesson, during which they will write a complete four-paragraph essay about Philo Farnsworth's invention of television. | <ul style="list-style-type: none">• Offer and display sentence starters to allow all students to access the debrief response (“One positive impact television had was ...” and “One negative impact television had was ...”). |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Continue reading your independent reading book for at least 30 minutes and respond to one of the questions on your Independent Reading Choice Board. | |



EXPEDITIONARY
LEARNING

Grade 5: Module 2B: Unit 2: Lesson 12

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



“Television” (excerpts)

Name:

Date:

Effects of television.

In many countries, television ranks as a major influence on life. It affects the way people spend their time and what and how they learn.

Effects on leisure time.

Throughout the industrialized world, watching television is one of the most time-consuming leisure activities among adults. Some critics say that television viewing takes time away from other activities, such as reading, conversation, social gatherings, and exercise.

Effects on learning and perception.

Television can contribute greatly to what viewers learn. It may benefit people by widening their experience. On the other hand, TV also may contribute to harmful impressions of the world.

Enriched experience.

No communication system has ever provided so many people with as wide a range of new experiences as television has. Without leaving their homes, TV viewers can watch government officials perform important functions. They can see how people in far-off lands look and live. Television takes viewers to deserts, jungles, and the ocean floor. A TV viewer can see how a famous actor performs the role of Hamlet, and how top comedians draw laughter. Television gives its viewers a glimpse of real-life tragedy, such as when it covers the victims of war, natural disasters, and poverty. It also captures moments of great triumph, such as when astronauts first set foot on the moon.



“Television” (excerpts)

Harmful impressions.

Many social scientists believe that people will likely form false impressions from watching a great deal of television. One of these impressions is that many people are better off than they are. Another is that the world is an unfriendly place, filled with untrustworthy people and risky circumstances.

Television programs often show people leading more glamorous lives and owning more material goods than most viewers. In addition, TV commercials constantly urge viewers to buy things. Many sociologists believe that as a result, the material expectations of TV viewers are raised, sometimes to an unrealistic level.

Some social scientists claim that television violence encourages some viewers to believe the world is a more violent place than it actually is. As a result, some people may become overly suspicious and fearful of others. But other scholars point out that storytelling throughout history has often featured tales of struggle, violence, and revenge.



End of Unit 2 Assessment: On-Demand Informational Writing:

Philo Farnsworth's Invention of the Television and How It Changed People's Lives, Part 1

Long-Term Learning Targets:

I can 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. (RI.5.3)

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

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

I can 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)

Directions

- Read the article "Television."
- Consider the gist of the article. What is it 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.

1. In the second paragraph, the author states, "...watching television is one of the most time-consuming leisure activities among adults."

Part A: What does the term *time-consuming* mean in this sentence?

- A. Boring
- B. Takes up a lot of time
- C. Doesn't last very long

Part B: Which of these sentences from the article helped you determine the meaning of this word?

- A. "In many countries, television ranks as a major influence on life."
- B. "Some critics say that television viewing takes time away from other activities, such as reading, conversation, social gatherings, and exercise."
- C. "Television can contribute greatly to what viewers learn."

End of Unit 2 Assessment: On-Demand Informational Writing:

Philo Farnsworth's Invention of the Television and How It Changed People's Lives, Part 1

2. Read the dictionary definitions for the word *material* below and determine which is the correct definition based on how the word is used in the sixth paragraph of the article: "Television programs often show people leading more glamorous lives and owning more **material** goods than most viewers."
- A. *material (adj)*: very important
 - B. *material (adj)*: describing things that people buy
 - C. *material (n)*: something used to make other things
3. In the sixth paragraph, the author states, "the material expectations of TV viewers are raised, sometimes to an **unrealistic** level."

Part A. Write a definition for the word *unrealistic*, on the line below.

Part B. What part(s) of the word *unrealistic* helped you determine the meaning of Part A? Explain.

-
4. According to the article, how has television improved people's lives?
- A. Television gives people something to do in their free time.
 - B. Television contributes to what people are able to learn.
 - C. Television makes people think they are better off than they actually are.
 - D. Television encourages people to buy more material goods.



End of Unit 2 Assessment: On-Demand Informational Writing:

Philo Farnsworth's Invention of the Television and How It Changed People's Lives, Part 1

5. Planning for the on-demand essay: *Why* Philo Farnsworth invented television, and how it changed people's lives

Review each of the sentences below, then determine which part of the introductory paragraph about Philo Farnsworth's invention of TV each sentence is, and label it on the line next to each sentence. Use the codes below (in **bold**) to label each of the five sentences:

I/BGK - introduction/background knowledge (context) sentence

I/AG - introduction/attention-getter sentence

T - thesis sentence

Pts - points 1 and 2 sentence

_____ Television has been one of the greatest inventions of the 20th century!

_____ What started as an idea to connect people far and wide has become a piece of technology that we could hardly imagine living without.

