



# AIM SCHOOLWIDE PACT LESSONS



LESSONS TO SUPPORT INSTRUCTION IN



SCIENCE



SOCIAL STUDIES



ENGLISH LANGUAGE ARTS



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## Student Materials

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# INTRODUCTION

The purpose of these lessons is to:

- Familiarize students with all the components of PACT.
- Teach the get the gist strategy used within critical reading.

All lessons contain all three PACT components:

- Comprehension Canopy
- Essential Words
- Critical Reading

**Note**

These sample lessons serve as examples to show you how PACT practices can fit together and be delivered to support students' content knowledge and literacy development. As such, we recommend that you deliver a few of the lessons so you and your students become familiar with PACT. These lessons are soft scripted, which means that the scripted language is a guide and does not need to be followed verbatim. Additionally, you can modify the lessons to suit the needs of you and your students.

# PACT IMPLEMENTATION OVERVIEW

## 1. Comprehension Canopy

- Introduce the topic of the lesson.
- Provide a springboard that provides background information and piques interest.

## 2. Essential Words

- Share and define the essential word.
- Provide a visual representation of the word and discuss related words.
- Share examples and nonexamples.
- Have students talk about the word with a partner.

## 3. Critical Reading

- Introduce the text, the topic, and the culminating question.
- Introduce students to or remind students about the get the gist or get the gist with partner reading strategies
- Model get the gist.
  - Read the section or model partner reading with the section.
  - Share the most important “who” or “what” and the most important information about the “who” or “what.”
- Facilitate guided practice.
  - Read the section of text aloud slowly.
  - Have students follow along and review the text.
  - Give students time to share and discuss the most important “who” or “what” and the most important information about the “who” or “what.”
- Facilitate independent or partner practice.
  - Have students read the section of text.
  - Give students time to determine the most important “who” or “what” and the most important information about the “who” or “what.”
  - Circulate and provide support.
- Answer the culminating question.
  - Review the gist statements.
  - Remind students of the culminating question.
  - Facilitate students sharing and discussing possible answers to the culminating question.



### Note

- These steps look slightly different for partner reading. With partner reading, you will model the procedure with students and then they will engage in guided practice with your support.
- How many sections you devote to modeling, guided practice, and independent or partner practice will depend on your students and the level of support they need. Stay on a given step (e.g., guided practice) until you feel your students are comfortable and understand what is expected of them

# THOUGHTS & CONSIDERATIONS FOR LESSON IMPLEMENTATION

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You may wish to add the culminating question to the graphic organizer before giving the organizer to students rather than having students write the question down.

You may also choose not to use the graphic organizer. If you are not using the organizer, you may want to allow students to annotate or write down each gist statement on their own paper.

Although we want you to avoid too much “teacher talk” in the lessons, it is important to model your thinking for students as they learn this process. The extra support versions of the lessons provide great examples of “teacher talk” that you can use as a model.

When sharing examples of the “who” or “what” or the most important information during critical reading, you will also want to use nonexamples and think aloud about why a word, or a piece of information, is not the most important information and should not be included.

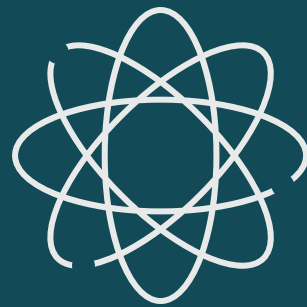
When sharing the “who” or “what” and the most important information, you can have students copy it down, underline the information in the text, or just discuss it.

When coming up with gist statements, students can say their gist statement aloud, write their gist statement, or dictate their gist statement to you to write on the board.

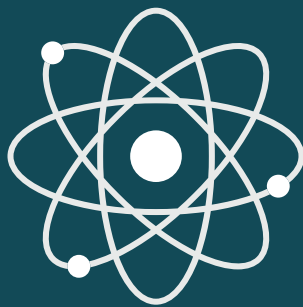
If you are writing on the board what students share, be mindful to explain why you do or do not write their answers on the board.

You may need to deliver a mini lesson on pronouns if you are using the gist pointers and students are struggling with pronouns. You can find a mini lesson (10–15 minutes) in the resources section of the lesson book.

When doing partner reading, you can have partners switch roles after each section so that each student has a turn with both roles.



# SCIENCE



# SCIENCE

## Get the Gist With *The Venus Flytrap*

<b>PURPOSE</b>	Teach and practice how to get the gist of a passage
<b>TOTAL TIME</b>	40–45 minutes
<b>MATERIALS</b>	<ul style="list-style-type: none"><li>• Copy of <i>The Venus Flytrap</i> to show on document camera or equivalent device</li><li>• Copy of <i>The Venus Flytrap</i> for each student</li><li>• Copy of the get the gist cue card for each student</li><li>• Copy of the get the gist graphic organizer for each student</li></ul>
<b>COMPREHENSION CANOPY</b> (5 MINUTES OR LESS)	<ul style="list-style-type: none"><li>• Introduce topic of text.</li><li>• Show springboard images and discuss.</li></ul>
<b>ESSENTIAL WORDS</b> (5 MINUTES OR LESS)	<ul style="list-style-type: none"><li>• nutrients</li></ul>
<b>CRITICAL READING</b> (30 MINUTES): <b><i>THE VENUS FLYTRAP</i></b>	<ul style="list-style-type: none"><li>• Teach students how to get the gist using the selected text.</li><li>• Students will identify a gist statement for each section of text.</li><li>• Hold discussion about the culminating question at the end of the lesson, citing text evidence.</li></ul>



Purple text sections include get the gist language and are examples of how teachers might provide additional support to students who need it.

# COMPREHENSION CANOPY



## OBJECTIVE

Provide the class the background information necessary to comprehend the text by introducing the topic of the text and by showing students the springboard images.

## INTRODUCE THE TOPIC OF THE TEXT

You may already know a great deal about how plants grow. You may already know that they need water and sunlight to gather nutrients to grow. The process that plants use to transform water and sunlight into nutrients is called “photosynthesis.” Humans need nutrients, too, but we largely get them by digesting the food we eat.

### Show Students the Springboard Images

Show Image 1.

Different plants grow in different areas, and each plant specially develops to grow in that area. Let me show you a few. This first plant is a kind of fern. Some ferns grow in mountains and some even in deserts, but this one grows in shady places in the rain forest. Do you notice how its fronds are very large? That’s so the plant can gather as much sunlight as possible. The plant is large and bright green because the soil is so rich in nutrients.

Show Image 2.

Now, let’s look at another set of plants. These plants are in the desert. Turn to your partner. Share two things you notice about how these plants grow, how they are different from the fern, and why they might be that way.

Give students about 30 seconds to discuss, and then ask a couple of groups to share.

So, plants look different based on where they grow. Today, you will learn about a plant that grows in such a difficult place that it doesn’t act like a typical plant at all!



# ESSENTIAL WORDS



## OBJECTIVE

Provide the class with explicit vocabulary instruction necessary to comprehend the text by using the essential words graphic organizer.

## DEFINITION

Display the essential words graphic organizer for all students to see.

The essential word you will learn today is “nutrients.” Everyone say “nutrients.”

[Student name], will you please read the definition of “nutrients”?

Student reads: “Substances that plants, animals, and people need to live and grow.”

Now let’s all read that together.

Everyone reads the definition together.

## VISUAL REPRESENTATION

The first image shows fruits and vegetables. They contain nutrients that animals and people use to live and grow. The second image shows sunlight shining down on plants. Sunlight provides nutrients to plants to help them live and grow.

## RELATED WORDS

Some words that are related to nutrients are “foods” and “nutrition.” Foods provide nutrients. Foods with lots of nutrients are considered nutritional.

## EXAMPLE USAGE

Here is the word used in a sentence: Some soil is low in nutrients.

## EXAMPLE

Examples of nutrients are the nitrogen, oxygen, and iron found in soil because they provide energy to most plants to help them grow.

## NONEXAMPLE

A nonexample of a nutrient is yellow dye #5. It is in some foods, but it is not a nutrient because you don't need it to grow.

## TURN AND TALK

Now turn to your partner and discuss the following: What are your favorite things to eat? What nutrients are in your favorite things to eat?

Provide time for partners to talk.

# CRITICAL READING OF TEXT



## INTRODUCE THE TEXT, TOPIC, AND CULMINATING QUESTION

We now will read a passage called *The Venus Flytrap*. It's about a plant that has developed in a very peculiar way.

By the end of the reading, I want you to be able to answer our culminating question: ***How has the Venus flytrap developed specifically for its surroundings?*** The culminating question helps us remember the big picture information we learned from reading this text.

Write the culminating question on your graphic organizer. The graphic organizer will help us remember the steps we will learn today.

Repeat the culminating question and provide time for students to write.

## INTRODUCE THE GET THE GIST STRATEGY

Today you will learn a new way to find the main idea of a paragraph or section of text. This strategy is called get the gist. The gist is the most important idea. With practice, you will be able to use this strategy to make sure you understand what you read and to remember the most important ideas. We'll be able to use these ideas to help us answer our culminating question at the end of the lesson.

As we read, we will stop periodically to get the gist. This means that we'll use this strategy to identify the main idea of each section of text. Get the gist helps you to determine the most important ideas about what you read. First, you identify the most important "who" or "what" in the section. Then, you identify the most important information about the "who" or "what." Finally, you write or say a short, complete sentence containing that information. This sentence is called a gist statement.

Look at your get the gist cue card. It has the steps on it.



### GET THE GIST CUE CARD

#### **STEP 1 - Answer the question: Who or what is this section mostly about?**

- Is anyone or anything mentioned most frequently?
- Be sure to check pronouns, pictures, captions, and headings.

#### **STEP 2 - Answer the question: What is the most important information about the "who" or "what"?**

- What information relates to the:
  - "who" or "what"
  - culminating question
  - essential word(s)
- Be sure to check pictures, captions, and headings

#### **STEP 3 - Write a gist statement.**

- Be sure your statement identifies:
  - the most important "who" or "what"
  - the most important information about the "who" or "what"
- Be sure your statement is short but complete:
  - with a capital letter
  - with a period
  - approximately 10 words

The first step is to identify who or what the section of text is mostly about. Underneath the first step question are two pointers you can use if it's hard to figure out who or what the section is about. The first pointer is to see if there is anyone or anything mentioned frequently in the text. The second pointer is to pay attention to pronouns, pictures, captions, and headings.

Pronouns might take the place of an important “who” or “what,” so a sentence with a pronoun might contain important information. We can always circle pronouns and draw an arrow back to the “who” or “what” the pronoun is replacing. Remember that captions are the lines of text under a picture that describe that picture.

Then, in the second step, we'll identify the most important information about the “who” or “what.” Sometimes this is hard to narrow down, so there are a couple more pointers to help you. The first is to see what information in the text relates to the “who” or “what,” the culminating question, or the essential word. The second pointer is to remember to check pronouns, pictures, captions, and headings.

I'll show you how to do this as we read the first section of *The Venus Flytrap*.

## MODEL GET THE GIST WITH SECTION 1

Let's get started! I will read the first paragraph and then identify the gist.

Read Section 1 aloud slowly.

There is a lot of information in this paragraph. Let's do the first step of get the gist and see if we can figure out who or what this section was mostly about, or what the subject of this section is.

Look at your cue card and read Step 1 with me.

Everyone reads Step 1 together.

Let's figure it out together. I will start with the first pointer: “Is anyone or anything mentioned frequently?” Let's see. A subject is usually a person, place, or thing that is performing an action in a sentence, and it tells us who or what the sentence is about.

The second pointer suggests checking headings. Sometimes the title of the text gives us a clue about what the subject is. The title is *The Venus Flytrap*, so that gives me a hint that the subject is the Venus flytrap. I'll check if that is indeed the subject by seeing how often it is mentioned.

Model circling each time the Venus flytrap is mentioned in the first section. As you circle, demonstrate thinking aloud by saying things such as the following.

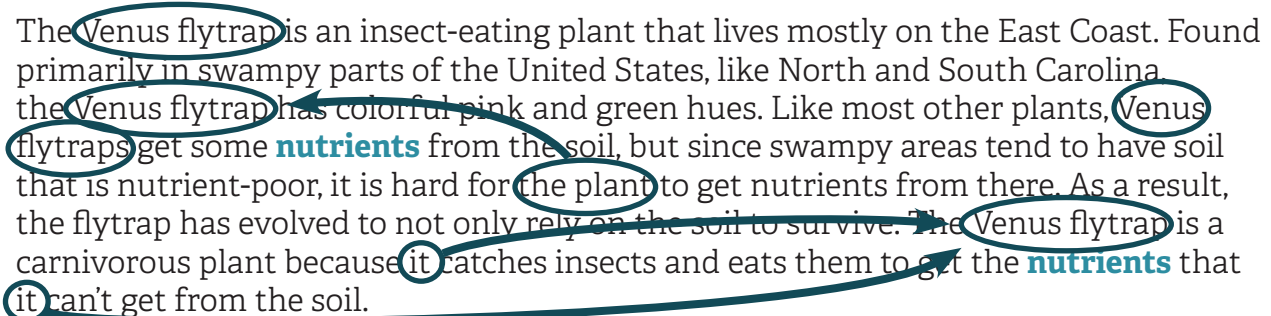
I see the Venus flytrap is mentioned right here in the first sentence. I'm going to circle that.

The author mentions the Venus flytrap again in the last sentence.

The author writes, "The Venus flytrap is a carnivorous plant because it catches insects and eats them to get the nutrients that it can't get from the soil." Not only does the author mention the Venus flytrap, but the author also uses the pronoun "it" to refer to the Venus flytrap twice. I will go ahead and circle "it," too. I will draw an arrow pointing to "the Venus flytrap" because "it" is referring to the Venus flytrap.

Remember we need to be on the lookout for pronouns like "he," "she," "it," and "they" because those pronouns might take the place of the most important "who" or "what" of a section.

A marked-up passage might look like this:



The Venus flytrap is an insect-eating plant that lives mostly on the East Coast. Found primarily in swampy parts of the United States, like North and South Carolina, the Venus flytrap has colorful pink and green hues. Like most other plants, Venus flytraps get some **nutrients** from the soil, but since swampy areas tend to have soil that is nutrient-poor, it is hard for the plant to get nutrients from there. As a result, the flytrap has evolved to not only rely on the soil to survive. The Venus flytrap is a carnivorous plant because it catches insects and eats them to get the **nutrients** that it can't get from the soil.

I think the most important "what" is the Venus flytrap because almost every sentence is about the Venus flytrap.

Write “Venus Flytrap” on the board. Have students copy this on their graphic organizer for Section 1.

Let’s go back to our cue card. Read the second step with me.

Everyone reads Step 2 together.

I’m going to use the first pointer to help me. It says to pay attention to information that relates to the “who” or “what.” In this case, that’s the Venus flytrap. I will make a list of the important information in this paragraph about the Venus flytrap.

Write essential information on the board and have students copy. Demonstrate thinking aloud by saying things such as the following.

Here it says that “the Venus flytrap is an insect-eating plant.” I think that’s important information, so I’m going to write it down, using my own words, “eats insects.” I don’t have to write a complete sentence for this part. These are just my notes.

The text also says that the Venus flytrap lives “in swampy parts.” So, I’m going to write down “lives in swamps.”

The author writes that the Venus flytrap is colorful, but I don’t think this is important information as it’s not related to our culminating question. So, I’m not going to write down “colorful.”

The author also says that the Venus flytrap gets “some nutrients from the soil.” The author then adds this “is hard for the plant” because the soil in swampy areas “is nutrient-poor.” This means there aren’t a lot of nutrients in the soil. So, in my own words, I’m going to write “gets little nutrients from the soil.”

Because there aren’t a lot of nutrients in the soil, the author explains that the Venus flytrap “catches insects and eats them to get the nutrients.” That seems important for understanding the passage, too, so, next to “eats insects” above, I’m going to add “to get nutrients.”

Possible answers: eats insects, lives in swamps, gets little nutrients from the soil, eats insects to get nutrients

Now that I have all of the important information written down, it's time to write a gist statement. The gist statement is a sentence that states what the main idea is. It needs to be a short, complete sentence—around 10 words—so that we don't include a lot of unnecessary details.

Based on my notes, I know that the Venus flytrap eats insects to get nutrients because the soil in swampy areas doesn't have a lot of nutrients.

I need to put this important information in a shorter sentence—the gist statement.

Write “The Venus flytrap eats insects because it doesn't get a lot of nutrients from soil.” Have students copy this on their graphic organizer for Section 1.

Let's check our gist statement.

Read and discuss the following questions.

Does our gist statement name the most important “who” or “what” in the text?

Does our gist statement include the most important information about the “who” or “what?”

Is our gist statement a short, complete sentence of around 10 words?

## FACILITATE GUIDED PRACTICE OF GET THE GIST WITH SECTION 2

Now it's your turn to practice with me so we can get the gist together. Remember, this means you're identifying the main idea. **We will use the same cue card I just used.**

Who can tell me the first step of get the gist?

Answer: Identify who or what the section is mostly about

That's right! **Remember that you can use our gist pointers to help if you need. What is the first gist pointer for the first step?**

Answer: **Ask if anything or anyone is mentioned most frequently**

That’s right. Our first gist pointer reminds us to look for frequently mentioned people or things. What is the second gist pointer for the first step?

Answer: Check pronouns, pictures, captions, and headings

Correct! Your second pointer reminds you to keep an eye out for pronouns, pictures, captions, and headings.

I’ll read this section aloud and you can follow along. Remember to see if you can figure out the subject of this section and determine who or what this section is mostly about. Circle people or things mentioned frequently and keep an eye out for important pronouns, pictures, captions, and headings.

Read Section 2 aloud slowly.

Alright, I will give you just a minute or two to look over the passage and to check what you circled. See if you can determine who or what it is mostly about. Remember to use the gist pointers for the first step if you need. We’ll come back together and discuss our answers once people are finished.

Allow students time to work through the passage.

It’s time to see who or what you think this section is mostly about. As your peers share their answers, you may continue to mark up your passage. Who can raise their hand and tell me some of the words they circled in this section?

As students share, show your marked-up passage so students who need to circle additional words may follow.

Possible correct answers: the Venus flytrap, the trap of the Venus flytrap

That’s right. This section mentions “the Venus flytrap” as well as “the trap”. Who can raise their hand and tell me what else we need to circle in this section?

Possible correct answer: it

That’s right! We also need to circle pronouns like “it” and draw arrows to the noun to which they refer. Did anyone circle any other words?



Possible incorrect answers: leaf, leaves

**Yes! The author also mentions “leaf” and “leaves” a few times. I will circle those in a different color to help me see which subject is the most important in this section.**

Now that we have shared some ideas, turn to your partner and tell them what you think the most important “who” or “what” was in this section and why.

Answer: the Venus flytrap, flytrap, or the trap of the Venus flytrap because it is mentioned most frequently and relates to our culminating question.

Correct, the trap is the most important “what” of this section because it is mentioned most frequently. The author does talk a lot about leaves, too, but not as much as the trap. So, you are right that the who or what is the trap.

Write “the trap” on the board. Have students add this to Section 2 of their graphic organizer.

**Who can tell me what the second part of get the gist asks us to do?**

Answer: Write the most important thing about the “who” or “what”

**That’s right. Let’s go back to our cue card. Who can read the get the gist pointers for the second step aloud for us?**

Call on one student to read.

Now you and your partner will **use the pointers to** make a list of the important information in this section about the trap. Turn and talk to your partner and write the important information that relates to the “who” or “what,” the culminating question, or the essential word.

Give students time to talk to their partners and list important information about the trap.

**Alright, let’s come back together and see if we can list all of the important information about the trap in this section. Who can tell me one of the important things that they wrote down?**

Write ideas on the board as students share.

Possible answers: has leaves with trigger hairs that detect insects, snaps shut, only keeps bigger insects

Great! Now let's come up with our gist statement. Remember we want to keep the gist statement short—around 10 words. Turn to your partner and tell them what you think the most important information about the trap is.