_____ It was Philo Farnsworth who came up with a solution that he called an image dissector, which eventually became known as TV.

_____ In the early 1900s, many inventors were trying to develop some form of television.

_____ The invention of television has had a tremendous impact on the way we live.



End of Unit 2 Assessment: On-Demand Informational Writing:

Philo Farnsworth's Invention of the Television and How It Changed People's Lives, Part I
(Answers, for Teacher Reference)

Long-Term Learning Targets:

- I can 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. (RI.5.3)
- I can write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.2)
- a. I can introduce a topic clearly, provide a general observation and focus, and group related information logically.
- I can 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)

Directions

- Read the article "Television."
 - Consider the gist of the article. What is it 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.
1. In the second paragraph, the author states, "...watching television is one of the most ***time-consuming*** leisure activities among adults."

Part A: What does the term *time-consuming* mean in this sentence?

- A. Boring
- B. **Takes up a lot of time**
- C. Doesn't last very long

Part B: Which of these sentences from the article helped you determine the meaning of this word?

- A. "In many countries, television ranks as a major influence on life."
- B. **"Some critics say that television viewing takes time away from other activities, such as reading, conversation, social gatherings, and exercise."**
- C. "Television can contribute greatly to what viewers learn."



2. Read the dictionary definitions for the word *material* below and determine which is the correct definition based on how the word is used in the sixth paragraph of the article: “Television programs often show people leading more glamorous lives and owning more **material** goods than most viewers.”
- A. *material (adj)*: very important
- B. ***material (adj)*: describing things that people buy**
- C. *material (n)*: something used to make other things
3. In the sixth paragraph, the author states, “the material expectations of TV viewers are raised, sometimes to an **unrealistic** level.”

Part A. Write a definition for the word *unrealistic*, on the line below.

Not able to see things how they really are; not seeing what is real.

Part B. What part(s) of the word *unrealistic* helped you determine the meaning of Part A? Explain.

Un- means not, so unreal means not real/unrealistic means not seeing the reality/not seeing the way things really are.

4. According to the article, how has television improved people’s lives?
- A. Television gives people something to do in their free time.
- B. **Television contributes to what people are able to learn.**
- C. Television makes people think they are better off than they actually are.
- D. Television encourages people to buy more material goods.



End of Unit 2 Assessment: On-Demand Informational Writing:

Philo Farnsworth's Invention of the Television and How It Changed People's Lives, Part I
(Answers, for Teacher Reference)

5. Planning for the on-demand essay: *Why* Philo Farnsworth invented television, and how it changed people's lives

Review each of the sentences below, then determine which part of the introductory paragraph about Philo Farnsworth's invention of TV each sentence is, and label it on the line next to each sentence. Use the codes below (in **bold**) to label each of the five sentences:

I/BGK - introduction/background knowledge (context) sentence

I/AG - introduction/attention-getter sentence

T - thesis sentence

Pts - points 1 and 2 sentence

I/AG Television has been one of the greatest inventions of the 20th century!

Pts What started as an idea to connect people far and wide has become a piece of technology that we could hardly imagine living without.

I/BGK It was Philo Farnsworth who came up with a solution that he called an image dissector, which eventually became known as TV.

I/BGK In the early 1900s, many inventors were trying to develop some form of television.

T The invention of television has had a tremendous impact on the way we live.



EXPEDITIONARY
LEARNING

Grade 5: Module 2B: Unit 2: Lesson 13

End of Unit On-Demand Informational Writing:

Philo Farnsworth's Invention of the Television and How It Changed People's Lives, Part 2



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2)

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. I can develop the topic with facts, definitions, details, and quotations.
- c. I can use linking words and phrases to connect ideas within categories of information (e.g., in contrast, especially).
- d. I can use precise, content-specific vocabulary to inform or explain about a topic.
- e. I can construct a concluding statement or section of an informative/explanatory text.

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)

I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)

Supporting Learning Targets

- I can write an informational essay that explains why Philo Farnsworth invented TV and how it changed people's lives.
- I can draw upon evidence from the informational texts I've read about Philo Farnsworth and the invention of TV to support the ideas presented in my essay.
- I can reflect on my learning about Philo Farnsworth's invention of television and how it changed people's lives.

Ongoing Assessment

- Independent Reading Choice Board response (from homework)
- End of Unit 2 Assessment: On-Demand Information Writing: Philo Farnsworth's Invention of the Television and How It Changed People's Lives, Part 2
- Tracking My Progress, End of Unit 2 recording form



| Agenda | Teaching Notes |
|--|--|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Homework Review (2 minutes)Engaging the Writer (8 minutes)Work Time<ol style="list-style-type: none">End of Unit 2 Assessment, Part 2 (35 minutes)Tracking My Progress (10 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief: Tracking My Progress (5 minutes)Homework<ol style="list-style-type: none">Independent reading. | <ul style="list-style-type: none">In this lesson, students complete Part 2 of the end of unit assessment by arranging sentences for the introductory paragraph and writing the final three paragraphs of their essays.In the Opening, display an uncut version of the introductory paragraph strips for students to refer to for the Back-to-Back and Face-to-Face protocol.To complete this task, students will need to refer to the notes in their journals, their completed graphic organizers, note-catchers, anchor charts, <i>The Boy Who Invented TV: The Story of Philo Farnsworth</i>, and the article from Lesson 7, "TV Turns On." Each of these materials should be accessible to students throughout the lesson.Note that students complete their Tracking My Progress forms by reflecting on the three most key learning targets from <i>both</i> Parts 1 and 2 of the assessment. The targets chosen represent the most central concepts students have been working toward understanding, during the second half of this unit.In advance:<ul style="list-style-type: none">Review the Back-to-Back, Face-to-Face protocol (see Appendix).Review the end of unit assessment, Part 2.Cut apart the introductory paragraph strips (one set per student).Post: Learning targets. |



| Lesson Vocabulary | Materials |
|--|--|
| essay, explain, draw, evidence, support, reflect | <ul style="list-style-type: none">• Introductory paragraph strips (one full page, uncut, for display; one set per student, cut apart)• Document camera• Parts of a Painted Essay anchor chart (from Lesson 9)• Linking Words anchor chart (from Lesson 11)• Journals (begun in Unit 1, Lesson 1)• <i>The Boy Who Invented TV: The Story of Philo Farnsworth</i> (book; one per student)• The Invention of Television note-catcher (from Lesson 6)• “TV Turns On” (from Lesson 7)• How Television Changed People’s Lives note-catcher (from Lesson 7)• “Television” article (from Lesson 12)• End of Unit 2 Assessment: On-Demand Informational Writing: Philo Farnsworth’s Invention of the Television and How It Changed People’s Lives, Part 1 (from Lesson 12; one per student)• End of Unit 3 Assessment: On-Demand Informational Writing: Philo Farnsworth’s Invention of the Television and How It Changed People’s Lives, Part 2 (one per student)• Notes Chart (one per student)• Loose-leaf paper (1 or 2 sheets per student)• Tape, glue, or staplers (enough for each student to have access)• Informational Essay rubric (one per student)• Tracking My Progress, End of Unit 2 recording form (one per student) |



| Opening | Meeting Students' Needs |
|---|---|
| <p>A. Homework Review (2 minutes)</p> <ul style="list-style-type: none"> • Invite students to take out the response to their independent reading that they completed for homework. Ask them to turn to the person next to them and share the response they chose from their Independent Reading Choice Board. • After 1 minute, invite a few students to share their responses whole group. | <ul style="list-style-type: none"> • Consider providing symbolic representation of key terms from the targets to support students' ability to restate the targets in their own words (e.g., a person talking for <i>explain</i>; taking objects out of a bag for <i>draw</i>; one thing holding up another for <i>support</i>, etc.). • Display the Back-to-Back, Face-to-Face prompts for student reference. |
| <p>B. Engaging the Writer (8 minutes)</p> <ul style="list-style-type: none"> • Display the learning targets and ask students to join you in reading them aloud: <ul style="list-style-type: none"> * "I can write an informational essay that explains why Philo Farnsworth invented TV and how it changed people's lives." * "I can draw upon evidence from the informational texts I've read about Philo Farnsworth and the invention of TV to support the ideas presented in my essay." * "I can reflect on my learning about Philo Farnsworth's invention of television and how it changed people's lives." • Invite volunteers to restate the targets in their own words, replacing key vocabulary with synonyms that make sense to them. Listen for and support students to generate accurate synonyms: <p><i>essay</i> – multi-paragraph piece of writing</p> <p><i>draw</i> – pull from, use</p> <p><i>support</i> – back up, reinforce</p> • Display an uncut version of the introductory paragraph strips under the document camera for student reference. Tell students that they will now play a brief game of Back-to-Back, Face-to-Face as a warm-up exercise using these sentences from the introductory paragraph from Part 1 of the end of unit assessment. • Encourage students to choose a different partner for each round. | |