Have a few students share their thoughts with the class.

I agree, I think the most important information about the trap is that the leaves have hairs that can detect bigger insects, causing the trap to snap shut. That is what I will write down, but in fewer words.

Write “The trap has leaves that close on big insects” on the board.

Let's check our gist statement.

Read and discuss the following questions.

Does our gist statement name the most important “who” or “what” in the text?

Does our gist statement include the most important information about the “who” or “what?”

Is our gist statement a short, complete sentence of around 10 words?

## FACILITATE GUIDED PRACTICE OF GET THE GIST WITH SECTION 3

Let's practice again with the next section. I'll read the section aloud and you can follow along. Remember that our first step is to figure out who or what this section is about. **Following the gist pointers, we will circle things or people mentioned frequently. We also will identify important pronouns, pictures, captions, and headings.**

Read Section 3 aloud slowly.

Alright! Now it is your turn to find out what this section is mostly about. **As you read, remember to use the gist pointers and to circle the things that are frequently mentioned. We'll come back together and discuss our answers once people are finished.**

Give students time to figure out who or what the section is about.

**Who can tell me what they think this section is mostly about and why?**

As students share, show your marked-up passage so students who need to circle additional words may follow.

Answer: Venus flytrap, flytrap, or trap

**That's correct. This section is mostly about the Venus flytrap. Notice that I circled both "the Venus flytrap" and the pronoun "it" and drew an arrow back to "flytrap" when that is what "it" is replacing.**

Write "the Venus flytrap" on the board. Have students check their graphic organizers for Section 3.

**Alright, now we are on the second part of get the gist. Who can remind us of what we need to do now?**

Answer: Write the most important thing about the "who" or "what"

**That's right. We need to write the most important thing about the "who" or "what." The first gist pointer reminds us to pay attention to information that relates to the "who" or "what." In this case, that is the Venus trap. So, now, you are going to make a list of the important information in this section about the Venus flytrap.**

Allot students time to list important information about the "who" or "what."

**Who wants to share some of the important information about the Venus flytrap that they wrote down?**

Call on a few students to share ideas and write them on the board.

Sample answers: squeezes tightly, has digestive juices to dissolve the inside of the insect, takes 5–12 days, opens and rain or wind carries exoskeleton away

**Great! Now that we have our important information written down, we need to determine what the gist is. Turn to your partner and tell them what you think the most important information about the Venus flytrap is.**

Have a few students share their thoughts with the class and provide feedback as needed.

Answer: The flytrap takes 5–12 days to squeeze insects tightly to dissolve their insides.

I agree! The most important information about the Venus flytrap is that it squeezes tightly for 5–12 days while digestive juices dissolve the inside of the insect. This is what I’m going to write down but using fewer words.

Write “The flytrap takes 5–12 days to squeeze insects tightly to dissolve their insides” on the board. Have students write this gist statement on their graphic organizer for Section 3.

Let’s check our gist statement.

Read and discuss the following questions.

Does our gist statement name the most important “who” or “what” in the text?

Does our gist statement include the most important information about the “who” or “what?”

Is our gist statement a short, complete sentence of around 10 words?

## FACILITATE INDEPENDENT PRACTICE OF GET THE GIST WITH SECTION 4

Now you will try on your own. You will read the last section and circle the most important “who” or “what.” Then, you will identify the most important information about that “who” or “what.” **Remember that you can check your cue card.** Write your answers in Section 4 of your graphic organizer.

Provide time for students to work. Circulate and provide support as needed.

Now, let’s discuss who or what the section is mostly about. Raise your hand if you have an idea.

Have a few students share their thoughts with the class and provide feedback as needed.

Answer: The trap

Correct, the most important “who” or “what” is the trap. The plant and the prey are mentioned also, but the authors most often mention the trap.

Write “the trap” on the board and have students check what they wrote in their graphic organizer for Section 4.

**The second part of get the gist is to write the most important thing about the “who” or “what.” What important information did you write down about the trap in this section?**

Have a few students share their thoughts with the class and provide feedback as needed.

Possible answers: catches only about three bugs before it dies and falls off, can open and close only about seven times

**Now we can turn our ideas into our gist statement. Write a gist statement on your graphic organizer that includes the important information you noted about the trap. Remember that your gist statement should be a short but complete sentence.**

Provide time for students to write. Circulate and provide support as needed.

**I wrote, “The trap opens only a few times and can catch few bugs before dying.” Who has something similar to me?**

Call on a few students to share.

**Great! We might have written our statements a little differently, but as long as they tell us the “who” or “what” and the important information, all of our answers are OK! Let’s check our gist statements next.**

Read and discuss the following questions.

**Does our gist statement name the most important “who” or “what” in the text?**

**Does our gist statement include the most important information about the “who” or “what?”**

**Is our gist statement a short, complete sentence of around 10 words?**

## WRAP UP THE LESSON

We have come up with four gist statements to help us better understand the most important content in the passage. Let's reread them.

Gist 1: The Venus flytrap eats insects because it doesn't get a lot of nutrients from soil.

Gist 2: The trap has leaves that close on big insects.

Gist 3: The Venus flytrap takes 5–12 days to squeeze insects tightly to dissolve their insides.

Gist 4: The trap opens only a few times and can catch few bugs before dying.

Now we can use the gist statements to help us answer the culminating question.

## ANSWER THE CULMINATING QUESTION

At the beginning of this lesson, I asked: How has the Venus flytrap developed specifically for its surroundings? We now have all the pieces we need to answer this question, but we have to think about the best way to put these pieces together so that our answer makes sense. Look at your gist statements and turn to your shoulder partner and discuss how the Venus flytrap has developed specifically for its surroundings.

Provide time for students to discuss. Ask probing questions such as the following as needed to help students answer the question.

- How does the Venus flytrap get nutrients?
- What is special about the trap that helps the plant survive?
- Why does it have to survive this way?

OK, who wants to share their answer to our culminating question, "How has the Venus flytrap developed specifically for its surroundings?"

Answer: The Venus flytrap developed to trap and eat insects for nutrients. This is important because the Venus flytrap grows in poor soil.

**Yes! The Venus flytrap developed to trap and eat insects for nutrients. This is important because the Venus flytrap grows in poor soil.**

# SPRINGBOARD IMAGES

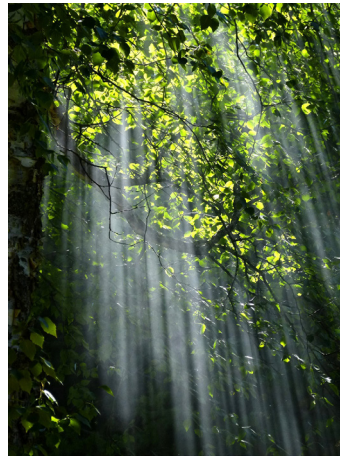


Photos by Daniel Frese from Pexels and by Taryn Elliott from Pexels



# nutrients

Substances that plants, animals, and people need to live and grow



## RELATED WORDS:

*foods, nutrition*

## EXAMPLE USAGE:

Some soil is low in nutrients.

## EXAMPLE:

Soil can provide plants nitrogen, oxygen, and iron.

## NONEXAMPLE:

Yellow dye #5 is in some foods, but it is not a nutrient.

## TURN AND TALK:

What are your favorite things to eat? What nutrients are in your favorite things to eat?

Photos by Klaus Nielsen from Pexels and by pixabay from Pexels

# THE VENUS FLYTRAP

## SECTION 1



The Venus flytrap is an insect-eating plant that lives mostly on the East Coast. Found primarily in swampy parts of the United States, like North and South Carolina, the Venus flytrap has colorful pink and green hues. Like most other plants, Venus flytraps get some **nutrients** from the soil, but since swampy areas tend to have soil that is nutrient-poor, it is hard for the plant to get nutrients from there. As a result, the flytrap has evolved to not only rely on the soil to survive. The Venus

flytrap is a carnivorous plant because it catches insects and eats them to get the **nutrients** that it can't get from the soil.

## SECTION 2

The Venus flytrap has leaves that open to catch prey and then snap shut once it's ready to eat. On the inside of each leaf there are short, stiff hairs called trigger hairs. When an insect touches one of the three trigger hairs on either side of the leaf twice in a row, it signals to the flytrap that dinner is here. The leaves then snap shut, trapping the insect inside. Of course, some insects are able to escape, but many don't. And if they try and struggle to get out, the trap closes even tighter! The trap doesn't close all the way, though. It stays open for a few seconds, so smaller insects that might be trapped inside with the main meal can crawl out. Venus flytraps don't like to eat small insects because they don't provide a lot of nutritional value. If it's not an insect that is trapped, rather a nut or a stone, the trap will open after about 12 hours and spit it out. The inside of a flytrap has fingerlike tentacles that help keep the insect from escaping. If you fold your hands together and lace your fingers on the inside, you'll get an idea of what the trap looks like.

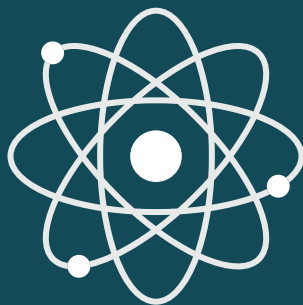
## SECTION 3

In order to digest or eat the insect, the flytrap must squeeze its prey very tightly, as digestive juices dissolve the inside of the insect. At the end of this process, which takes anywhere from 5 to 12 days, the trap opens up again, and either rain or wind will carry the insect's remaining exoskeleton away. If the flytrap has caught an insect that is too big, and, say, the legs of the bug are sticking out of the trap, the digestion process might not happen the way it should. The trap will grow mold and once that happens, it will continue to get sicker and sicker, with the trap eventually turning black and falling off.

## SECTION 4

The exact amount of time it takes for the trap to open back up again depends on a variety of factors. These factors include the size of the insect, temperature, how old the trap is, and how many times the plant has gone through this process. In fact, the trap can only catch about three of its prey before it turns black, dies, and falls off. The trap can only open and close about seven times; that is why it is important to not go around touching the trap in order to get them to close. So if you ever see one, don't tease it!

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# SCIENCE

## Review Get the Gist With *Can Imitating Be Lifesaving?*

<b>PURPOSE</b>	Practice how to get the gist of a passage with teacher support
<b>TOTAL TIME</b>	40–45 minutes
<b>MATERIALS</b>	<ul style="list-style-type: none"><li>• Copy of <i>Can Imitating Be Lifesaving?</i> to show on document camera or equivalent device</li><li>• Copy of <i>Can Imitating Be Lifesaving?</i> for each student</li><li>• Copy of the get the gist cue card for each student</li><li>• Copy of get the gist graphic organizer for each student</li></ul>
<b>COMPREHENSION CANOPY</b> (5 MINUTES OR LESS)	<ul style="list-style-type: none"><li>• Introduce topic of text.</li><li>• Show springboard images and discuss.</li></ul>
<b>ESSENTIAL WORDS</b> (5 MINUTES OR LESS)	<ul style="list-style-type: none"><li>• inspiration</li></ul>
<b>CRITICAL READING</b> (30 MINUTES): <b><i>CAN IMITATING BE LIFESAVING?</i></b>	<ul style="list-style-type: none"><li>• Students will practice how to get the gist using the selected text.</li><li>• Students will identify the gist for each section of text.</li><li>• Hold discussion about the culminating question at the end of the lesson, citing text evidence.</li></ul>



### Note

Purple text sections include get the gist language and are examples of how teachers might provide additional support to students who need it.

# COMPREHENSION CANOPY



## OBJECTIVE

Provide the class the background information necessary to comprehend the text by introducing the topic of the text and by showing students the springboard images.

## INTRODUCE THE TOPIC OF THE TEXT

Inspiration can be all around us. Maybe you notice things in the world around you and use those things to come up with new ideas. Scientists do the same thing! Sometimes when scientists look at the natural world, they find the inspiration to improve our human environment. Let's watch a short video on ways the animal kingdom has inspired scientists, and then we'll briefly discuss.

Play the following video and discuss: <https://www.youtube.com/watch?v=BgLEkbh3QtA>

### Show Students the Springboard Images

Show Image 1.

One inspiration from the natural world for some scientists was the lotus leaf. A lotus is a plant that grows in water, but its leaf looks waterproof. Turn to your partner and describe what you see in the picture below. Of what does this leaf remind you?

Show Image 2.

Let's now look at another plant. This is a flower from the burdock plant. What do you notice about the flower? Share your partner.

Give students about 30 seconds to discuss, and then ask a couple of groups to share.

Both of these plants have inspired scientists and engineers. Today, we will learn how scientists have found inspiration from plants and other living things to solve everyday problems.

# ESSENTIAL WORDS



## OBJECTIVE

Provide the class with explicit vocabulary instruction necessary to comprehend the text by using the essential words graphic organizer.

## DEFINITION

Display the essential words graphic organizer for all students to see.

The essential word you will learn today is “inspiration.” Everyone say “inspiration.”

[Student name], will you please read the definition of “inspiration”?

Student reads: “Something that moves someone to act, to create, or to feel emotions.”

Now let’s all read that together.

Everyone reads the definition together.

## VISUAL REPRESENTATION

The first image shows one inspiration to scientists from the natural world. Here we see suckers on an octopus’ tentacle, which inspired the creation of the suction cup.

The second image shows what it might feel like when you are inspired—it might feel like a light bulb lit up in your brain.

## RELATED WORDS

Some words that are related to “inspiration” are “innovation” and “imagination.” For example, someone who is inspired may go on to innovate and make something new.

## EXAMPLE USAGE

Here is the word used in a sentence: Scientists and engineers are inventors who are always looking for new inspirations. This means that they are looking for things that make them want to create something new.

## EXAMPLE

An example of an inspiration is when a poet sees a beautiful sunset and write a poem about it. What inspired her to write the poem?

## NONEXAMPLE

A nonexample of inspiration is a painter going to the Grand Canyon but not making a new painting after the trip because he did not find any inspiration there.

## TURN AND TALK

Now turn to your partner and describe two different times you felt inspired, beginning with “One example of an inspiration is when I . . .”

Provide time for partners to talk.

# CRITICAL READING OF TEXT



## INTRODUCE THE TEXT, TOPIC, AND CULMINATING QUESTION

We now will read a passage titled *Can Imitating Be Lifesaving?* It’s about the different ways that several plants and animals have adapted to their environments. These adaptations have inspired scientists who have then used them to create solutions for human problems.

By the end of the reading, I want you to be able to answer our culminating question: ***How have scientists used the natural world to solve problems in the human environment?*** The culminating question will help us remember the big picture information we'll learn from reading this text.

Write the culminating question on your graphic organizer. The graphic organizer will help us remember the steps we are going to review today.

Repeat the culminating question and provide time for students to write.


## REVIEW THE GET THE GIST STRATEGY

Let's review how to get the gist. We always use the same steps to get the gist.

Don't forget that you can look at the cue card if you need help remembering the steps of the get the gist strategy or would like to review the pointers for each step.

Let's look at our cue cards and read together the first step of the get the gist strategy.

Everyone reads the first step aloud together.



### GET THE GIST CUE CARD

- STEP 1 - Answer the question: Who or what is this section mostly about?**

  - Is anyone or anything mentioned most frequently?
  - Be sure to check pronouns, pictures, captions, and headings.
- STEP 2 - Answer the question: What is the most important information about the "who" or "what"?**

  - What information relates to the:
    - "who" or "what"
    - culminating question
    - essential word(s)
  - Be sure to check pictures, captions, and headings
- STEP 3 - Write a gist statement.**

  - Be sure your statement identifies:
    - the most important "who" or "what"
    - the most important information about the "who" or "what"
  - Be sure your statement is short but complete:
    - with a capital letter
    - with a period
    - approximately 10 words

Let's now read together the second step of the get the gist strategy.

Everyone reads the second step aloud together.

Sometimes this is hard to narrow down. Remember that you can use the following two gist pointers to help you.

The first one is to ask what information relates to the “who” or “what,” the culminating question, or the essential word. The second one is to check the pictures, captions, and headings.

Let's work together through the first section of *Can Imitating Be Lifesaving?*

## MODEL GET THE GIST WITH SECTION I

Let's get started. I will read the first section aloud and I want you to look for the things or the people that are mentioned the most frequently.

Read the first section aloud slowly.

There is a lot of information in this section. Let's see if we can figure out who or what it is mostly about. Let's see if anything was mentioned a lot. As we go, compare what you think to what I am thinking.

Go back through the paragraph and model circling the things that are mentioned frequently. As you circle, demonstrate thinking aloud by saying things such as the following.

Here we see airplanes and wings mentioned a lot—in every paragraph.

We also see leaf, leaves, and lotus leaf, as well as bugs, insects, and guts mentioned a lot.

Turn to your partner and tell them what you think the most important “who” or “what” is and why.

Give students time to talk to their partners, and then ask a couple of groups to share.

I think planes are the most important “what” of this section and lotus, leaf,



and bugs are going to be important information to note—they are repeated frequently, but planes, airplanes, or airplane wings are mentioned the most frequently.

Write “planes” on the board. Have students copy this on their graphic organizer for Section 1.

Let’s do the second step of get the gist and figure out what the most important information about the “who” or “what” is.

I’m going to use the first pointer to help me. It says to pay attention to information that relates to the “who” or “what.” In this case, that’s planes. I will make a list of the important information in this paragraph about planes.

Write the essential information on the board and have students copy. Demonstrate thinking aloud by saying things such as the following.

- As I go back and skim the passage, I see that the author talks a lot about the problem of bug guts creating drag on airplane wings. The author talks about this a couple of times, and I know that repeated ideas must be important. I’ll write that problem down. I don’t have to write a complete sentence for this part. These are just my notes.
- I see that planes were mentioned most frequently in this section, but lotus leaf and bugs were also mentioned a lot. I wonder if there is a connection between lotus leaves and bugs and planes. I see here that the author says airplane wings could be more like lotus leaves! I’ll jot that down. I also think that this is an example of inspiration, which I know is important because it is our essential word.
- I am also thinking about our culminating question: How have scientists used the natural world to solve problems in the human environment? Here I see that bumps on the lotus leaves repel water which helped scientists create a paint that repels bug guts on airplane wings.

Now that I have all of the important information written down, it’s time to write a gist statement. The gist statement is a sentence that states what the main idea is. It needs to be a short, complete sentence—around 10 words—so that we don’t include a lot of unnecessary details.

Write “Scientists were inspired by lotus leaves and created a paint that repels bug guts from airplane wings.” Have students copy this on their graphic organizer for Section 1.

Let's check our gist statement.

Read and discuss the following questions.

Does our gist statement name the most important “who” or “what” in the text?

Does our gist statement tell the most important information about the “who” or “what?”

Is our gist statement a short, complete sentence of around 10 words?

## FACILITATE GUIDED PRACTICE OF GET THE GIST WITH SECTION 2

Now it's your turn to practice with me so we can get the gist together. Remember, this means you're identifying the main idea. **We will use the same cue card I just used.**

Who can tell me the first step of get the gist?

Answer: Identify who or what the section is mostly about

**That's right! Remember that you can use our gist pointers to help if you need. What are the two gist pointers?**

Answer: Ask if anything or anyone is mentioned most frequently and check pronouns, pictures, captions, and headings

**Correct! Let's get started. I'll read this section aloud and you can follow along. Remember to circle people or things mentioned frequently and to keep an eye out for important pronouns, pictures, captions, and headings.**

Read Section 2 aloud slowly.

**Alright, I will give you just a minute or two to look over the passage and to check what you circled. Remember to use the gist pointers if you need. We'll come back together and discuss our answers once people are finished.**

Allow students time to work through the passage.

**It's time to see who or what you all think this section is mostly about. Who can raise their hand and tell me what they think this section is mostly about?**

As students share, show your marked-up passage so students who need to circle additional words may follow.

Possible correct answers: inspiration, burdock plant or plant, and seeds or burrs

**That's right. There are a lot of things mentioned in this section but seeds or burrs are mentioned the most frequently, so that should be the most important "who" or "what." Similar to the first section we can assume that the other words—inspiration and burdock plant—are also important and should be noted in the important information.**

Write "seeds/burrs" on the board. Have students add this to Section 2 of their graphic organizer.

**Who can tell me what the second part of get the gist asks us to do?**

Answer: Write the most important things about the "who" or "what"

**That's right. Let's go back to our cue card. Who can read the get the gist pointers for the second step aloud for us?**

Call on one student to read.

**Now you and your partner will use your gist pointers to make a list of the important information in this section about the seeds/burrs. Turn and talk to your partner and write the important information from this section.**

Give students time to talk to their partners and list important information about seeds/burrs.

**Alright, let's come back together and see if we can list all of the important information about the seeds/burrs in this section. Who can tell me one of the important things that they wrote down?**

Write ideas on the board as students share.

Possible answers: come from the burdock plant, covered with hook-shaped spikes that fasten to animal fur, were the inspiration for Velcro

Great! Now let's write our gist statement. We want to keep it short—around 10 words. Turn to your partner and tell them what you think the most important information about the seeds is from Section 2.

Have a few students share their thoughts with the class.

Write “Scientists were inspired by the burr’s hook-shaped spikes to make Velcro” on the board.

Have students write this gist statement on their graphic organizer for Section 2.

Let's check our gist statement.

Read and discuss the following questions.

Does our gist statement name the most important “who” or “what” in the text?

Does our gist statement include the most important information about the “who” or “what?”

Is our gist statement a short, complete sentence of around 10 words?

## FACILITATE GUIDED PRACTICE OF GET THE GIST WITH SECTION 3

Now we will practice again how to get the gist. Remember this means you're identifying the main idea. **We will use the same cue card I just used.** Who can tell me the first step of get the gist?

Answer: Identify who or what the section is mostly about

That is right! **And we can use our gist pointers if we need. What are our gist pointers?**

Answer: Ask if anything or anyone is mentioned most frequently and check pronouns, pictures, captions, and headings

Let's get started! I'll read this section aloud and you can follow along.

Read section 3 aloud slowly.

**Alright! Now it is your turn to find out what this section is mostly about. As you look back at the text, remember to use the gist pointers and to circle the things that are frequently mentioned. We'll come back together and discuss our answers once people are finished.**

Give students time to figure out who or what the section is mostly about.

**Who can tell me what they think this section is mostly about and why?  
Raise your hand if you have an idea.**

Possible answers: birds, kingfisher, and bullet trains. Students may notice that “streamlined” and “sleek” are synonyms in this paragraph. “Kingfisher” is repeated most, while bullet trains and their sonic booms are the problem and help us answer the culminating question.

Write “kingfisher” on the board. Have students check their graphic organizers for Section 3.

**Alright, now we are on the second part of get the gist. Who can remind us of what we need to do now?**

Answer: Write the most important thing about the “who” or “what”

**What important information did you notice about the kingfisher and how it inspired scientists?**

Allot students time to list important information about the “who” or “what.”

**Who wants to share some of the important information about the kingfisher that they wrote down?**

Call on a few students to share ideas and write them on the board.

Sample answers: have pointy beaks, do not make a splash when they dive into water, inspired scientists to redesigned bullet trains, sonic booms went away when trains were streamlined

**Great! Now we can turn that information into a gist statement. Remember we want to keep it around 10 words. Turn to your partner and tell them what you think the most important information about the kingfisher is.**

Have a few students share their thoughts with the class and provide feedback as needed.

Answer: When scientists redesigned bullet trains to be streamlined like kingfishers, the problem of sonic booms went away.

I agree! Make sure your gist statement looks similar to this. It might be a little different, but the general idea should be the same.

Write “When scientists redesigned bullet trains to be streamlined like kingfishers, the problem of sonic booms went away” on the board. Have students write this gist statement on their graphic organizer for Section 3.

Let’s check our gist statement.

Read and discuss the following questions.

Does our gist statement name the most important “who” or “what” in the text?

Does our gist statement include the most important information about the “who” or “what?”

Is our gist statement a short, complete sentence of around 10 words?

## FACILITATE INDEPENDENT PRACTICE OF GET THE GIST WITH SECTION 4

Now you will try on your own. You’re going read the last section. Use your cue card to help you figure out the most important “who” or “what” and the most important information about that “who” or “what.” Remember to write down the essential information in your graphic organizer and to think about the answer to our culminating question! Right now you only need to fill out the “who” or “what” and most important information sections of your graphic organizer. Remember, you should be working in Section 4.

Provide time for students to work. Circulate and provide support as needed.

Now, let’s discuss who or what the section is mostly about. Raise your hand if you have an idea.

Have a few students share their thoughts with the class and provide feedback as needed.

Answer: Termites

That’s right! The most important “who” or “what” is termites. Even though cool air and related words were actually mentioned most frequently, they

are not the most important. The termites were the inspiration for scientists.

Write “termites” on the board and have students check what they wrote in their graphic organizer for Section 4.

The second part of get the gist is to write the most important thing about the “who” or “what.” What important information did you write down about termites in this section?

Have a few students share their thoughts with the class and provide feedback as needed.

Possible answers: inspired new way to cool air indoors, build mounds with openings at the top and vents at the bottom, openings release hot air while vents pull in cool air

Now we can turn our ideas into our gist statement. Write a gist statement on your graphic organizer that includes the important information you noted about termites. Remember that your gist statement should be a short but complete sentence.

Provide students time to write. Circulate and provide support as needed.

**Who wants to share their gist statement with the class?**

Call on a few students to share. Write your gist statement on the board so students can check what they wrote and make changes if needed: “Termite mounds inspired a new way to create cooler air indoors.”

Remember our statements might be a little different but a good gist statement will have three key pieces.

Have students check their gist statement using the following three questions.

**Does our gist statement name the most important “who” or “what” in the text?**

**Does our gist statement include the most important information about the “who” or “what?”**

**Is our gist statement a short, complete sentence of around 10 words?**

## WRAP UP THE LESSON

We have come up with four gist statements to help us better understand the most important content in the passage. Let's reread them.

Gist 1: Scientists were inspired by lotus leaves and created a paint that repels bug guts from airplane wings.

Gist 2: Scientists were inspired by the burr's hook-shaped spikes to make Velcro.

Gist 3: When scientists redesigned bullet trains to be streamlined like kingfishers, the problem of sonic booms went away.

Gist 4: Termite mounds inspired a new way to create cooler air indoors.

Now we can use the gist statements to help us answer the culminating question.

## ANSWER THE CULMINATING QUESTION

At the beginning of this lesson, I asked: How have scientists used the natural world to solve problems in the human environment? We have all the pieces we need to answer this question, but we have to think about the best way to put these pieces together so that our answer makes sense. Look at your gist statements and turn to your shoulder partner and discuss how scientists have used the natural world to solve problems in the human environment.

Provide time for students to discuss. Ask probing questions such as the following as needed to help students answer the question.

- How were scientists inspired by lotus leaves?
- How were scientists inspired by the burdock plant and its burr seeds?
- How were scientists inspired by kingfishers?
- How were scientists inspired by termites?
- What problem were scientists having with bullet trains?
- What problem were scientists having with airplane wings?
- How were bugs and bug guts impacting airplane travel?



**OK, who wants to share their answer to our culminating question, “How have scientists used the natural world to solve problems in the human environment?”**

Answer: Scientists were inspired by lotus leaves to create a paint that repels bug guts from airplane wings, by the burr’s hook-shaped spikes to create Velcro, by the streamlined beak of the kingfisher to solve the problem of bullet trains creating sonic booms, and by termite mounds to create a new way to cool air indoors.

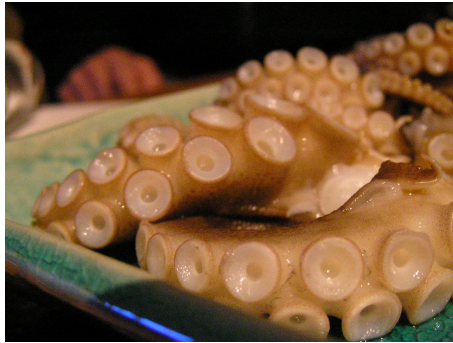
# SPRINGBOARD IMAGES



Photos by Ansel Lee from Pexels and by Pethan from Wikimedia Commons

# inspiration

Something that moves someone to act, to create, or to feel emotions



## RELATED WORDS:

*innovation, imagination*

## EXAMPLE USAGE:

Scientists and engineers are inventors who are always looking for new inspirations.

## EXAMPLE:

The poet said her inspiration for the poem was a beautiful sunset she saw.

## NONEXAMPLE:

The painter went to the Grand Canyon but did not find inspiration and did not make a new painting after the trip.

## TURN AND TALK:

Describe two different examples of times you have felt inspired. Begin with, “One example of an inspiration is when I . . .”

Photo by Lycaon from Wikimedia Commons and illustration by Islahaddow from Wikimedia Commons

# CAN IMITATING BE LIFESAVING?



*Left to right: beads of water on leaf, a burdock plant; bottom: a kingfisher; a termite mound*

**By studying how nature works, scientists are solving big problems in engineering and design.**

Can lotus leaves make flying safer? Might a termite help us keep our cool? And what do seeds have to do with making tying your shoes simpler? The bigger question under these queries is this: can understanding the way the natural world works help us make a better human environment?

The answer, say scientists, is a definite YES.

Take the problem of commercial airplanes and bug guts. When jets accelerate on the runway prior to lift-off, their enormous metal wings squash any insects in their path, bursting the bugs' exoskeleton. The bugs' internal organs and any chemicals inside then splash along the surface of the plane's wing. Those fluids go quickly from gooey to gluey—and when they stick to the wing, they change the contours of its surface.

That becomes a real drag (literally!). Drag is the force that slows something down. An excess of gummy bug guts creates an irregular surface, causing more drag as the air flows less smoothly over the plane wings. More drag means that engines have to work harder and use more fuel to keep the plane moving forward.

So, if bug guts stick to just about everything, how can airplane wings avoid the buildup? By being more like a lotus leaf! Those leaves have bristly, microscopic bumps along their surface that prevent anything from sticking around. Water that lands on the leaf beads up and rolls off, escorting any grime or slime away with it and leaving the lotus leaf clean. Scientists borrowed this idea, combining the physical structure of the lotus leaf with chemicals to create a “self-cleaning” paint for planes that repels the gooey mess of insect innards. Sticky-wing problem solved!

## SECTION 2

Lotus leaves aren't the only plant-based **inspiration** for innovation. Scientists discovered another natural solution by examining the burdock plant. Its prickly seeds, called burrs, are covered with hook-shaped spikes. The burrs firmly fasten to the fur of any passing animal and hitch a ride before being deposited in a different location to sprout. It's a brilliant solution for the plant—and was the **inspiration** for Velcro!

## SECTION 3

Could a bird's qualities help bullet trains move more efficiently? Kingfishers, with their pointy beaks, showed how to break the sound barrier without turbulence. When these birds dive in the water, they do not make a splash because their shape is so streamlined. Scientists used this knowledge to solve the problem of bullet trains creating sonic booms inside tunnels. Those bullet trains were redesigned to resemble sleek kingfishers . . . and the problem went away.

## SECTION 4

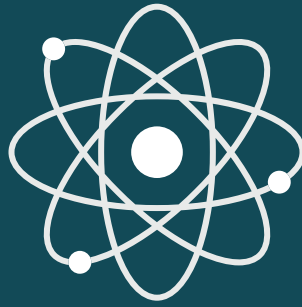
Other human-made structures have creatures to thank for smart design, too. For example, termites gave experts ideas about cooling air indoors. Termites build huge earthen mounds with openings at the top that release warm air and vents along the bottom that pull in cool air. Architects designing a mall in Harare, Zimbabwe, applied those ideas to their project. The result? A cooler, more efficient mall with less need for air-conditioning.

Nature may have many more answers to human problems. For millions of years, living things have evolved on our planet to solve dilemmas and survive. Scientists are only beginning to tap into the potential of these time-tested adaptations.

The next time you have a problem to solve, look around and see if the answer is already right in front of you . . . in nature!

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# SCIENCE

## Partner Reading Routine With *Space Junk*

<b>PURPOSE</b>	Teach and practice the partner reading routine
<b>TOTAL TIME</b>	40–45 minutes
<b>BEFORE YOU BEGIN</b>	<ul style="list-style-type: none"><li>• Choose two students who will do a good job modeling the procedure for the class and inform them before class that you will ask them to do so.</li><li>• Decide how you will partner students during class.</li></ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"><li>• Copy of <i>Space Junk</i> to show on document camera or equivalent device</li><li>• Copy of <i>Space Junk</i> for each student</li><li>• Copy of partner reading cue card for each student</li><li>• Optional: copy of get the gist cue card for each student</li><li>• Optional: copy of get the gist graphic organizer for each student</li></ul>
<b>COMPREHENSION CANOPY</b> (5 MINUTES OR LESS)	<ul style="list-style-type: none"><li>• Introduce topic of text.</li><li>• Show springboard images and discuss.</li></ul>
<b>ESSENTIAL WORDS</b> (5 MINUTES OR LESS)	<ul style="list-style-type: none"><li>• collide</li></ul>

**CRITICAL READING****(30 MINUTES): *SPACE JUNK***

- Teach students the partner reading routine using the selected text.
- Students will identify the gist for each section of text.
- Hold discussion about the culminating question at the end of the lesson, citing text evidence.

**Note**

Purple text sections include get the gist language and are examples of how teachers might provide additional support to students who need it.

# COMPREHENSION CANOPY



## OBJECTIVE

Provide the class with the background information necessary to comprehend the text by introducing the topic of the text and by showing students the springboard images.

## INTRODUCE THE TOPIC OF THE TEXT

We're going to watch a video of small flecks of paint and other debris being released into space during a rocket launch.

Play the following video: <https://www.nhm.ac.uk/discover/what-is-space-junk-and-why-is-it-a-problem.html>

The passage we'll read today is titled *Space Junk*. The passage is about the human-made junk in space around Earth and the problems it can cause.

### Show Students the Springboard Images

Show Image 1.

Look at this image of a piece of junk while I read you an excerpt from a poem called *Junkyards* by Julian Lee Rayford:

You take any junkyard  
and you will see it filled with  
symbols of progress  
remarkable things discarded.

Discuss why the junk in this photo is a symbol of progress.

Show Image 2.

Now, let's look at a piece of junk that is up in space and I'll read the excerpt from the poem *Junkyards* again.



Reread the excerpt above.

Discuss why the junk in this photo is a symbol of progress.

Today, we will learn what space junk is and the problems it can cause for objects we send into space, such as satellites.

## ESSENTIAL WORDS



### OBJECTIVE

Provide the class with explicit vocabulary instruction necessary to comprehend the text by using the essential words graphic organizer.

### DEFINITION

Display the essential words graphic organizer for all students to see.

The essential word you will learn today is “collide.” Everyone say “collide.”

[Student name], will you please read the definition of “collide”?

Student reads: “To crash together.”

Now let’s all read that together.

Everyone reads the definition together.

### VISUAL REPRESENTATION

Turn to your partner and discuss how this image matches the definition for “collide.”

Provide time for partners to talk.

Possible answer: In the image we see a wave colliding, or crashing, into a cliff.

## RELATED WORDS

Some words that are related to “collide” are “clash” and “jar.” When you collide with something you might feel jarred, or shocked.

## EXAMPLE USAGE

Here is the word used in a sentence: The two football players collided on the field.

## EXAMPLE

An example of a colliding is when two pieces of space junk run into one another.

## NONEXAMPLE

A nonexample of colliding is when two pieces of space junk miss each other by a centimeter.

## TURN AND TALK

Now turn to your partner and discuss a time you witnessed two objects colliding. What happened?

Provide time for partners to talk.

# CRITICAL READING OF TEXT



## ESTABLISH PAIRS

We have spent the last few weeks learning to use the get the gist strategy to better understand what we read and to answer questions in a more informed way.

Today, I'll teach you a partner reading procedure so we can read texts a little faster and so all of you will have an opportunity to practice the skills we have learned over the past few weeks.

The first thing we'll do is get into pairs.

Facilitate students getting into pairs. Each pair should have a Partner 1 and a Partner 2.

## INTRODUCE THE TEXT, TOPIC, AND CULMINATING QUESTION

Now, we're going to read a passage titled *Space Junk*. It's about the challenges caused by junk floating around in space.

The culminating question that we'll answer at the end of the lesson is: ***How might space junk hinder future space missions?***

Write the culminating question on your graphic organizer. The graphic organizer will help us remember the steps we will learn today.

Repeat the culminating question and provide time for students to write.

## TEACH GET THE GIST WITH PARTNER READING

Now that you're in pairs, I'll go over how to answer the culminating question with your partner.

First, there are some norms that I want you to keep in mind while you're working in pairs.

Use your own norms or draw from the following possible norms:

1. Talk quietly. This means that only your partner can hear you.
2. Be respectful to your partner and the others around you.
3. Help your partner whenever needed.
4. Show kindness.



## PARTNER READING GET THE GIST CUE CARD

### STEP 1 - Read the section.

- Partner 1 reads the section.
- Partner 2 follows along.

### STEP 2 - Get the gist.

- Partner 1: Who or what is this section mostly about?
- Partner 2: I think this section is mostly about \_\_\_\_\_. Do you agree?
- Partners discuss.

---

- Partner 1: What is the most important information about the who or what?
- Partner 2: I think the most information about \_\_\_\_\_ is \_\_\_\_\_. Do you agree?
- Partners discuss.

---

- Write or say the gist statement.

### STEP 3 - Repeat Steps 1 and 2.

- Partners switch roles.

Look at your partner reading cue card. I will read aloud from it and you'll follow along.

The first section says "Read the section." So, you will read one section of the text.

I'll say something like, "Ones, you read. Twos, you follow along."

The second section says, "Get the Gist," so this is where you will work together to get the gist. You're going to trade off in this section. So, Partner 1 will say, "Who or what is this section mostly about?" You'll both go back to the passage to figure out who or what it is mostly about.

Remember to look out for important pictures, heading, captions, and pronouns. Circle any of the important headings, captions, and pronouns you see.

Then, Partner 2 will say, "I think this section is mostly about \_\_\_\_\_. Do you agree?" and the two of you will discuss.

Next, Partner 2 says, “What is the most important idea about the ‘who’ or ‘what’?”

Remember, you can use the two following pointers to help you. The first one is to ask what information relates to the “who” or “what,” the culminating question, or the essential word.

The second pointer is to pay attention to pronouns, pictures, captions, and headings. Pronouns might take the place of an important “who” or “what,” so a sentence with a pronoun might contain important information. We can always circle pronouns and draw an arrow back to the “who” or “what” the pronoun is replacing. Remember that captions are the lines of text under a picture that describe that picture.

Again, you can go back to the section and annotate it or make a list. Then, Partner 1 says, “I think the most important idea about \_\_\_\_\_ is \_\_\_\_\_. Do you agree?” Then you can discuss again.

Then, you start over with the next section of text. First, Partner 2 reads and Partner 1 follows along. Then you get the gist, following the cue card.

## MODEL GET THE GIST WITH PARTNER READING WITH SECTION I

I want to show you what this looks like. [Partner 1] and [Partner 2] are going to help me out.

Everyone, get out your passage titled *Space Junk* so you can follow along.

Class, as you watch, I want you to notice what [Partner 2] does while he follows along. He will read along silently and if [Partner 1] gets stuck, [Partner 2] is going to help him out by giving him the word he’s struggling to read.

Partner 1 reads the text aloud. Partner 2 follows along and assists as needed.

Great! Now, let’s go to the “Get the Gist” section of the card. [Partner 1], go ahead.

Partner 1 says, “Who or what is this section mostly about?”

When it is hard to figure out the “who or what is this about,” we can use our

two gist pointers to help us.

Review pointers or continue.

[Partner 2], your turn.

Partner 2 says, “I think this section is mostly about space junk. Do you agree?” The partners discuss their responses.

Let’s move to the next section of the cue card. [Partner 2], you will start this time.

Partner 2 says, “What is the most important idea about the ‘who’ or ‘what’?”

[Partner 1], now it’s your turn.

Partner 1 says, “I think the most important idea is that there is a lot of space junk and it’s a problem. Do you agree?” The partners discuss their responses.

Now, I want you to share your gist statement.

The partners share.

Really nice work. Thank you for helping me model the partner reading procedure.

## **FACILITATE GUIDED PRACTICE OF GET THE GIST WITH PARTNER READING WITH SECTION 2**

Okay, it’s time for you all to try with your partners while I talk you through it.

All Partner 1s raise your hands. You’ll read first.

All Partner 2s raise your hands. You’ll follow along. Remember to read the text silently and help your partner if they get stuck.

I’ll give you all one minute to read the next section, titled “What Is This Junk?”

Give students time to read through the section.

Nice work. Now, I will give you one minute to go through the first part of get the gist with your partner. If you finish early, reread the section.

Circulate around the room to assist students and give feedback on their engagement.

While circulating, if you notice that students are stuck, provide guidance such as, “What words do you notice the author repeating? Why is it dangerous when objects collide? What does it mean to collide?”

Great! Now, I will give you two minutes to go through the second part of get the gist with your partner and write a gist statement.

Circulate around the room and assist students or give feedback on their engagement.

Ask two groups to share their gist statements aloud.

## **FACILITATE INDEPENDENT PRACTICE OF GET THE GIST WITH PARTNER READING WITH SECTION 3**

Let’s try this with a new section.

All Partner 1s raise your hands. This time you will follow along.

All Partner 2s raise your hands. This time you will read.

You’ll have one minute to read the next section, titled “Cleaning up the Junk.”

Give students time to read through the section.

Nice work. Now, I will give you a few minutes to go through the first part of get the gist with your partner. Switch roles from what you did in the last section. If you found the “who” or “what” last time, find the important information this time. If you found the most important information last time, you’ll identify the “who” or “what” this time. If you finish early, reread the section.

Circulate around the room and assist students or give feedback on their engagement.

Great! Now you’ll have two minutes to go through the second part of get the gist with your partner and write a gist statement.

Circulate around the room and assist students or give feedback on their engagement.  
Ask two groups to share their gist statements aloud.

## WRAP UP THE LESSON

**You all did a great job today!**

Tell students two things they did particularly well.

**The more you practice the partner reading routine, the more comfortable it will become!**

**Turn to your partner and tell them one thing you liked about the routine.**

Give students time to discuss. Ask a group or two to share.

**Now, turn to your partner and tell them one thing that could be improved the next time we use this procedure.**

Give students time to discuss. Ask a group or two to share.

## ANSWER THE CULMINATING QUESTION

**At the beginning of this lesson, I asked: How might space junk hinder future space missions? What do you think based on this reading?**

Pauses for student responses. Should students not respond, facilitate a turn-and-talk.

**We have all the pieces we need to answer this question, but we need think about the best way to put these pieces together so our answer makes sense. Look at your gist statements and turn to your partner and discuss how space junk might hinder future space missions.**

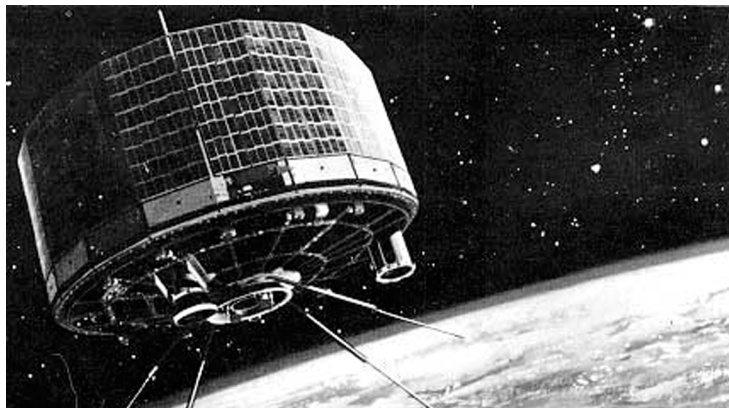
Provide students with 1–2 minutes of discussion and prompt students again with the culminating question. Should the turn-and-talk be silent, prompt students with the following questions:

- What is space junk?
- Do we know how much space junk is out there?
- What are some examples from the text of problems space junk has caused already?
- What if there's too much space junk and we can't safely get a spacecraft through outer space?



Possible response: Space junk might hinder future space missions by making it harder for spacecrafts to travel safely through space. Countries are trying to find ways to remove space junk so that space travel is easier, but sometimes they just end up making more space junk.

# SPRINGBOARD IMAGES



Photos by sdxde from Pexels and by NASA/Glenn Research Center from Wikimedia Commons

# collide

To crash together



## RELATED WORDS:

*clash, jar*

## EXAMPLE USAGE:

The two football players collided on the field.

## EXAMPLE:

When two pieces of space junk run into one another.

## NONEXAMPLE:

When two pieces of space junk miss each other by a centimeter.

## TURN AND TALK:

Discuss a time you witnessed two objects colliding. What happened?

Photo by Avery Nielsen-Webb from Pexels

# SPACE JUNK

## Space Junk in Orbit

### SECTION 1

Many people know that trash is a big problem on planet Earth. What many people don't know is that trash has become a problem in outer space too. Years of space exploration have left tons of "space junk" in orbit around the planet.

According to *BBC News*, there are more than 22,000 pieces of junk in space around the earth. And these are just the items that we can see from the surface of the earth by telescopes or radars. There are also millions of smaller pieces of junk that we can't see.

## What Is This Junk?

### SECTION 2

Objects, like bits of old space rockets or satellites, move around the planet at very high speeds, so fast that even a very small piece can break important satellites or become dangerous to people, particularly astronauts. If the tiniest piece of junk crashed into a spacecraft, it could damage the vehicle. That's because the faster an object moves, the greater the impact if the object **collides** with something else.

To make things worse, when two objects in space **collide**, the two objects break into many smaller pieces. This happened in 2009 when a working United States satellite **collided** with a Russian satellite that was no longer functioning. The collision caused the satellites to break into more than 2,000 pieces, increasing the items of space junk.

## Cleaning up the Junk

### SECTION 3

To help minimize additional space junk, countries around the world have agreed to limit the time their space tools stay in orbit to 25 years. Each tool must be built to fall safely into the earth's atmosphere, or the mass of gases that surround the earth, after that. In the upper parts of the atmosphere, it will burn up.

Many scientists are also proposing different ways to clean up space junk. In England a metal harpoon is being tested that can be fired into space trash, grip the trash, and then pull the space junk into the earth's atmosphere where it would burn up.

The Germans have been planning a space mission with robots that would collect pieces of space trash and bring them back to Earth so that they can be safely destroyed.

In 2007 the Chinese tried to blow up one of its older satellites with a missile. Unfortunately, the explosion only created thousands of smaller pieces, adding junk in space!

"In our opinion the problem is very challenging, and it's quite urgent as well," said Marco Castronuovo, an Italian Space Agency researcher who is working to solve the problem. One

**SECTION 3  
(CONTINUED)**

reason that it's urgent is that countries are sending more and more objects into space. Many of these objects are tools that help people use their cell phones or computers.

"The time to act is now; as we go farther in time, we will need to remove more and more fragments," he says.

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# SOCIAL STUDIES



# SOCIAL STUDIES

## Get the Gist With *Fred Korematsu*

<b>PURPOSE</b>	Teach and practice how to get the gist of a passage
<b>TOTAL TIME</b>	40–45 minutes
<b>MATERIALS</b>	<ul style="list-style-type: none"><li>• Copy of <i>Fred Korematsu</i> to show on document camera or equivalent device</li><li>• Copy of <i>Fred Korematsu</i> for each student</li><li>• Copy of get the gist cue card for each student</li><li>• Copy of get the gist graphic organizer for each student</li></ul>
<b>COMPREHENSION CANOPY</b> (5 MINUTES OR LESS)	<ul style="list-style-type: none"><li>• Introduce topic of text.</li><li>• Show springboard images and discuss.</li></ul>
<b>ESSENTIAL WORDS</b> (5 MINUTES OR LESS)	<ul style="list-style-type: none"><li>• activist</li></ul>
<b>CRITICAL READING</b> (30 MINUTES): <b>FRED KOREMATSU</b>	<ul style="list-style-type: none"><li>• Teach students how to get the gist using the selected text.</li><li>• Students will identify a gist statement for each section of text.</li><li>• Hold discussion about the culminating question at the end of the lesson, citing text evidence</li></ul>



### Note

Purple text sections include get the gist language and are examples of how teachers might provide additional support to students who need it.

# COMPREHENSION CANOPY



## OBJECTIVE

Provide the class the background information necessary to comprehend the text by introducing the topic of the text and by showing the springboard images.

## INTRODUCE THE TOPIC OF THE TEXT

Today we are going to read about a person who showed courage even when it was challenging for him to do so. Can you think of a time when you showed courage or stood up for yourself or someone else?

Discuss briefly as a group or with partners.

### Show Students the Springboard Image

Some people from history who showed courage and stood up for what they believed in are nationally recognized. This is a statue of Martin Luther King, Jr., who is recognized all over the world for the bravery he showed during the civil rights movement. Notice the serious face his statue has and the papers he is holding. He was a scholar and demonstrated extreme courage, even when it was challenging to do so.

Turn to your partner and talk about why you think it might be hard for someone to stand up for what they believe in.

Give students about 30 seconds to discuss, and then ask a couple of groups to share.

Sometimes standing up for what we believe in can be easy and sometimes it can be hard. Today we are going to learn about another person who stood up for what he believed in when it was hard for him to do so.



# ESSENTIAL WORDS



## OBJECTIVE

Provide the class with explicit vocabulary instruction necessary to comprehend the text by using the essential words graphic organizer.

## DEFINITION

Display the essential words graphic organizer for all students to see.

The essential word you will learn today is “activist.” Everyone say “activist.”

[Student name], will you please read the definition of “activist”?

Student reads: “A person who works to bring about social or political change.”

Now let’s all read that together.

Everyone reads the definition together.

## VISUAL REPRESENTATION

The first image shows protestors sitting down in the street. They are practicing nonviolent protest by sitting down. Activists can show their opinions without saying anything at all!

The second image shows a statue of Rosa Parks, the famous civil rights activist. Rosa Parks protested the racial segregation in public busses by sitting in the “whites only” section as a Black woman. This is a statue of her on the bus. Rosa Parks protested by standing up for what she believed in and refusing to follow a racist law.

## RELATED WORDS

Some words that are related to “activist” are “advocate” and “promoter.” An advocate is a person who represents the thoughts or opinions of a group of people or an organization. Activists promote the causes in which they believe.

## EXAMPLE USAGE

Here is the word used in a sentence: The activist went to the meeting to tell the city council why the new city policy was not fair.

## EXAMPLE

An example of activists is a group of students who organize a canned food drive.

## NONEXAMPLE

A nonexample of an activist is someone who listens to a speech by a local activist, but decides the cause is not one she supports.

## TURN AND TALK

Now turn to your partner and discuss if you support a cause to bring about social or political change. Do you consider yourself to be an activist? Why or why not?

Provide time for partners to talk.

# CRITICAL READING OF TEXT



## INTRODUCE THE TEXT, TOPIC, AND CULMINATING QUESTION

We now will read a passage titled *Fred Korematsu*. It's about a man who was an activist for Asian American rights.

By the end of the reading, I want you to be able to answer our culminating question: ***Why is Fred Korematsu's life celebrated and remembered today?*** The culminating question helps us remember the big picture information we'll learn from reading this text.

Write the culminating question on your graphic organizer. The graphic organizer will help us remember the steps we will learn today.

Repeat the culminating question and provide time for students to write.

## INTRODUCE THE GET THE GIST STRATEGY

Today you will learn a new way to find the main idea of a paragraph or section of text. This strategy is called get the gist. The gist is the most important idea. With practice, you will be able to use this strategy to make sure you understand what you read and to remember the most important ideas. We'll be able to use these ideas to help us answer our culminating question at the end of the lesson.

As we read, we will stop periodically to get the gist. This means that we'll use this strategy to identify the main idea of each section of text. Get the gist helps you to determine the most important ideas about what you read. First, you identify the most important "who" or "what" in the section. Then, you identify the most important information about the "who" or "what." Finally, you write or say a short, complete sentence containing that information. This sentence is called a gist statement.

Look at your get the gist cue card. It has the steps on it.



## GET THE GIST CUE CARD

### STEP 1 - Answer the question: Who or what is this section mostly about?

- Is anyone or anything mentioned most frequently?
- Be sure to check pronouns, pictures, captions, and headings.

### STEP 2 - Answer the question: What is the most important information about the “who” or “what”?

- What information relates to the:
  - “who” or “what”
  - culminating question
  - essential word(s)
- Be sure to check pictures, captions, and headings

### STEP 3 - Write a gist statement.

- Be sure your statement identifies:
  - the most important “who” or “what”
  - the most important information about the “who” or “what”
- Be sure your statement is short but complete:
  - with a capital letter
  - with a period
  - approximately 10 words

The first step is to identify who or what the section of text is mostly about.

Underneath the first step question are two pointers you can use if it’s hard to figure out who or what the section is mostly about. The first pointer is to see if there is anyone or anything mentioned frequently in the text. The second point is to pay attention to pronouns, pictures, captions, and headings.

Pronouns might take the place of an important “who” or “what,” so a sentence with a pronoun might contain important information. We can always circle pronouns and draw an arrow back to the “who” or “what” the pronoun is replacing. Remember that captions are the lines of text under a picture that describe that picture.

Then, in the second step, we’ll identify the most important information about the “who” or “what.”

Sometimes this is hard to narrow down, so there are a couple more pointers to help you. The first is to see what information in the text relates to the “who” or “what,” the culminating question, or the essential word. The second pointer is to remember to check pronouns, pictures, captions, and headings.

I’ll show you how to do this as we read the first section of *Fred Korematsu*.

## MODEL GET THE GIST WITH SECTION I

Let’s get started! I will read the first paragraph and then identify the gist.

Read section 1 aloud slowly.

We learned a lot about Fred in this paragraph. Let’s do the first step of get the gist and see if we can figure out who or what this section is mostly about, or what the subject of this section is.

Look at your cue card and read Step 1 with me.

Everyone reads Step 1 together.

Let’s figure it out together. I will start with the first pointer: “Is anyone or anything mentioned frequently?” Let’s see. I will use my pen to circle the subject that the author writes about.

The second pointer suggests checking headings. Sometimes the title of the text gives us a clue about what the subject is. The title is *Fred Korematsu*. So that gives me a hint that the subject is Fred Korematsu. I’ll check if he is indeed the subject by seeing how often he is mentioned.

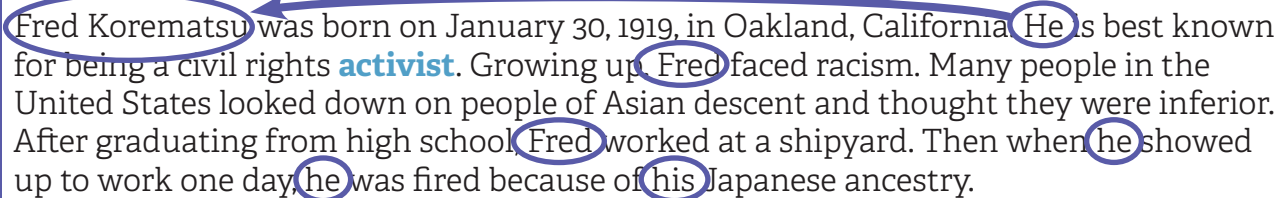
Model circling each time Fred Korematsu is mentioned in the first section. As you circle, demonstrate thinking aloud by saying things such as the following.

I see Fred Korematsu is right here in the first sentence. Since he is mentioned first thing, that indicates that this paragraph is likely about him.

It says here that people looked down on Fred due to his Asian ancestry. Perhaps that gives us a clue about what Fred will stand up for later on in the reading?

Even though the author writes “he” here, I know that the text is referring to Fred, since he was mentioned in the previous sentence and the author has not identified another person.

A marked-up passage might look like this:



Fred Korematsu was born on January 30, 1919, in Oakland, California. He is best known for being a civil rights **activist**. Growing up, Fred faced racism. Many people in the United States looked down on people of Asian descent and thought they were inferior. After graduating from high school, Fred worked at a shipyard. Then when he showed up to work one day, he was fired because of his Japanese ancestry.

I think the most important “who” is Fred Korematsu because almost every sentence is about him.

Write “Fred Korematsu” on the board. Have students copy this on their graphic organizer for Section 1.

Let’s go back to our cue card. Read the second step with me.

Everyone reads Step 2 together.

I’m going to use the first gist pointer to help me. It says to pay attention to information that relates to the “who” or “what.” In this case, that’s Fred Korematsu. I will make a list of the important information in this paragraph about Fred.

Write essential information on the board and have students copy. Demonstrate thinking aloud by saying things such as the following.

I remember that Fred was an activist and “activist” is our essential word. I’m going to write “activist” down. I don’t have to write a complete sentence for this part. I am just jotting down important information about the “who,” Fred.

We read about how Fred experienced racism, due to his Asian ancestry. His ancestry was Japanese. I’m going to write down that he experienced racism, because I think that could be important information related to his activism. I’m also going to write down that he was Japanese American.

Possible answers: an activist, experienced racism, Asian American

Now that I have all the important information written down, it's time to write a gist statement. The gist statement is a sentence that states what the main idea is. It needs to be a short, complete sentence—around 10 words—so that we don't include a lot of unnecessary details.

Based on my notes, I know that Fred was an activist who experienced racism and he was Asian American.

I need to put this important information in a shorter sentence—the gist statement.

Write “Fred, an Asian American activist, experienced racism.” Have students copy this on their graphic organizer for Section 1.

Let's check our gist statement.

Read and discuss the following questions.

Does our gist statement name the most important “who” or “what” in the text?

Does our gist statement tell the most important information about the “who” or “what?”

Is our gist statement a short, complete sentence of around 10 words?

## FACILITATE GUIDED PRACTICE OF GET THE GIST WITH SECTION 2

Now it's your turn to practice with me so that we can get the gist together. Remember, this means you're identifying the main idea. We will use the same cue card I just used.

Who can tell me the first step of get the gist?

Answer: Identify who or what the section is mostly about

**That's right! Remember that you can use our gist pointers to help if you need. What is the first gist pointer?**

Answer: Ask if anything or anyone is mentioned most frequently

That's right. The first gist pointer reminds us to look for frequently mentioned people or things. What is the second gist pointer?

Answer: Check pronouns, pictures, captions, and headings

Correct! The second gist pointer reminds us to pay attention to pronouns, pictures, captions, and headings.

Let's get started. I'll read this section aloud and you can follow along. Remember to circle people or things mentioned frequently and to keep an eye out for important pronouns, pictures, captions, and headings.

Read Section 2 aloud slowly.

Alright! Now it is your turn take a few minutes and go back into your passage and check what you circled. Use your gist pointers to help you find things that are frequently mentioned. We'll come back together and discuss our answers once people are finished.

Allow students time to work through the passage.

This section is about a few things. Let's find out what exactly. Let's see if anything was mentioned a lot. I'm going to talk through this section briefly and circle who and what is mentioned. As I go along, compare what I circle to what you circled. You may have circled more than me. That's fine. Just make sure you didn't miss anything that I circled.

As you circle, demonstrate thinking aloud.

It's time to see who or what you think this section is mostly about. As your peers share their answers, you may continue to mark up your passage. Who can raise their hand and tell me who or what they think this section is mostly about?

As students share, show your marked-up passage so students who need to circle additional words may follow.

Possible answer: Japanese Americans



That's right. In this section, the author doesn't mention Fred Korematsu, but does mention Japanese Americans a lot. We know from the first paragraph that Fred was Japanese American.

Possible answer: Japan

The author mentioned did Japan, too. But only once.

Now that we have shared some ideas, turn to your partner and tell them what you think the most important "who" or "what" is in this section and why.

Answer: "Japanese Americans" because the author mentions it frequently and we know it relates to Fred.

Correct, Japanese Americans are the most important "who" of this section because they are mentioned most frequently. The author does mention Japan, but only once, so the correct answer is Japanese Americans.

Write "Japanese Americans" on the board. Have students add this to Section 2 of their graphic organizer.

Who can tell me what the second part of get the gist asks us to do?

Answer: Write the most important thing about the "who" or "what"

That's right. Let's go back to our cue card. Who can read the get the gist pointers for the second step aloud for us?

Call on one student to read.

Now you and your partner will use the pointers make a list of the important information in this section about Japanese Americans. Turn and talk to your partner and write the important information that relates to the "who" or "what," the culminating question, or the essential word.

Give students time to talk to their partners and list important information about Japanese Americans.

Alright, let's come back together and see if we can list all of the important information about Japanese Americans in this section. Who can tell me one of the important things that they wrote down?

Write ideas on the board as students share.

Possible answers: Japan bombed Pearl Harbor, the president made Japanese Americans move to internment camps, Japanese Americans were imprisoned for being Japanese

Great! Now let's come up with our gist statement. Remember we want to keep the gist statement short—around 10 words. Turn to your partner and tell them what you think the most important information about Japanese Americans is.

Have a few students share their thoughts with the class.

I agree, I think the most important information about Japanese Americans is that they were moved to internment camps after Japan bombed Pearl Harbor. That is what I'm going to write down, but in fewer words.

Write "Japanese Americans were moved to internment camps after the bombing of Pearl Harbor."

Let's check our gist statement.

Read and discuss the following questions.

Does our gist statement name the most important "who" or "what" in the text?

Does our gist statement tell the most important information about the "who" or "what?"

Is our gist statement a short, complete sentence of around 10 words?

## FACILITATE GUIDED PRACTICE OF GET THE GIST WITH SECTION 3

Let's practice again with the next section. I'll read the section aloud and you can follow along. Remember that our first step is to figure out who or what this section is about. **Following the gist pointers, we will circle things or people mentioned frequently. We also will identify important pronouns, pictures, captions, and headings.**

Read Section 3 aloud slowly.

**Alright! Now it is your turn to find out what this section is mostly about. As you read remember to use the gist pointers and to circle the things that are frequently mentioned. We'll come back together and discuss our answers once people are finished.**

Give students time to figure out who or what the section is about.

**Who can tell me what they think this section is mostly about and why?**

As students share, show your marked-up passage so students who need to circle additional words may follow.

Answer: Fred

**That's right! In this section, they mention Fred a lot. I also circled the pronoun "him" and drew an arrow back to "Fred" because that is what "him" is replacing.**

Write "Fred" on the board. Have students check their graphic organizers for Section 3.

**Alright, now we are on the second part of get the gist. Who can remind us of what we need to do now?**

Answer: Write the most important thing about the "who" or "what"

**That's right. We need to write the most important thing about the "who" or "what." The first gist pointer reminds us to pay attention to information that relates to the "who" or "what." In this case, that is Fred. So, now, you are going to make a list of the important information in this section about Fred.**

Allot students time to list important information about the "who" or "what."

**Who wants to share some of the important information that about Fred that they wrote down?**

Call on a few students to share ideas and write them on the board.

Sample answers: Fred refused to go to an internment camp, Fred argued that the executive order was racist and lost, Fred was forced to move, other Japanese Americans in the camps avoided Fred

Great! Now that we have our important information written down, we need to determine what the gist is. Turn to your partner and tell them what you think the most important information about Fred is.

Have a few students share their thoughts with the class and provide feedback as needed.

Answers: Fred thought the internment camp order was racist and tried to fight but was forced to go to a camp anyway.

I agree! I think the most important information about Fred is that he thought the internment camp order was racist and tried to fight but was forced to go anyway. That is what I'm going to write down—just in fewer words.

Write “Fred lost his case arguing the order was racist and he was forced to move to an internment camp.” Have students write this gist statement on their graphic organizer for Section 3.

Let's check our gist statement.

Read and discuss the following questions.

Does our gist statement name the most important “who” or “what” in the text?

Does our gist statement tell the most important information about the “who” or “what?”

Is our gist statement a short, complete sentence of around 10 words?

## FACILITATE INDEPENDENT PRACTICE OF GET THE GIST WITH SECTION 4

Now you will try on your own. You will read the next section. Remember that you can use your cue card to make sure you are circling the most important “who” or “what” and identifying the most important information about the “who” or “what.” Write your answers in Section 4 of your graphic organizer.

Provide time for students to work. Circulate and provide support as needed.

Now, let's discuss who or what the section is mostly about. Raise your hand if you have an idea.

Have a few students share their thoughts with the class and provide feedback as needed.

Answer: Fred

**Correct, the most important “who” or “what” is Fred.**

Write “Fred” on the board and have students check what they wrote in their graphic organizer for Section 4.

**The second part of get the gist is to write the most important thing about the “who” or “what.” What important information did you write down about the Fred in this section?**

Have a few students share their thoughts with the class and provide feedback as needed.

Possible answers: Fred had many difficulties after the war, researchers discovered the government lied to Japanese Americans, Fred’s conviction was overturned, the government was being racist towards Japanese Americans

**Now we can turn our ideas into our gist statement. Write a gist statement on your graphic organizer that includes the important information you noted about Fred. Remember that your gist statement should be a short but complete sentence.**

Provide time for students to write. Circulate and provide support as needed.

**I wrote, “Fred’s conviction for resisting the internment camp order was overturned.” Who has something similar to me?**

Call on a few students to share.

**Great, we might have written our statements a little differently, but as long as they tell us the “who” or “what” and the important information, all of our answers are OK! Let’s check our gist statements next.**

Read and discuss the following questions.

**Does our gist statement name the most important “who” or “what” in the text?**

**Does our gist statement tell the most important information about the “who” or “what?”**

Is our gist statement a short, complete sentence of around 10 words?

## FACILITATE INDEPENDENT PRACTICE OF GET THE GIST WITH SECTION 5

Just like last time, you will read the next section. Remember that you can use your cue card to make sure you are circling the most important “who” or “what” and identifying the most important information about the “who” or “what.” Write your answers in Section 5 of your graphic organizer.

Provide time for students to work. Circulate and provide support as needed.

Now, let’s discuss who or what the section is mostly about. Raise your hand if you have an idea.

Have a few students share their thoughts with the class and provide feedback as needed.

Answer: Fred

Correct, the most important “who” or “what” is Fred.

Write “Fred” on the board and have students check what they wrote in their graphic organizer for Section 5.

The second part of get the gist is to write the most important thing about the “who” or “what.” What important information did you write down about the Fred in this section?

Have a few students share their thoughts with the class and provide feedback as needed.

Possible answers: continued to be an activist, received the Presidential Medal of Freedom, Fred’s birthday is celebrated as a day of activism, Fred showed the importance of speaking up against unjust actions

Now we can turn our ideas into our gist statement. Write a gist statement on your graphic organizer that includes the important information you have about Fred. Remember that your gist statement should be a short but complete sentence.

Provide time for students to write. Circulate and provide support as needed.

I wrote, “Fred continued to be an activist and was recognized for his important work.” Who has something similar to me?

Call on a few students to share.

Great! We might have written our statements a little differently, but as long as they tell us the “who” or “what” and the important information, all of our answers are OK. I am going to check my gist statement, and while I do that follow along and check yours.

Read and discuss the following questions.

Does our gist statement name the most important “who” or “what” in the text?

Does our gist statement tell the most important information about the “who” or “what?”

Is our gist statement a short, complete sentence of around 10 words?

## WRAP UP THE LESSON

We have come up with five gist statements to help us better understand the most important content in the passage. Let’s reread them.

Gist 1: Fred, an Asian American activist, experienced racism.

Gist 2: Japanese Americans were moved to internment camps after the bombing of Pearl Harbor.

Gist 3: Fred lost his case arguing the order was racist and he was forced to move to an internment camp.

Gist 4: Fred’s conviction for resisting the internment camp order was overturned.

Gist 5: Fred continued to be an activist and was recognized for his important work.

Now we can use the gist statements to help us answer the culminating question.

## ANSWER THE CULMINATING QUESTION

At the beginning of this lesson, I asked: Why is Fred Korematsu’s life celebrated and remembered today? We now have all the pieces we need to answer this question, but we have to think about the best way to put these pieces together so that our answer makes sense. Look at your gist statements and turn to your shoulder partner and discuss why Fred Korematsu’s life is celebrated and remembered today?

Provide time for students to discuss. Ask probing questions such as the following as needed to help students answer the question.

- What injustices did Fred experience?
- How did the government show racism towards Japanese Americans?
- Why did Fred refuse to go to the internment camp?
- What other injustices did Fred speak out against?

**OK, who wants to share their answer to our culminating question, “Why is Fred Korematsu’s life celebrated and remembered today?”**

Answer: Fred Korematsu’s life is remembered and celebrated today for his activism resisting injustices against Japanese Americans and Asian Americans.

**Correct! Fred Korematsu’s life is remembered and celebrated today for his activism resisting injustices against Japanese Americans and Asian Americans.**



# SPRINGBOARD IMAGES



Photo by Gotta Be Worth It from Pexels

# activist

A person who works to bring about social or political change



## RELATED WORDS:

*advocate, promoter*

## EXAMPLE USAGE:

The activist went to the meeting to tell the city council why the new city policy was not fair.

## EXAMPLE:

A group of students who organize a canned food drive.

## NONEXAMPLE:

Someone who listens to a speech by a local activist, but who decides that the cause is not one she supports.

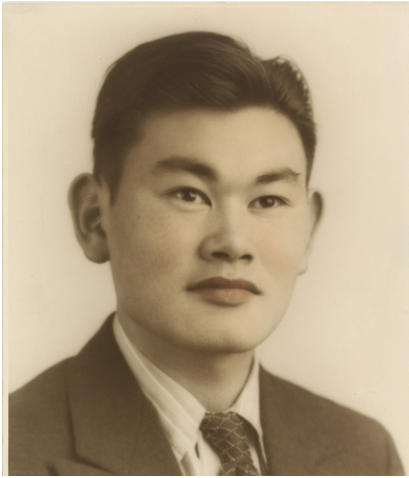
## TURN AND TALK:

Do you support a cause to bring about social or political change?  
Do you consider yourself to be an activist? Why or why not?

Photos by Xackery Irving from Shutterstock and by Gino Santa Maria from Shutterstock

# FRED KOREMATSU

## SECTION 1



Fred Korematsu was born on January 30, 1919, in Oakland, California. He is best known for being a civil rights **activist**. Growing up, Fred faced racism. Many people in the United States looked down on people of Asian descent and thought they were inferior. After graduating from high school, Fred worked at a shipyard. Then when he showed up to work one day, he was fired because of his Japanese ancestry.

## SECTION 2

Things got worse for Japanese Americans in December 1941. On December 7, Japan bombed Pearl Harbor, a naval base in Hawaii. The attack was a surprise, and many Americans began to question the loyalty of Japanese Americans to the United States. Two months later, President Roosevelt signed

Executive Order 9066. The government applied the order mostly to Japanese Americans living on the West Coast, relocating them from their homes to special camps known today as internment camps. The government at the time argued that this relocation was necessary for national security. Many Japanese Americans cooperated with the order. They left their homes and moved to internment camps. These camps were like a prison. Families lived in cramped spaces and were not allowed to leave.

## SECTION 3

Fred refused to follow the order. He even changed his name and appearance to try and hide his Japanese ancestry. Despite this, he was discovered. He was arrested and found guilty of violating the order. Fred believed that his conviction was unjust. He felt that the executive order went against the rights and freedoms guaranteed in the Constitution. Fred argued that people were imprisoned in the internment camps based on their race. Along with the American Civil Liberties Union, he fought back in court. Eventually, his case was heard by the Supreme Court in 1944. However, the Supreme Court ultimately voted against Fred. They decided that the executive order was justified and not motivated by race. After losing his appeal, Fred moved to an internment camp. The other people in the camp stayed away from Fred. They were scared of being seen as troublemakers if they talked to him.

## SECTION 4

When World War II ended, Fred moved to Michigan and attempted to live a normal life. His conviction made his life difficult, and he had trouble finding a job. He continued to have trouble even after moving back to his home state of California. Years later, researchers discovered that the government knew that Japanese Americans did not pose a risk to the nation during the war. The government had hidden this evidence and continued forcing Japanese Americans to move to internment camps. Because of this new knowledge, a judge overturned Fred's conviction in 1983.

## SECTION 5

Fred remained an **activist** for the rest of his life. He advocated and fought for an official apology from the United States government. He cautioned against extreme national security measures after the 9/11 attacks. He was awarded the Presidential Medal of Freedom in 1998. His birthday, January 30, is observed as “Fred Korematsu Day of Civil Liberties and the Constitution” in several states, including California, Virginia, and Florida. Fred’s legacy shows the importance of speaking up and fighting against unjust situations, no matter the odds.

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# SOCIAL STUDIES

## Review Get the Gist With *The Story of Mexican Murals*

<b>PURPOSE</b>	Practice how to get the gist of a passage with teacher support
<b>TOTAL TIME</b>	40–45 minutes
<b>MATERIALS</b>	<ul style="list-style-type: none"><li>• Copy of <i>The Story of Mexican Murals</i> to show on document camera or equivalent device</li><li>• Copy of <i>The Story of Mexican Murals</i> for each student</li><li>• Copy of get the gist cue card for each student</li><li>• Copy of get the gist graphic organizer for each student</li></ul>
<b>COMPREHENSION CANOPY</b> (5 MINUTES OR LESS)	<ul style="list-style-type: none"><li>• Introduce topic of text.</li><li>• Show springboard image and discuss.</li></ul>
<b>ESSENTIAL WORDS</b> (5 MINUTES OR LESS)	<ul style="list-style-type: none"><li>• revolution</li></ul>
<b>CRITICAL READING</b> (30 MINUTES): <i>THE STORY OF MEXICAN MURALS</i>	<ul style="list-style-type: none"><li>• Students will practice how to get the gist using the selected text.</li><li>• Students will identify the gist for each section of text.</li><li>• Hold discussion about the culminating question at the end of the lesson, citing text evidence.</li></ul>



### Note

Purple text sections include get the gist language and are examples of how teachers might provide additional support to students who need it.

# COMPREHENSION CANOPY



## OBJECTIVE

Provide the class the background information necessary to comprehend the text by introducing the topic of the text and by showing students the springboard images.

## INTRODUCE THE TOPIC OF THE TEXT

Have any of you seen murals before? Murals are paintings that are painted directly on a wall. Here are some examples from a town near Washington, D.C. Have any of you seen a mural near where you live?

Display the images of the mural project in Wheaton, MD, found on the following website:

<https://montgomeryplanningboard.org/wheatonhq/building-info/wheaton-headquarters-mural/>

Why do you think artists paint murals like this?

Have a few students share their thoughts with the class.

### Show Students the Springboard Image

Here is an example of a mural painted after the Mexican Revolution in the early 1900s. The title of the mural is “History of Mexico.” The banner in the middle reads “Land and Liberty,” which was an important message during the Mexican Revolution. One reason the Mexican Revolution started was because poor farmers did not own their land and were therefore often stuck in extreme poverty.

If you were a poor farmer during the Mexican Revolution, how might this mural encourage you to seek out freedom?

Today we will learn a bit more about the causes of the Mexican Revolution and how artists used murals to spread messages and unite a divided country.

# ESSENTIAL WORDS



## OBJECTIVE

Provide the class with explicit vocabulary instruction necessary to comprehend the text by using the essential words graphic organizer.

## DEFINITION

Display the essential words graphic organizer for all students to see.

The essential word you will learn today is “revolution.” Everyone say “revolution.”

[Student name], will you please read the definition of “revolution”?

Student reads: “The overthrow of a government by force and the setting up of a new government.”

Now let’s all read that together.

Everyone reads the definition together.

## VISUAL REPRESENTATION

The Mexican Revolution was a civil war between those who wanted the government of Porfirio Díaz to stay in power and those who wanted to overthrow him. The first image shows the Mexican Army marching through the capital city to protect the politicians who were in power.

The second image shows two important revolutionaries, Pancho Villa and Emiliano Zapata, and their supporters, who tried to overthrow the government of Porfirio Díaz and replace it.

## RELATED WORDS

Some words that are related to “revolution” are “overthrow” and “rebellion.” Citizens may try to overthrow the government because they think the government has treated them unfairly and they want change. They may engage in rebellion or fighting.

## EXAMPLE USAGE

Here is the word used in a sentence: The revolution started because people thought the government was unfair.

## EXAMPLE

An example of a revolution is the Mexican Revolution, which was fought 1910–1921 and overthrew the government of Porfirio Díaz.

## NONEXAMPLE

A nonexample of revolution is when people vote peacefully and elect a new government. In this case, the change of government is peaceful and does not use force.

## TURN AND TALK

Now turn to your partner and discuss one way that revolution is similar to war and one that they are different.

Provide time for partners to talk.

# CRITICAL READING OF TEXT



## INTRODUCE THE TEXT, TOPIC, AND CULMINATING QUESTION

We now will read a passage titled *The Story of Mexican Murals*. It's about murals, which are paintings painted directly onto walls. Murals served a special purpose after the Mexican Revolution.

By the end of the reading, I want you to be able to answer our culminating question: ***What purpose did murals serve in Mexico after the Revolution?*** The culminating question will help us remember the big picture information we'll learn from reading this text.



Write the culminating question on your graphic organizer. The graphic organizer will help us remember the steps we are going to review today.

Repeat the culminating question and provide time for students to write.

## REVIEW THE GET THE GIST STRATEGY

Let's review how to get the gist. We always use the same steps to get the gist.

Don't forget that you can look at the cue card if you need help remembering the steps of the get the gist strategy or would like to review the pointers for each step.

Let's look at our cue cards and read together the first step of the get the gist strategy.

Everyone reads the first step aloud together.



### GET THE GIST CUE CARD

**STEP 1 - Answer the question: Who or what is this section mostly about?**

- Is anyone or anything mentioned most frequently?
- Be sure to check pronouns, pictures, captions, and headings.

**STEP 2 - Answer the question: What is the most important information about the “who” or “what”?**

- What information relates to the:
  - “who” or “what”
  - culminating question
  - essential word(s)
- Be sure to check pictures, captions, and headings

**STEP 3 - Write a gist statement.**

- Be sure your statement identifies:
  - the most important “who” or “what”
  - the most important information about the “who” or “what”
- Be sure your statement is short but complete:
  - with a capital letter
  - with a period
  - approximately 10 words

What is a pronoun? What does it replace? What are some pronouns we might see in this passage?

Allow students time to respond to the whole class or to their partner.. Provide feedback as needed.

Let's now read together the second step of the get the gist strategy.

Everyone reads the second step aloud together.

Sometimes this is hard to narrow down. Remember that you can use the following two gist pointers to help you.

The first one is to ask what information relates to the “who” or “what,” the culminating question, or the essential word. The second one is to check the pictures, captions, and headings.

Let's work together through the first section of *The Story of Mexican Murals*.

## MODEL GET THE GIST WITH SECTION I

Let's get started. I will read the first section aloud and I want you to look for the things or the people that are mentioned the most frequently.

Read the first section aloud slowly.

We learned a lot about murals in this paragraph. Let's do the first step of get the gist and see if we can figure out who or what this section is mostly about.

Look at your cue card and read Step 1 with me: “Who or what is this section mostly about?” Let's see if we can figure it out. The first pointer recommends asking if anyone or anything is mentioned frequently in the section. I will go through and circle the subjects the author mentions frequently. But before I do, the second pointer suggests checking the headings. Sometimes the title of the text gives us a clue about what the subject is.

The title is *The Story of Mexican Murals*. That gives me a hint that the subject could be murals. I'm going to check if that is indeed the subject by seeing how often murals are mentioned.

Go back through the paragraph and model circling each time “murals” are mentioned. As you circle, demonstrate thinking aloud by saying things such as the following.

- The word “murals” is right here in the first sentence.
- Here in the second sentence, I see the word “murals” but I also see that murals are paintings. They are paintings that are painted directly on a wall.
- In the next sentence, I see that artists painted murals. They painted them to express ideas.
- This paragraph talks a lot about murals and artists. I think both are important to this paragraph.

A marked-up passage might look like this:

Public art has been important throughout history. In Mexico, many artists used murals to communicate social and political messages. Murals are paintings that are painted directly on a large wall. Back when most people in the country could not read, artists would paint murals to express certain politics or traditions. These murals were available for all to see. Mural painting became a way for artists to share their beliefs and try to unite a divided country.

Write “murals” on the board. Have students write this on their graphic organizer for Section 1.

Let’s do the second step of get the gist and figure out “What is the most important information about the who or what?”

I’m going to use the first pointer to help me. It says to pay attention to information that relates to the “who” or “what.” In this case, that’s murals. I will make a list of the important information in this paragraph about murals. I will also keep the culminating question in mind: What purpose did murals serve in Mexico after the Revolution?

Write the essential information on the board and have students copy. Demonstrate thinking aloud by saying things such as the following.

- As I go back and skim the passage, I see that the author talks a lot about what murals are—paintings painted directly onto walls. The author also talks about the purpose they served. I know that is important because of our culminating question.

- Here the author says that artists painted murals to share their beliefs and try to unite the country. I'll write that down. I don't have to write a complete sentence for this part. These are just my notes.
- I see that murals are mentioned the most frequently in this section, but art and artists are also mentioned a lot. I wonder if there is a connection between art, artists, and murals. I see here that the author says artists painted murals.
- I also see that the first sentence in the paragraph talks about public art. Later we see that these murals were available for all to see. I think that means that murals were public art—art for everyone! I'll jot that down.

Possible answers: communicated social and political messages to everyone, used art because most people could not read, painted directly onto walls, tried to unite a divided country

Now that I have all of the important information written down, it's time to write a gist statement. The gist statement is a sentence that states what the main idea is. It needs to be a short, complete sentence—around 10 words—so that we don't include a lot of unnecessary details.

Based on my notes, I know that the murals were painted on walls and were used to communicate political and social messages to everyone. I need to put this important information in a shorter sentence—the gist statement.

Write “Artists painted murals on walls to communicate ideas to everyone and unite a divided country” on the board. Have students copy this on their graphic organizer for Section 1.

Let's check our gist statement.

Read and discuss the following questions.

Does our gist statement name the most important “who” or “what” in the text?

Does our gist statement tell the most important information about the “who” or “what?”

Is our gist statement a short, complete sentence of around 10 words?

## FACILITATE GUIDED PRACTICE OF GET THE GIST WITH SECTION 2

Now it's your turn to practice with me so we can get the gist together. Remember this means you're identifying the main idea. **As I read, think about what is mentioned a lot. See if "murals" is still repeated frequently or if our essential word "revolution" is mentioned a lot in this section.**

Who can tell me the first step of get the gist?

Answer: Identify who or what the section is mostly about

That's correct. I'll read the next section aloud and you can follow along to figure out who or what it is mostly about. **Circle who or what is mentioned the most often. I'm going to do the same and then we'll compare our notes after we finish this section.**

Read Section 2 aloud slowly.

Now, let's figure out who or what this section is mostly about. Raise your hand if you have an idea.

Possible answers: the Mexican Revolution, Revolution, civil war, and war

That's right. There are a lot of things mentioned in this section. A lot of the words refer to the same thing. The Mexican Revolution is the same as the civil war. Just like in the first section, we can assume that some of the other words—artists (they), Mexico, and violence—are important and should be noted in the important information.

Write "Mexican Revolution" on the board. Have students add this to Section 2 of their graphic organizer.

Who can tell me what second part of get the gist asks us to do?

Answer: Write the most important thing about the "who" or "what"

That's right. **Let's go back to our cue card. Who can read the get the gist pointers for the second step aloud for us?**

Call on one student to read.

**Now you and your partner will use your gist pointers to make a list of the important information in this section about the Mexican Revolution. Turn and talk to your partner and write the important information from this section.**

Give students time to talk to their partners and list important information about the Mexican Revolution.

**OK, raise your hand and share if you have an idea of some important information in this section.**

Write ideas on the board as students share.

Conduct a think-aloud if students struggle to identify important information about the Revolution. Have students check and revise the important information on their graphic organizer as you write.

Possible answers: people were unhappy with Díaz, Díaz declared himself the winner of an election, Mexico was divided as people struggled for power, artists painted images to unite a divided country

**Great! Now let's write our gist statement. We want to keep it short—around 10 words. Turn to your partner and tell them what you think the most important information about the Mexican Revolution is from Section 2.**

Have a few students share their thoughts with the class.

Write “Mexican artists painted murals after the Díaz election, which divided the country and started the Mexican Revolution” on the board.

Have students write this gist statement on their graphic organizer for Section 2.

**Let's check our gist statement.**

Read and discuss the following questions.

**Does our gist statement name the most important “who” or “what” in the text?**

**Does our gist statement tell the most important information about the “who” or “what?”**

**Is our gist statement a short, complete sentence of around 10 words?**

## FACILITATE INDEPENDENT PRACTICE OF GET THE GIST WITH SECTION 3

Now you will try on your own. You're going to read the last section. Use your cue card to help you figure out the most important "who" or "what" and the most important information about that "who" or "what." Remember to write down the essential information in your graphic organizer and to think about the answer to our culminating question! Right now you only need to fill out the "who" or "what" and most important information sections of your graphic organizer. Remember, you should be working in Section 3.

Provide time for students to work. Circulate and provide support as needed.

Now, let's discuss who or what the section is mostly about. Raise your hand if you have an idea.

Have a few students share their thoughts with the class and provide feedback as needed.

Possible answers: "Los Tres Grandes," also called the Three Great Ones (Diego Rivera, José Clemente Orozco, and David Alfaro Siqueiros), Mexico, Mexican

That's right! The most important who or what is Los Tres Grandes, or the artists Diego Rivera, José Clemente Orozco, and David Alfaro Siqueiros.

Write "Los Tres Grandes" on the board and have students check what they wrote in their graphic organizer for Section 3.

The second part of get the gist is to write the most important thing about the "who" or "what." What important information did you write down about Los Tres Grandes and their murals in this section?

Have a few students share their thoughts with the class and provide feedback as needed.

Possible answers: painted revolutionary murals, murals displayed Mexican history and culture

Have students check and revise the important information in their graphic organizers. If you notice that students are struggling to identify important information, you can have them do a turn-and-talk to share important information with their partner.

Now we can turn our ideas into our gist statement. Write a gist statement on your graphic organizer that includes the important information you noted about Los Tres Grandes. Remember that your gist statement should be a short but complete sentence.

Provide students time to write. Circulate and provide support as needed.

**Who wants to share their gist statement with the class?**

Call on a few students to share. Write your gist statement on the board so students can check what they wrote and make changes if needed: “Los Tres Grandes painted revolutionary murals that displayed Mexican history and culture.”

**Remember our statements might be a little different but a good gist statement will have three key pieces.**

Have students check their gist statement using the following three questions.

**Does our gist statement name the most important “who” or “what” in the text?**

**Does our gist statement include the most important information about the “who” or “what?”**

**Is our gist statement a short, complete sentence of around 10 words?**

## **WRAP UP THE LESSON**

We have come up with three gist statements to help us better understand the most important content in the passage. Let’s reread them.

**Gist 1: Artists painted murals on walls to communicate ideas to everyone and unite a divided country.**

**Gist 2: Mexican artists painted murals after the Díaz election, which divided the country and started the Mexican Revolution.**

**Gist 3: Los Tres Grandes painted revolutionary murals that displayed Mexican history and culture.**



Now we can use the gist statements to help us answer the culminating question.

## ANSWER THE CULMINATING QUESTION

At the beginning of this lesson, I asked: What purpose did murals serve in Mexico after the Revolution? We have all the pieces we need to answer this question, but we have to think about the best way to put these pieces together so that our answer makes sense. Look at your gist statements and turn to your shoulder partner and discuss what purpose murals served in Mexico after the Revolution.

Provide time for students to discuss. Ask probing questions such as the following as needed to help students answer the question.

- How does the text define “mural”?
- Why did artists use images instead of words to communicate information?
- When did the artists in the text paint murals?
- What sorts of pictures did artists paint?
- Why was the Mexican country divided?

OK, who wants to share their answer to our culminating question, “What purpose did murals serve in Mexico after the Revolution?”

Answer: Mexican murals shared information, history, and culture to all in order to unite people at a time when the country was divided.

## SPRINGBOARD IMAGES



Image of part of Diego Rivera's "History of Mexico" mural at the National Palace in Mexico City from Wikipedia

# revolution

The overthrow of a government by force and the setting up of a new government



## RELATED WORDS:

*overthrow, rebellion*

## EXAMPLE USAGE:

The revolution started because people thought the government was unfair.

## EXAMPLE:

The Mexican Revolution was fought 1910–1921 and overthrew the government of Porfirio Díaz.

## NONEXAMPLE:

When people vote peacefully and elect a new government. In this case, the change of government is peaceful and does not use force.

## TURN AND TALK:

What is one way that revolution is similar to war and one way that they are different?

Images from Wikimedia Commons

# THE STORY OF MEXICAN MURALS

## SECTION 1



Map of Mexico at the start of the Mexican Revolution in 1910

Public art has been important throughout history. In Mexico, many artists used murals to communicate social and political messages. Murals are paintings that are painted directly on a large wall. Back when most people in the country could not read, artists would paint murals to express certain politics or traditions. These murals were available for all to see. Mural painting became a way for artists to share their beliefs and try to unite a divided country.

## SECTION 2

In 1910, the Mexican Revolution began. This Revolution was a civil war that started with an election and lasted for about a decade. Many people were unhappy with the dictator Porfirio Díaz, who had declared himself the winner of that election. So a war broke out as people struggled for power. For many years, Mexico experienced division and violence. No one could agree on who should lead the country. Many people fled Mexico in hopes of a better life. People who stayed in the country wanted reforms. Reforms are changes that improve people's lives. Even though the Revolution ended in 1920, Mexico was still very divided. Artists tried to bring people together by making murals.

The artists painted farmers, laborers, and **revolutionaries**. They painted these middle- and lower-class people as heroes. They also painted images of the Mexican Revolution. Some of these images showed the violence and fear during this decade.

## SECTION 3

Three artists became known for their **revolutionary** murals. They were nicknamed "Los Tres Grandes," or Three Great Ones. They were Diego Rivera, José Clemente Orozco, and David Alfaro Siqueiros. Siqueiros even fought in the Revolution.

Los Tres Grandes and the rest of the mural artists proudly displayed Mexican culture and heritage. They also taught people the history of Mexico. They did not paint for the wealthy, but for every Mexican citizen. The murals were for the people and by the people, just like a lot of street and graffiti art today.



Mural painted by David Alfaro Siqueiros in Mexico City

Text reprinted with permission from ReadWorks: <https://www.readworks.org/article/The-Story-of-Mexican-Murals/d83675cf-728c-425c-9ce1-2c4093aid88b#|articleTab:content/a>; map by Keepsases from Wikipedia; photograph of mural by Régis Leachume from Wikipedia



# SOCIAL STUDIES

## Partner Reading Routine With *Malala Yousafzai*

<b>PURPOSE</b>	Teach and practice the partner reading routine
<b>TOTAL TIME</b>	40–45 minutes
<b>BEFORE YOU BEGIN</b>	<ul style="list-style-type: none"><li>• Choose two students who will do a good job modeling the procedure for the class and inform them before class that you will ask them to do so.</li><li>• Decide how you will partner students during class.</li></ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"><li>• Copy of <i>Malala Yousafzai</i> to show on document camera or equivalent device</li><li>• Copy of <i>Malala Yousafzai</i> for each student</li><li>• Copy of partner reading cue card for each student</li><li>• Optional: copy of get the gist cue card for each student</li><li>• Optional: copy of get the gist graphic organizer for each student</li></ul>
<b>COMPREHENSION CANOPY</b> (5 MINUTES OR LESS)	<ul style="list-style-type: none"><li>• Introduce topic of text.</li><li>• Show springboard images and discuss.</li></ul>
<b>ESSENTIAL WORDS</b> (5 MINUTES OR LESS)	<ul style="list-style-type: none"><li>• prohibit</li></ul>

**CRITICAL READING**(30 MINUTES): **MALALA****YOUSAFZAI**

- Teach students the partner reading routine using the selected text.
- Students will identify the gist for each section of text.
- Hold discussion about the culminating question at the end of the lesson, citing text evidence.

**Note**

Purple text sections include get the gist language and are examples of how teachers might provide additional support to students who need it.

# COMPREHENSION CANOPY



## OBJECTIVE

Provide the class with the background information necessary to comprehend the text by introducing the topic of the text and by showing students the springboard images.

## INTRODUCE THE TOPIC OF THE TEXT

Activism can start at any age. Many of you or your friends may support causes that you believe in or speak up when you see or experience an injustice. Turn to your partner and discuss whether students should stand up to injustices in their schools and communities. Why or why not?

Given students time to discuss.

### Show Students the Springboard Image

Show Image 1.

Here is a young girl standing up for a cause that she believes in. The girl in the picture is young – maybe only 10 years old. The picture shows us that young people still in school can become activists.

Show Image 2.

This is a quote from the book *I Am Malala*. We will read more about the author, Malala Yousafzai, when we do our critical reading.

Read the quote aloud or call on a student to read aloud.

Here Malala talks about hiding her school belongings whenever she went to school because people from the government in Pakistan, where she lived, would try to stop her. She continued to push for her education even though she was no longer legally allowed to attend school.

Activism can look very different! People can stand up for causes alone or in groups. Activists can be young or old. It is never too early or too late to speak up when you see something wrong happening that you want to change.

# ESSENTIAL WORDS



## OBJECTIVE

Provide the class with explicit vocabulary instruction necessary to comprehend the text by using the essential words graphic organizer.

## DEFINITION

Display the essential words graphic organizer for all students to see.

The essential word you will learn today is “prohibit.” Everyone say “prohibit.”

[Student name], will you please read the definition of “prohibit”?

Student reads: “To formally forbid something through laws, rule, or authority.”

Now let’s all read that together.

Everyone reads the definition together.

## VISUAL REPRESENTATION

The images show signs posting actions that are prohibited. On the left, the sign tells people that they are prohibited from swimming in the water. On the right, the sign tells people that they are prohibited from entering that space. Often, signs show us what is and is not allowed.

## RELATED WORDS

Some words that are related to prohibit are “forbid” and “ban.”

## EXAMPLE USAGE

Here is the word used in a sentence: Malala was prohibited by the Taliban from attending school because she was a girl.



## EXAMPLE

An example of something being prohibited is when girls were not allowed to attend school in Pakistan once the Taliban took control of the government.

## NONEXAMPLE

A nonexample of something being prohibited would be students deciding not to go to school because they are tired.

## TURN AND TALK

Now turn to your partner and discuss something that your family prohibits you from doing at home? What is something that your teacher prohibits in the classroom? Start your answer with, “My family prohibits me from . . .”

Provide time for partners to talk.

# CRITICAL READING OF TEXT



## ESTABLISH PAIRS

We have spent the last few weeks learning to use the get the gist strategy to better understand what we read and to answer questions in a more informed way.

Today, I’ll teach you a partner reading procedure so we can read texts a little faster and so all of you will have an opportunity to practice the skills we have learned over the past few weeks.

The first thing we’ll do is get into pairs.

Facilitate students getting into pairs. Each pair should have a Partner 1 and a Partner 2.

## INTRODUCE THE TEXT, TOPIC, AND CULMINATING QUESTION

Now, we're going to read a passage titled *Malala Yousafzai*. It's about a young activist named Malala.

The culminating question that we'll answer at the end of the lesson is: ***Why is Malala considered an activist?***

Write the culminating question on your graphic organizer. The graphic organizer will help us remember the steps we will learn today.

Repeat the culminating question and provide time for students to write.

## TEACH GET THE GIST WITH PARTNER READING

Now that you're in pairs, I'll go over how to answer the culminating question with your partner.

First, there are some norms that I want you to keep in mind while you're working in pairs.

Use your own norms or draw from the following possible norms:

1. Talk quietly. This means that only your partner can hear you.
2. Be respectful to your partner and the others around you.
3. Help your partner whenever needed.
4. Show kindness.



## PARTNER READING GET THE GIST CUE CARD

### STEP 1 - Read the section.

- Partner 1 reads the section.
- Partner 2 follows along.

### STEP 2 - Get the gist.

- Partner 1: Who or what is this section mostly about?
  - Partner 2: I think this section is mostly about \_\_\_\_\_. Do you agree?
  - Partners discuss.
- 
- Partner 1: What is the most important information about the who or what?
  - Partner 2: I think the most information about \_\_\_\_\_ is \_\_\_\_\_. Do you agree?
  - Partners discuss.
- 
- Write or say the gist statement.

### STEP 3 - Repeat Steps 1 and 2.

- Partners switch roles.

Look at your partner reading cue card. I will read aloud from it and you'll follow along.

The first section says "Read the section." So, you will read one section of the text.

I'll say something like, "Ones, you read. Twos, you follow along."

The second section says, "Get the Gist," so this is where you will work together to get the gist. You're going to trade off in this section. So, Partner 1 will say, "Who or what is this section mostly about?" You'll both go back to the passage to figure out who or what it is mostly about.

Remember to look out for important pictures, heading, captions, and pronouns. Circle any of the important headings, captions, and pronouns you see.

Then, Partner 2 will say, "I think this section is mostly about \_\_\_\_\_. Do you agree?" and the two of you will discuss.

Next, Partner 2 says, “What is the most important idea about the ‘who’ or ‘what’?”

Remember, you can use the two following pointers to help you. The first one is to ask what information relates to the “who” or “what,” the culminating question, or the essential word.

The second pointer is to pay attention to pronouns, pictures, captions, and headings. Pronouns might take the place of an important “who” or “what,” so a sentence with a pronoun might contain important information. We can always circle pronouns and draw an arrow back to the “who” or “what” the pronoun is replacing. Remember that captions are the lines of text under a picture that describe that picture.

Again, you can go back to the section and annotate it or make a list. Then, Partner 1 says, “I think the most important idea about \_\_\_\_\_ is \_\_\_\_\_. Do you agree?” Then you can discuss again.

Then, you start over with the next section of text. First, Partner 2 reads and Partner 1 follows along. Then you get the gist, following the cue card.

## MODEL GET THE GIST WITH PARTNER READING WITH SECTION I

I want to show you what this looks like. [Partner 1] and [Partner 2] are going to help me out.

Everyone, get out your passage titled *Malala Yousafzai* so you can follow along.

Class, as you watch, I want you to notice what [Partner 2] does while he follows along. He will read along silently and if [Partner 1] gets stuck, [Partner 2] is going to help him out by giving him the word he’s struggling to read.

Partner 1 reads the text aloud. Partner 2 follows along and assists as needed.

Great! Now, let’s go to the “Get the Gist” section of the card. [Partner 1], go ahead.

Partner 1 says, “Who or what is this section mostly about?”

Everyone take a moment to go back and circle the most frequently mentioned “who” or “what.” Remember to identify any important headings, captions, pictures, or pronouns.

Give students time to go back and circle.

OK, [Partner 2], your turn.

Partner 2 says, “I think this section is mostly about Malala. Do you agree?” The partners discuss their responses.

Let’s move to the next section of the cue card. [Partner 2], you will start this time.

Partner 2 says, “What is the most important idea about the ‘who’ or ‘what?’”

[Partner 1], now it’s your turn.

Partner 1 says, “I think the most important idea is that Malala was not allowed to attend school because of the Taliban. Do you agree?” The partners discuss their responses.

Now, I want you to share your gist statement.

The partners share.

Really nice work. Thank you for helping me model the partner reading procedure.

## **FACILITATE GUIDED PRACTICE OF GET THE GIST WITH PARTNER READING WITH SECTION 2**

Okay, it’s time for you all to try with your partners while I talk you through it.

All Partner 1s raise your hands. You’ll read first.

All Partner 2s raise your hands. You’ll follow along. Remember to read the text silently and help your partner if they get stuck.

I’ll give you all one minute to read the next section.

Give students time to read through the section.

**Nice work. Now, I will give you one minute to go through the first part of get the gist with your partner. If you finish early, reread the section.**

Circulate around the room to assist students and give feedback on their engagement.

While circulating, if you notice that students are stuck, provide guidance such as, “What words do you notice the author repeating? What is related to the culminating question?”

**Great! Now, I will give you two minutes to go through the second part of get the gist with your partner and write a gist statement.**

Circulate around the room and assist students or give feedback on their engagement.

Ask two groups to share their gist statements aloud.

Possible gist statement: Malala spoke out against injustice and was shot.

## **FACILITATE INDEPENDENT PRACTICE OF GET THE GIST WITH PARTNER READING WITH SECTION 3**

Let’s try this with a new section.

All Partner 1s raise your hands. This time you will follow along.

All Partner 2s raise your hands. This time you will read.

You’ll have one minute to read the next section.

Give students time to read through the section.

**Nice work. Now, I will give you a few minutes to go through the first part of get the gist with your partner. Switch roles from what you did in the last section. If you found the “who” or “what” last time, find the important information this time. If you found the most important information last time, you’ll identify the “who” or “what” this time. If you finish early, reread the section.**

Circulate around the room and assist students or give feedback on their engagement.

**Great! Now you’ll have two minutes to go through the second part of get the gist with your partner and write a gist statement.**

Circulate around the room and assist students or give feedback on their engagement.

Ask two groups to share their gist statements aloud.

Possible gist statement: Malala became an international icon and advocate for education.

## WRAP UP THE LESSON

**You all did a great job today!**

Tell students two things they did particularly well.

**The more you practice the partner reading routine, the more comfortable it will become!**

**Turn to your partner and tell them one thing you liked about the routine.**

Give students time to discuss. Ask a group or two to share.

**Now, turn to your partner and tell them one thing that could be improved the next time we use this procedure.**

Give students time to discuss. Ask a group or two to share.

## ANSWER THE CULMINATING QUESTION

**At the beginning of this lesson, I asked: Why is Malala considered an activist? What do you think based on this reading?**

Pauses for student responses. Should students not respond, facilitate a turn-and-talk.

**We have all the pieces we need to answer this question, but we need think about the best way to put these pieces together so our answer makes sense. Look at your gist statements and turn to your partner and discuss why Malala is considered an activist.**

Provide students with 1–2 minutes of discussion and prompt students again with the culminating question. Should the turn-and-talk be silent, prompt students with the following questions.

- Why did Malala begin to speak out against the Taliban?
- Why did Malala continue to speak up when she saw injustices?
- What events were happening around her that were unjust?

- What was the Taliban's reaction to Malala speaking up?

Possible response: Malala is considered an activist because she spoke out against the injustices that she experienced. Doing so led to serious injury, but Malala continues to be an activist for women in education.



# SPRINGBOARD IMAGES



Quote from *I Am Malala* by Malala Yousafzai

“It was school that kept me going in those dark days. When I was in the street it felt as though every man I passed might be a *talib*. We hid our school bags and our books in our shawls. My father always said that the most beautiful thing in a village in the morning is the sight of a child in a school uniform, but now we were afraid to wear them.”

Photo by RODNAE Productions from Pexels

# prohibit

To formally forbid something through laws, rule, or authority



## RELATED WORDS:

*forbid, ban*

## EXAMPLE USAGE:

Malala was prohibited by the Taliban from attending school because she was a girl.

## EXAMPLE:

When girls were not allowed to attend school in Pakistan once the Taliban took control of the government.

## NONEXAMPLE:

Students deciding not to go to school because they're tired.

## TURN AND TALK:

What is something that your family prohibits you from doing at home? What is something your teacher prohibits in the classroom?

Photos by Marta Wave from Pexels and by Steve DiMatteo from Pexels

# MALALA YOUSAFZAI

## SECTION 1



Malala Yousafzai was born on July 12, 1997, in Mingora, Pakistan. As a young child, Malala was exposed to the importance of education. Her father was in charge of running a local learning institution and instilled in Malala the value of attending school. Everything changed for Malala and her family when the Taliban began to have more authority in the Swat Valley region around 2007. The Taliban, a violent fundamental Islamist group, prohibited females from participating in many activities, including attending school. The Taliban were so committed to banning female access to education that they destroyed around 400 schools within two years of their control.

## SECTION 2

But Malala would not be deterred from her passion for learning. Not only did she continue to attend school, but she also spoke publicly about her dissent. On a Pakistani televised program, Malala was brave enough to express her disbelief; “How dare the Taliban take away my basic right to education?” Malala boldly proclaimed. Under the pseudonym ‘Gul Makai,’ she also began to blog about what it was like as a female under the Taliban’s oppressive rule. Life became so dangerous for Malala and her family that they had to flee their home as a temporary safety measure. When they returned, Malala and her father started to become more vocal in opposition to the Taliban’s sexist rules. Word started to spread about this father-daughter duo and Malala began to win awards for her bravery. The Taliban was extremely unhappy with Malala, and on October 9, 2012, a member of the Taliban shot Malala in the head.

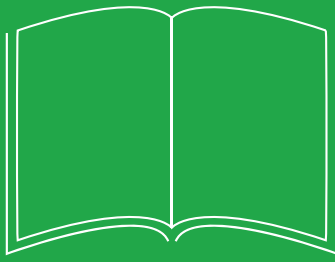
## SECTION 3

Malala received immediate medical attention, and after multiple surgeries, she woke up from a coma. Miraculously, the trauma did not cause any permanent brain damage! As the story of her survival and bravery spread, Malala became an international icon and an education advocate. Since recovering from her wound, Malala has written a best-selling book and started a foundation for female empowerment. In October 2014, Malala won a much-deserved Nobel Peace Prize.

Reprinted with permission from ReadWorks: <https://www.readworks.org/article/Malala-Yousafzai/b765982d-7f62-4389-998a-584da9798d34#!articleTab:content/>; Photo by DFID – UK Department for International Development from Wikimedia Commons



# ENGLISH LANGUAGE ARTS



## Get the Gist With *Dr. Chien-Shiung Wu*

<b>PURPOSE</b>	Teach and practice how to get the gist of a passage
<b>TOTAL TIME</b>	40–45 minutes
<b>MATERIALS</b>	<ul style="list-style-type: none"><li>• Copy of <i>Dr. Chien-Shiung Wu</i> to show on document camera or equivalent device</li><li>• Copy of <i>Dr. Chien-Shiung Wu</i> for each student</li><li>• Copy of get the gist cue card for each student</li><li>• Copy of get the gist graphic organizer for each student</li></ul>
<b>COMPREHENSION CANOPY</b> (5 MINUTES OR LESS)	<ul style="list-style-type: none"><li>• Introduce topic of text.</li><li>• Show springboard images and discuss.</li></ul>
<b>ESSENTIAL WORDS</b> (5 MINUTES OR LESS)	<ul style="list-style-type: none"><li>• persevere</li></ul>
<b>CRITICAL READING</b> (30 MINUTES): <i>DR. CHIEN-SHIUNG WU</i>	<ul style="list-style-type: none"><li>• Teach students how to get the gist using the selected text.</li><li>• Students will identify a gist statement for each section of text.</li><li>• Hold discussion about the culminating question at the end of the lesson, citing text evidence.</li></ul>



### Note 1

Pronunciation: she-in shung woo



### Note 2

Purple text sections include get the gist language and are examples of how teachers might provide additional support to students who need it.

# COMPREHENSION CANOPY



## OBJECTIVE

Provide the class the background information necessary to comprehend the text by introducing the topic of the text and by showing the springboard images.

## INTRODUCE THE TOPIC OF THE TEXT

Even though it is common for women to study science today, that was not always the case! To study science 100, or even 50 years ago, women faced consistent discrimination. They were often not allowed to work in labs or universities because those jobs were given to men. Today, we will read about one of the first women physicists and how she made great achievements in spite of the challenges she faced. How do you think it would feel if you weren't allowed to do the job you wanted to do, just because of your identity?

Discuss briefly as a group or with partners.

### Show Students the Springboard Image

First, we have a quote from a scientist who won the Nobel Prize in 2008.

Read the quote aloud or call on student to read aloud.

Here, Françoise Barré-Sinoussi describes her experiences with men discouraging her from studying science. Instead of being discouraged by their words, their disapproval of her career choice made her push harder to reach her goals. The Nobel Prize is only given out to six people in the whole world each year! Under the quote, you can see a picture of Dr. Barré-Sinoussi the year she won the top award in the whole world.

Today we will learn how another woman persevered against discrimination to have a successful career in science.

# ESSENTIAL WORDS



## OBJECTIVE

Provide the class with explicit vocabulary instruction necessary to comprehend the text by using the essential words graphic organizer.

## DEFINITION

Display the essential words graphic organizer for all students to see.

The essential word you will learn today is “persevere.” Everyone say “persevere.”

[Student name], will you please read the definition of “persevere”?

Student reads: “To continue with an action even when facing difficulty or challenges.”

Now let’s all read that together.

Everyone reads the definition together.

## VISUAL REPRESENTATION

The image shows a mountain climber trying to reach a difficult top. The climber is continuing even though the hike is hard! She is persevering.

## RELATED WORDS

Some words that are related to “persevere” are “persist,” “continue,” and “keep going.”

## EXAMPLE USAGE

Here is the word used in a sentence: She persevered and became the first woman in her family to graduate from college.

## EXAMPLE

An example of persevering is when you study and work very hard to make it through a challenging class and reach graduation.

## NONEXAMPLE

A nonexample of persevering is someone quitting a hike halfway up a mountain instead of reaching their goal of going to the top.

## TURN AND TALK

Turn to your partner and discuss a challenging time through which you persevered. Did you feel like giving up? What kept you going until you reached your goal?

Provide time for partners to talk.

# CRITICAL READING OF TEXT



## INTRODUCE THE TEXT, TOPIC, AND CULMINATING QUESTION

We now will read a passage titled *Dr. Chien-Shiung Wu*. It's about Dr. Wu's journey to make incredible contributions to the field of physics at a time when serious barriers prevented women from participating in science.

By the end of the reading, I want you to be able to answer our culminating question: ***How did Dr. Wu persevere during her career?*** The culminating question helps us remember the big picture information we'll learn from reading this text.

Write the culminating question on your graphic organizer. The graphic organizer will help us remember the steps we will learn today.

Repeat the culminating question and provide time for students to write.



## INTRODUCE THE GET THE GIST STRATEGY

Today you will learn a new way to find the main idea of a paragraph or section of text. This strategy is called get the gist. The gist is the most important idea. With practice, you will be able to use this strategy to make sure you understand what you read and to remember the most important ideas. We'll be able to use these ideas to help us answer our culminating question at the end of the lesson.

As we read, we will stop periodically to get the gist. This means that we'll use this strategy to identify the main idea of each section of text. Get the gist helps you to determine the most important ideas about what you read. First, you identify the most important "who" or "what" in the section. Then, you identify the most important information about the "who" or "what." Finally, you write or say a short, complete sentence containing that information. This sentence is called a gist statement.

Look at your get the gist cue card. It has the steps on it.



### GET THE GIST CUE CARD

#### STEP 1 - Answer the question: Who or what is this section mostly about?

- Is anyone or anything mentioned most frequently?
- Be sure to check pronouns, pictures, captions, and headings.

#### STEP 2 - Answer the question: What is the most important information about the "who" or "what"?

- What information relates to the:
  - "who" or "what"
  - culminating question
  - essential word(s)
- Be sure to check pictures, captions, and headings

#### STEP 3 - Write a gist statement.

- Be sure your statement identifies:
  - the most important "who" or "what"
  - the most important information about the "who" or "what"
- Be sure your statement is short but complete:
  - with a capital letter
  - with a period
  - approximately 10 words

The first step is to identify who or what the section of text is mostly about.

Underneath the first step question are two pointers you can use if it's hard to figure out who or what the section is mostly about. The first pointer is to see if there is anyone or anything mentioned frequently in the text. The second point is to pay attention to pronouns, pictures, captions, and headings.

Pronouns might take the place of an important "who" or "what," so a sentence with a pronoun might contain important information. We can always circle pronouns and draw an arrow back to the "who" or "what" the pronoun is replacing. Remember that captions are the lines of text under a picture that describe that picture.

Then, in the second step, we'll identify the most important information about the "who" or "what."

Sometimes this is hard to narrow down, so there are a couple more pointers to help you. The first is to see what information in the text relates to the "who" or "what," the culminating question, or the essential word. The second pointer is to remember to check pronouns, pictures, captions, and headings.

I'll show you how to do this as we read the first section of *Dr. Chien-Shiung Wu*.

## MODEL GET THE GIST WITH SECTION 1

Let's get started! I will read the first paragraph and then identify the gist.

Read section 1 aloud slowly.

There's a lot of information in this paragraph. Let's do the first step of get the gist. Look at your cue card and read Step 1 with me: "Who or what is this section mostly about?"

Let's figure it out together. I will start with the first pointer: "Is anyone or anything mentioned frequently?" Let's see.

Sometimes, the first sentence gives us a clue about what the section may be about. The sentence mentions “First Lady of Physics” and then “Dr. Chien-Shiung Wu,” so that gives me a hint that the subject of this is a “who”: Dr. Chien-Shiung Wu. I will keep reading the paragraph to see how often Dr. Wu is mentioned.

Model circling each time Dr. Wu is mentioned in the first section. As you circle, demonstrate thinking aloud as you note the references to Dr. Wu. Note pronouns as well and point out how they refer to Dr. Wu.

A marked-up passage might look like this:

Nicknamed the “First Lady of Physics,” Dr. Chien-Shiung Wu made many important contributions to the field of physics. She also achieved many firsts during her lifetime. Wu was born in a small town near Shanghai, China, in 1912. In the early 1900s in China, girls did not typically attend school. Many people believed that it was not necessary for girls to go to school and learn. Wu’s father, however, believed that education was important for everyone and decided to start his own school for girls. This was where Wu began her schooling.

I think the most important “who” is Dr. Wu. Notice how often she was mentioned in this paragraph.

Write “Dr. Wu” on the board. Have students copy this on their graphic organizer for Section 1.

Let’s go back to our cue card and do the second step. **Read the second step with me:** What is the most important information about the “who” or “what”?

**I’m going to use the first gist pointer to help me. It says to pay attention to information that relates to the “who” or “what.” In this case, that’s Dr. Wu. I will make a list of the important information in this paragraph about Dr. Wu.**

Write essential information on the board and have students copy.

Possible answers: made a lot of contributions in physics or achieved many firsts, grew up in a place where it was not common for girls to go to school, her father believed education was important and started a school for girls

Now that I have all the important information written down, it's time to write a gist statement. The gist statement is a sentence that states what the main idea is. It needs to be a short, complete sentence—around 10 words—so that we don't include a lot of unnecessary details.

Write: "Dr. Wu attended school with the help of her father." Have students copy this on their graphic organizer in Section 1.

Let's check our gist statement.

Read and discuss the following questions.

Does our gist statement name the most important "who" or "what" in the text?

Does our gist statement tell the most important information about the "who" or "what?"

Is our gist statement a short, complete sentence of around 10 words?

## FACILITATE GUIDED PRACTICE OF GET THE GIST WITH SECTION 2

Now it's your turn to practice with me so that we can get the gist together. Remember this means you're identifying the main idea. Who can tell me the first step of get the gist?

Answer: Identify who or what the section is mostly about

**That's right! Remember that you can use our gist pointers to help if you need. What is the first gist pointer?**

Answer: Ask if anything or anyone is mentioned most frequently

**That's right. The first gist pointer reminds us to look for frequently mentioned people or things. What is the second gist pointer?**

Answer: Check pronouns, pictures, captions, and headings

**Correct! The second gist pointer reminds us to pay attention to pronouns, pictures, captions, and headings.**

Let's get started. I'll read this section aloud and you can follow along. Remember to circle people or things mentioned frequently and to keep an eye out for important pronouns, pictures, captions, and headings. Let's see if you can figure out the subject of this section and determine what it is mostly about while I read.

Read Section 2 aloud slowly.

Alright! Now it is your turn take a few minutes and go back into your passage and see if you can determine who or what it is mostly about. We'll come back together and discuss our answers once people are finished.

Allow students time to work through the passage.

It's time to see who or what you think this section is mostly about. Who can raise their hand and tell me who or what they think this section is mostly about?

Answer: Dr. Wu

That's right! In this section, the author mentions Dr. Wu a lot.

Now turn to your partner and tell them what you think the most important "who" or "what" is in this section and why.

Answer: "Dr. Wu" because the section is all about her life and career

That's right. In this section we read about Dr. Wu's education and her early career. She is mentioned the most in this section and each sentence is about her. I think that she is our "who" for this section.

Write "Dr. Wu" on the board. Have students add this to Section 2 of their graphic organizer.

Who can tell me what the second part of get the gist asks us to do?

Answer: Write the most important thing about the "who" or "what"

That's right. Let's go back to our cue card. Who can read the get the gist pointers for the second step aloud for us?

Call on one student to read.

Now you and your partner will **use the pointers to** make a list of the important information in this section about Dr. Wu. Turn and talk to your partner and write the important information that relates to the “who” or “what,” the culminating question, or the essential word.

**Remember the second gist pointer and make sure to pay attention to pronouns, pictures, captions, and headings.**

Give students time to talk to their partners and list important information about Dr. Wu.

**Alright, let’s come back together and see if we can list all the important information about Dr. Wu in this section. Who can tell me one of the important things that they wrote down?**

Write ideas on the board as students share.

Possible answers: studied physics in college, had a hard time finding a job even though she was very talented, first female instructor in physics at Princeton

**Great! Now let’s come up with our gist statement. Remember we want to keep the gist statement short—around 10 words. Turn to your partner and tell them what you think the most important information about Dr. Wu is.**

Have a few students share their thoughts with the class.

**I agree, I think the most important information about Dr. Wu is that she overcame challenges to become the first woman instructor in physics at Princeton. That is what I’m going to write down, but in fewer words.**

Write “After challenges, Dr. Wu succeeded in becoming a college professor in physics.” Have students write this gist statement on their graphic organizer for Section 2.

**Let’s check our gist statement.**

Read and discuss the following questions.

**Does our gist statement name the most important “who” or “what” in the text?**

**Does our gist statement tell the most important information about the “who” or “what?”**

Is our gist statement a short, complete sentence of around 10 words?

## FACILITATE GUIDED PRACTICE OF GET THE GIST WITH SECTION 3

Let's practice again with the next section. I'll read the section aloud and you can follow along. Remember that our first step is to figure out who or what this section is mostly about. **Following the gist pointers, we will circle things or people mentioned frequently. We also will identify important pronouns, pictures, captions, and headings.**

Read Section 3 aloud slowly.

Alright! Now it is your turn to find out what this section is mostly about. **As you read remember to use the gist pointers and to circle the things that are frequently mentioned. We'll come back together and discuss our answers once people are finished.**

Give students time to figure out who or what the section is mostly about.

Who can tell me who or what they think this section is mostly about and why?

Possible answers: Dr. Wu, the Manhattan Project

That's right. Although the Manhattan Project is mentioned a few times in this section, the paragraph is discussing Dr. Wu's contributions to the project. She made an important discovery! So the "who" in this paragraph is Dr. Wu.

Write "Dr. Wu" on the board. Have students check their graphic organizers for Section 3.

Alright, now we are on the second part of get the gist. Who can remind us of what we need to do now?

Answer: Write the most important thing about the "who" or "what"

That’s right. We need to write the most important thing about the “who” or “what.” The first gist pointer reminds us to pay attention to information that relates to the “who” or “what.” In this case, that is Dr. Wu. So, now, you are going to make a list of the important information in this section about Dr. Wu.

Allot students time to list important information about the “who” or “what.”

**Who wants to share some of the important information that about Dr. Wu that they wrote down?**

Call on a few students to share ideas and write them on the board.

Sample answers: worked on the Manhattan Project, made an important discovery

**Great! Now that we have our important information written down, we need to determine what the gist is. Turn to your partner and tell them what you think the most important information about Dr. Wu is.**

Have a few students share their thoughts with the class and provide feedback as needed.

Answer: Dr. Wu made an important discovery while she worked on the Manhattan Project.

**I agree! So that is what I’m going to write down—just in fewer words.**

Write “Dr. Wu made an important contribution to the Manhattan Project.” Have students write this gist statement on their graphic organizer for Section 3.

**Let’s check our gist statement.**

Read and discuss the following questions.

**Does our gist statement name the most important “who” or “what” in the text?**

**Does our gist statement tell the most important information about the “who” or “what?”**

**Is our gist statement a short, complete sentence of around 10 words?**



## FACILITATE INDEPENDENT PRACTICE OF GET THE GIST WITH SECTION 4

Now you will try on your own. You will read the last section. Remember that you can use your cue card to make sure you are circling the most important “who” or “what” and identifying the most important information about the “who” or “what.” Write your answers in Section 4 of your graphic organizer.

Provide time for students to work. Circulate and provide support as needed.

Now, let’s discuss who or what the section is mostly about. Raise your hand if you have an idea.

Have a few students share their thoughts with the class and provide feedback as needed.

Answer: Dr. Wu

Correct, the most important “who” or “what” is Dr. Wu.

Write “Dr. Wu” on the board and have students check what they wrote in their graphic organizer for Section 4.

The second part of get the gist is to write the most important thing about the “who” or “what.” What important information did you write down about the Dr. Wu in this section?

Have a few students share their thoughts with the class and provide feedback as needed.

Possible answers: received many awards for her work, faced many challenges as a woman in physics, encouraged other women to study science, continues to be a role model for women in science today

Now we can turn our ideas into our gist statement. Write a gist statement on your graphic organizer that includes the important information you noted about Dr. Wu. Remember that your gist statement should be a short but complete sentence.

Provide time for students to write. Circulate and provide support as needed.

I wrote, “Her perseverance made Dr. Wu a role model for women in science.” Who has something similar to me?

Call on a few students to share.

Great! We might have written our statements a little differently, but as long as they tell us the “who” or “what” and the important information, all of our answers are OK! Let’s check our gist statements next.

Read and discuss the following questions.

Does our gist statement name the most important “who” or “what” in the text?

Does our gist statement tell the most important information about the “who” or “what?”

Is our gist statement a short, complete sentence of around 10 words?

## WRAP UP THE LESSON

We have come up with four gist statements to help us better understand the most important content in the passage. Let’s reread them.

Gist 1: Dr. Wu attended school with the help of her father.

Gist 2: After challenges, Dr. Wu succeeded in becoming a college professor in physics.

Gist 3: Dr. Wu made an important contribution to the Manhattan Project.

Gist 4: Her perseverance made Dr. Wu a role model for women in science.

Now we can use the gist statements to help us answer the culminating question.

## ANSWER THE CULMINATING QUESTION

At the beginning of this lesson, I asked: How did Dr. Wu persevere during her career? We now have all the pieces we need to answer this question, but we have to think about the best way to put these pieces together so that our answer makes sense. Look at your gist statements and turn to your shoulder partner and discuss how Dr. Wu persevered during her career

Provide time for students to discuss. Ask probing questions such as the following as needed to help students answer the question.

- What challenges did Dr. Wu face as a child with which her father helped?
- Why do you think Dr. Wu had a hard time finding job even though she graduated at the top of her class?

**OK, who wants to share their answer to our culminating question, “How did Dr. Wu persevere during her career?”**

Answer: Dr. Wu persevered in the scientific field of physics, which was not common for women to study at the time. She had a hard time finding a job at first, but persevered to make important contributions to the Manhattan Project and to win many awards. Dr. Wu encouraged women to study science all her life.

**Correct! Dr. Wu persevered by staying in the field and continuing to work hard. Because of her perseverance, she made important contributions and went on to win many awards!**

## SPRINGBOARD IMAGES

“Certain people – men, of course – discouraged me, saying [science] was not a good career for women. That pushed me even more to persevere.”

Françoise Barré-Sinoussi, virologist who won the 2008 Nobel Prize in Physiology and Medicine



Photo from Wikimedia Commons

# persevere

To continue with an action even when facing difficulty or challenges



## RELATED WORDS:

*persist, continue, keep going*

## EXAMPLE USAGE:

She persevered and became the first woman in her family to graduate from college.

## EXAMPLE:

When you study and work very hard to make it through a challenging class and reach graduation.

## NONEXAMPLE:

Someone quitting a hike halfway up a mountain instead of reaching their goal of going to the top.

## TURN AND TALK:

Have you persevered through a challenging time? Did you feel like giving up? What kept you going until you reached your goal?

Photo by Sorn340 Studio Images from Shutterstock

# DR. CHIEN-SHIUNG WU

## SECTION 1



## SECTION 2

Acc. 90-105 - Science Service, Records, 1920s–1070s, Smithsonian Institution Archives.

This is a photo of Dr. Chien-Shiung Wu in 1958.

Nicknamed the “First Lady of Physics,” Dr. Chien-Shiung Wu made many important contributions to the field of physics. She also achieved many firsts during her lifetime. Wu was born in a small town near Shanghai, China, in 1912. In the early 1900s in China, girls did not typically attend school. Many people believed that it was not necessary for girls to go to school and learn. Wu’s father, however, believed that education was important for everyone and decided to start his own school for girls. This was where Wu began her schooling.

In college, Wu studied physics. One of her professors had also worked with Marie Curie, a famous female physicist. Wu graduated at the top of her class in 1934. Afterwards, she moved to the United States and earned her doctorate degree in physics from the University of California, Berkeley, in 1940. After she graduated, Wu had a hard time finding a research job at a university. Instead, she accepted a teaching job at Smith College and later at Princeton University. At the time, Wu was the first female instructor ever to join the faculty at Princeton.

## SECTION 3

In 1944, Wu joined the Manhattan Project, the project which led to the development of the atomic bomb. She was the only Chinese American who contributed to the project. She figured out how to enrich a uranium ore in order to create large quantities of fuel for the bomb. This was a very important step in the project. Wu also improved the instrument that scientists used to measure radiation.

## SECTION 4

Wu went on to become the first woman to serve as the president of the American Physical Society. She also received many awards throughout her career in physics. Aware of the challenges that she faced as a woman in the field of physics, Wu encouraged other women to **persevere** in pursuing careers in the sciences. Her passion for physics and **perseverance** in the face of many obstacles are inspirational. She is considered a role model for young women everywhere, showing what heights they can achieve.

Adapted with Permission from ReadWorks: <https://www.readworks.org/article/Dr-Chien-Shiung-Wu/e0edbed4-2c29-44b5-8484-836710930bd8>; Photo from Wikipedia



## Review Get the Gist With *Wesley Harris: An Account of Escaping Slavery*

<b>PURPOSE</b>	Practice how to get the gist of a passage with teacher support
<b>TOTAL TIME</b>	40–45 minutes
<b>MATERIALS</b>	<ul style="list-style-type: none"><li>• Copy of <i>Wesley Harris: An Account of Escaping Slavery</i> to show on document camera or equivalent device</li><li>• Copy of <i>Wesley Harris: An Account of Escaping Slavery</i> for each student</li><li>• Copy of get the gist cue card for each student</li><li>• Copy of get the gist graphic organizer for each student</li></ul>
<b>COMPREHENSION CANOPY</b> (5 MINUTES OR LESS)	<ul style="list-style-type: none"><li>• Introduce topic of text.</li><li>• Show springboard images and discuss.</li></ul>
<b>ESSENTIAL WORDS</b> (5 MINUTES OR LESS)	<ul style="list-style-type: none"><li>• betrayal</li></ul>
<b>CRITICAL READING</b> (30 MINUTES): <b>WESLEY HARRIS: AN ACCOUNT OF ESCAPING SLAVERY</b>	<ul style="list-style-type: none"><li>• Students will practice how to get the gist using the selected text.</li><li>• Students will identify the gist for each section of text.</li><li>• Hold discussion about the culminating question at the end of the lesson, citing text evidence.</li></ul>



### Note

Purple text sections include get the gist language and are examples of how teachers might provide additional support to students who need it.

# COMPREHENSION CANOPY



## OBJECTIVE

Provide the class the background information necessary to comprehend the text by introducing the topic of the text and by showing students the springboard images.

## INTRODUCE THE TOPIC OF THE TEXT

Today, we are going to read about a man named Wesley Harris who escaped slavery by traveling the Underground Railroad. We will learn that his journey to freedom was not smooth or easy.

### Show Students the Springboard Images

Show Image 1.

This is an old map. The red lines are the routes of the Underground Railroad. Wesley Harris traveled on these routes. Can you find Maryland on this map?

Show Image 2.

This is a drawing that an artist did to show how dangerous the journey was for Wesley Harris. In this picture, some White men are trying to capture Wesley and force him to be a slave again. Sometimes people like these men would pretend to help but then betray people fleeing slavery.

As we will see today, the journey was dangerous for Wesley both because he had to travel so far physically, and because there were people trying to harm him along the way. Today we will learn more about the obstacles Wesley Harris faced as he tried to escape to freedom.



# ESSENTIAL WORDS



## OBJECTIVE

Provide the class with explicit vocabulary instruction necessary to comprehend the text by using the essential words graphic organizer.

## DEFINITION

Display the essential words graphic organizer for all students to see.

The essential word you will learn today is “betrayed.” Everyone say “betrayed.”

[Student name], will you please read the definition of “betrayed”?

Student reads: “When people break the trust of another person who trusted them.”

Now let’s all read that together.

Everyone reads the definition together.

## VISUAL REPRESENTATION

Here we see two people gossiping—they are telling secrets—and the third person probably feels like they are talking about him. Gossiping and telling secrets betrays people’s trust.

## RELATED WORDS

Some words that are related to “betrayed” are “traitor” and “disloyal.”

## EXAMPLE USAGE

Here is the word used in a sentence: My friend betrayed me when he told my secret to someone else.

## EXAMPLE

An example of being betrayed is when Wesley Harris was escaping slavery and he trusted a stranger. The stranger betrayed Wesley by telling the authorities Wesley was running away.

## NONEXAMPLE

A nonexample of being betrayed is holding a friend's secret in confidence.

## TURN AND TALK

Turn to your partner and describe one time when you felt betrayed. How did it make you feel?

Provide time for partners to talk.

# CRITICAL READING OF TEXT



## INTRODUCE THE TEXT, TOPIC, AND CULMINATING QUESTION

We now will read a passage titled *Wesley Harris: An Account of Escaping Slavery*. In this passage, Wesley Harris describes his journey on the Underground Railroad as he tried to escape slavery.

By the end of the reading, I want you to be able to answer this question: ***What obstacles did Wesley Harris have to overcome on his journey to freedom?*** The culminating question helps us remember the big picture information we'll from reading this text.

Write the culminating question on your graphic organizer. The graphic organizer will help us remember the steps we will review today.

## REVIEW THE GET THE GIST STRATEGY


Let's review how to Get the Gist. We always use the same steps to Get the Gist.

Let's review how to get the gist. We always use the same steps to get the gist.

Don't forget that you can look at the cue card if you need help remembering the steps of the get the gist strategy or would like to review the pointers for each step.

Let's look at our cue cards and read together the first step of the get the gist strategy.

Everyone reads the first step aloud together.



### GET THE GIST CUE CARD

**STEP 1 - Answer the question: Who or what is this section mostly about?**

- Is anyone or anything mentioned most frequently?
- Be sure to check pronouns, pictures, captions, and headings.

**STEP 2 - Answer the question: What is the most important information about the "who" or "what"?**

- What information relates to the:
  - "who" or "what"
  - culminating question
  - essential word(s)
- Be sure to check pictures, captions, and headings

**STEP 3 - Write a gist statement.**

- Be sure your statement identifies:
  - the most important "who" or "what"
  - the most important information about the "who" or "what"
- Be sure your statement is short but complete:
  - with a capital letter
  - with a period
  - approximately 10 words

Now let's read together the second step of the get the gist strategy.

Everyone reads the second step aloud together.

Sometimes this is hard to narrow down. Remember that you can use the following two gist pointers to help you.

The first one is to ask what information relates to the “who” or “what,” the culminating question, or the essential word. The second one is to check the pictures, captions, and headings.

Let’s work together through the first section of *Wesley Harris: An Account of Escaping Slavery*.

## MODEL GET THE GIST WITH SECTION I

Let’s get started. I will read the first section aloud and I want you to try to figure out who or what this section is mostly about.

In previous lessons we’ve looked at the title and headings to help us identify who or what the section is mostly about. We don’t have any headings here, but we do have a title: “Wesley Harris: An Account of Escaping Slavery.” That gives us a hint that this passage is probably about Wesley Harris.

Read the first section aloud slowly.

There is a lot of information in this section. Let’s see if we can figure out who or what it is mostly about. As we do, compare what you are thinking to what I am thinking.

Go back through the first section and circle all of the times Wesley (that is, “I”) is mentioned. A marked-up passage might look like this:

A friend by the name of C. Matterson, told me that he was going off. Then I told him of my master’s writing to Mrs. Carroll concerning selling, etc., and that I was going off too. We then concluded to go together. There were two others—brothers of Matterson—who were told of our plan to escape, and readily joined with us in the undertaking. So one Saturday night, at twelve o’clock, we set out for the North. After traveling upwards of two days and over sixty miles, we found ourselves unexpectedly in Terrytown [in the state of Maryland]. There we were informed by a friendly colored man of the danger we were in and of the bad character of the place towards colored people, especially those who were escaping to freedom; and he advised us to hide as quickly as we could. We

at once went to the woods and hid. Soon after we had secreted ourselves a man came nearby and commenced splitting wood, or rails, which alarmed us. We then moved to another hiding-place in a thicket near a farmer's barn, where we were soon startled again by a dog approaching and barking at us. The attention of the owner of the dog was drawn to his barking and to where we were. The owner of the dog was a farmer. He asked us where we were going. We replied to Gettysburg—to visit some relatives, etc. He told us that we were running off. He then offered friendly advice, talked like a Quaker, and urged us to go with him to his barn for protection. After much persuasion, we consented to go with him.

Turn to your partner and tell them what you think the most important “who” or “what” is and why.

Give students time to talk to their partners. Have a few students share their thoughts with the class.

I agree! I think the most important “who” is Wesley. Because Wesley is describing his own journey, he uses “I” and later “we” or “us” once his three companions join him. We also see a few more men mentioned in the paragraph, in addition to Wesley and his three companions. Wesley is clearly mentioned most frequently but these other two men are mentioned several times. We should take note of these men because they may be important.

Write “Wesley” on the board. Have students write this on their graphic organizer for Section 1.

Let's do the second step of get the gist and figure out the most important information about the “who” or “what.”

I'm going to use the first pointer to help me. It says to pay attention to information that relates to the “who” or “what.” In this case, that's Wesley. I will make a list of the important information in this paragraph about Wesley Harris.

Write the essential information on the board and have students copy. Demonstrate thinking aloud by saying things such as the following.

- Our culminating question asks us to describe the obstacles Wesley had to overcome on his journey to freedom, so I am going to keep that in mind as I look at this paragraph. That question helps me understand this line where Wesley says he is “going off.” I know he means he is leaving on his journey to freedom. I'll write that down. I don't have to write a complete sentence for this part. These are just my notes.

- I see here that “I” and “me”, which are Wesley because this is his account, become “we” and “us.” Wesley is still describing his journey, so he is part of that “we.” The three brothers Matterson are joining Wesley on his journey.
- I also see that Wesley and his companions encountered their first obstacle: people who may be helpful but who may be trying to betray Wesley and his companions. There are two such people in this section: the friendly man and the farmer. I think it is very interesting Wesley describes the first man as friendly but not the farmer. Wesley seems suspicious of the farmer.

Possible answers: started a journey to freedom, encountered different people on his journey, doesn't know whether to trust strangers

Now that I have all of the important information written down, it's time to write a gist statement. The gist statement is a sentence that states what the main idea is. It needs to be a short, complete sentence—around 10 words—so that we don't include a lot of unnecessary details.

Based on my notes, I know that Wesley started a journey to freedom and encountered different people on his journey. He knew he shouldn't trust everyone he met along the way. I need to put this important information in a shorter sentence—the gist statement. I will write the following.

Write: “Wesley started a journey to freedom but ran into people who could betray him” on the board. Have students copy this on their graphic organizer for Section 1.

Let's check our gist statement.

Read and discuss the following questions.

Does our gist statement name the most important “who” or “what” in the text?

Does our gist statement tell the most important information about the “who” or “what?”

Is our gist statement a short, complete sentence of around 10 words?

## FACILITATE GUIDED PRACTICE OF GET THE GIST WITH SECTION 2

Now it's your turn to practice with me so we can get the gist together. Remember this means you're identifying the main idea. **We will use the same cue card I just used.**

**Who can tell me the first step of get the gist?**

Answer: Identify who or what the section is mostly about

**That's right! Remember that you can use our gist pointers to help if you need. What are the two gist pointers?**

Answer: Ask if anything or anyone is mentioned most frequently and check pronouns, pictures, captions, and headings

**Correct! Let's get started. I'll read this section aloud and you can follow along.**

**As I read, think about what is mentioned a lot and see if Wesley is still the most important "who" or "what." Remember to circle people or things mentioned frequently and to keep an eye out for important pronouns, pictures, captions, and headings.**

Read Section 2 aloud slowly.

**Now let's figure out who or what this section is mostly about. I am going to give you just a minute or two to look over the passage. Remember to use your gist pointers if you need. We'll come back together and discuss our answers once people are finished.**

Allow students time to work through the passage.

**It's time to see who or what you think this section is mostly about. Who can raise their hand and tell me who or what they think this section is mostly about?**

Possible answers: Wesley and his companions ("I", "us", "our", and "four run-aways"), the owner of the barn, the men ("them")

Write "Wesley" on the board. Have students add this to Section 2 in their graphic organizer.

**Who can tell me what the second part of get the gist asks us to do?**

Answer: Write the most important thing about the "who" or "what"

**That's right. Let's go back to our cue card. Who can read the get the gist pointers for the second step aloud for us?**

Call on one student to read.

**Now you and your partner will use the pointers make a list of the important information in this section about Wesley. Turn and talk to your partner and write the important information from this section.**

Give students time to talk to their partners and list important information about Wesley.

**Alright, let's come back together and see if we can list all the important information about Wesley in this section. Who can tell me one of the important things that they wrote down?**

Write ideas on the board as students share.

Possible answers: farmer appeared to be kind, farmer betrayed Wesley and the others, men came to capture Wesley and the others

**Great! Now let's write our gist statement. We want to keep it short—around 10 words. Turn to your partner and tell them what you think the most important information about Wesley is from Section 2.**

Have a few students share their thoughts with the class.

Write “Wesley was betrayed by the farmer” on the board.

Have students write this gist statement on their graphic organizer for Section 2.

**Let's check our gist statement.**

Read and discuss the following questions.

**Does our gist statement name the most important “who” or “what” in the text?**

**Does our gist statement tell the most important information about the “who” or “what?”**

**Is our gist statement a short, complete sentence of around 10 words?**



## FACILITATE GUIDED PRACTICE OF GET THE GIST WITH SECTION 3

Now we will practice again how to get the gist. Remember this means you're identifying the main idea. **We will use the same cue card I just used.** Who can tell me the first step of get the gist?

Answer: Identify who or what the section is mostly about

**That is right! And we can use our gist pointers if we need. What are our