| Opening (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• When students have had adequate time to safely mingle around the room, announce: “Back-to-back.”• When all students are paired up, offer the first question:<ul style="list-style-type: none">* “Which sentence is the attention-getter, and why do you think so?”• Give students a moment to refer to the displayed sentences to decide their answer, then announce: “Face-to-face.”• Allow students time to share their thinking with their partner and invite a volunteer to share out. Listen for:<ul style="list-style-type: none">– “Television has been one of the greatest inventions of the 20th century!’ is the attention-getter because it’s a bold statement that causes readers to think about whether they agree.”• Repeat this same process for the following questions. Remind students to pair up with a different partner each time.<ul style="list-style-type: none">* “What two sentences give background information or context? How do you know?”* “What sentence is the thesis? How do you know?”* “What are the two points?”• Listen for students to name the following and provide reasonable justification for their thinking:<ul style="list-style-type: none">– Background knowledge and context – “It was Philo Farnsworth who came up with a solution that he called an image dissector, which eventually became known as TV” and “In the early 1900s, many inventors were trying to develop some form.”– Thesis – “The invention of television has had a tremendous impact on the way we live.”– Two points – “What started as an idea to connect people far and wide (point #1) has become a piece of technology that we could hardly imagine living without (point #2).” | |



| Work Time | Meeting Students' Needs |
|---|---|
| <p>A. End of Unit 2 Assessment, Part 2 (35 minutes)</p> <ul style="list-style-type: none">• Display the Parts of a Painted Essay anchor chart and Linking Words anchor chart. Be sure students have their materials from previous lessons:<ul style="list-style-type: none">– journals,– <i>The Boy Who Invented TV: The Story of Philo Farnsworth,</i>– The Invention of Television note-catcher,– “TV Turns On” article,– How Television Changed People's Lives note-catcher,– “Television” article– End of Unit 2 Assessment: On-Demand Informational Writing: Philo Farnsworth's Invention of the Television and How It Changed People's Lives, Part 1• Distribute new materials:<ul style="list-style-type: none">– End of Unit 2 Assessment: On-Demand Informational Writing: Philo Farnsworth's Invention of the Television and How It Changed People's Lives, Part 2,– introductory paragraph strips,– notes chart,– loose-leaf paper, and– tape, glue, or staplers.• Ask students to scan the assessment. Then read through the directions together. Point out that this will be a four-paragraph essay. Direct them to focus on the Criteria for Success. Note that this is a multistep process: their first step is to arrange and paste the introductory paragraph strips in a logical order on the top of one piece of their paper. Next, they write their two proof paragraphs and a conclusion paragraph, including linking words that demonstrate the relationship between ideas.• Distribute and review the Informational Essay rubric, which students can use to assess the quality of their writing and revise as needed. Address any clarifying questions. | <ul style="list-style-type: none">• To support students with physical impairments that affect their ability to write, offer access to assistive technology, a computer with word processing, or a scribe.• To support students who struggle with organization or managing materials, offer introductory paragraph strips uncut and allow them to number them instead of arranging them in order. |



| Work Time (continued) | Meeting Students' Needs |
|---|---|
| <ul style="list-style-type: none">Allow students 30 minutes to write. They should do their best in the time they have and refer to their resources for support. Since this is an on-demand assessment, do not provide support other than formally approved accommodations. After 30 minutes, thank students and collect their work. | |
| <p>B. Tracking My Progress (10 minutes)</p> <ul style="list-style-type: none">Distribute the prompt Tracking My Progress, End of Unit 2 recording form. Encourage students to take their time and offer thoughtful reflections on each target. Remind them that some targets are from Part 1 of the assessment from the previous lesson.Tell students they have 10 minutes to complete the self-assessment and be prepared to share with the group during the debrief. | <ul style="list-style-type: none">Offer to scribe for students who have difficulty with the physical act of writing to be sure to capture meaningful reflections on each target. |
| Closing and Assessment | Meeting Students' Needs |
| <p>A. Debrief: Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">Congratulate students on completing their four-paragraph essay about Philo Farnsworth's invention and how it changed people's lives.Pair students up. Ask them to share the reflections on their Tracking My Progress recording form.Invite several students to share out with the whole group.Collect students' end of unit assessments and Tracking My Progress forms for review. | <ul style="list-style-type: none">Provide a sentence starter to give all students access to the conversation with a peer ("On the first target, I circled.... The evidence I have to support that is ..."). |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">Continue reading your independent reading book and respond to the final question on your choice board.Be prepared to reflect on your independent reading choice for this unit in the next lesson, to help you choose a new independent reading book. | <ul style="list-style-type: none">Allow students to dictate their response to someone at home to act as scribe. |



EXPEDITIONARY
LEARNING

Grade 5: Module 2B: Unit 2: Lesson 13

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



End of Unit 2 Assessment: On-Demand Informational Writing: Philo Farnsworth's Invention of the Television and How It Changed People's Lives, Part 2

Long-Term Learning Targets Assessed:

I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2)

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. I can develop the topic with facts, definitions, details, and quotations.
- c. I can use linking words and phrases to connect ideas within categories of information (e.g., in contrast, especially).
- d. I can use precise, content-specific vocabulary to inform or explain about a topic.
- e. I can construct a concluding statement or section of an informative/explanatory text.

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)

I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)

Directions:

1. Arrange your introductory paragraph strips in the order you think makes the most sense to introduce your essay about *why* Philo Farnsworth invented television and *how* it has changed people's lives.
2. Paste the introductory paragraph strips at the top of your loose-leaf paper to create an introductory paragraph for your essay that includes:
 - a. An introduction that grabs the reader's attention and provides background knowledge (context) about the topic of your essay
 - b. A thesis
 - c. Two points
3. Select the evidence and reasons you will use to support Point 1 and Point 2 from your notes. Organize these on the "Notes Chart" provided.
4. Below your introductory paragraph, write Proof Paragraph 1 to support point 1 with reasons and evidence from the texts you have read and your notes.
5. Below Proof Paragraph 1, write Proof Paragraph 2 to support point 2 with reasons and evidence from the texts you have read and your notes.



End of Unit 2 Assessment: On-Demand Informational Writing: Philo Farnsworth's Invention of the Television and How It Changed People's Lives, Part 2

6. Write a conclusion paragraph for your essay that explains the “What?” and “So What?” of your essay.
7. Check your work against the Criteria for an Essay and make revisions as needed.



Introductory Paragraph Strips

In the early 1900s, many inventors were trying to invent some form of television

Television has been one of the greatest inventions of the 20th century!

It was Philo Farnsworth who came up with a solution that he called an image dissector, which eventually became known as TV.

What started as an idea to connect people far and wide has become a piece of technology that we could hardly imagine living without.

The invention of television has had a tremendous impact on the way we live.



Notes Chart

| Evidence and reasons that support Point 1 | Evidence and reasons that support Point 2 |
|---|---|
| | |



Informational Essay Rubric

| 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 | <p>___clearly introduce a topic in a manner that follows logically from the task and purpose</p> <p>___demonstrate insightful comprehension and analysis of the text(s)</p> | <p>___clearly introduce a topic in a manner that follows from the task and purpose</p> <p>___demonstrate grade-appropriate comprehension and analysis of the text(s)</p> | <p>___introduce a topic in a manner that follows generally from the task and purpose</p> <p>___demonstrate a literal comprehension of the text(s)</p> | <p>___Introduce a topic in a manner that does not logically follow from the task and purpose</p> <p>___demonstrate little understanding of the text(s)</p> | <p>___demonstrate a lack of comprehension of the text(s) or task</p> |
| COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection | <p>___develop the focus with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)</p> <p>___sustain the use of varied, relevant evidence</p> | <p>___develop the focus with relevant facts, definitions, details, quotations, or other information and examples from the text(s)</p> <p>___sustain the use of relevant evidence, with some lack of variety</p> | <p>___partially develop the focus of the essay with the use of some textual evidence, some of which may be irrelevant</p> <p>___use relevant evidence inconsistently</p> | <p>___demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence that is generally invalid or irrelevant</p> | <p>___provide no evidence or provide evidence that is completely irrelevant</p> |



Informational Essay Rubric

| 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 |
| CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling | ___demonstrate grade-appropriate command of conventions, with few errors | ___demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension | ___demonstrate emerging command of conventions, with some errors that may hinder comprehension | ___demonstrate a lack of command of conventions, with frequent errors that hinder comprehension | —are minimal, making assessment of conventions unreliable |



Tracking My Progress, End of Unit 2

Name: _____

Date: _____

Learning Target: I can explain the relationship between society and the invention of television.

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:

Tracking My Progress, End of Unit 2

Name: _____

Date: _____

Learning Target: I can write an informational essay that explains why Philo Farnsworth Invented TV and how it changed people's lives.

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:



Tracking My Progress, End of Unit 2

Name: _____

Date: _____

Learning Target: I can draw upon evidence from the informational texts I've read about Philo Farnsworth and the invention of TV to support the ideas presented in my essay.

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:
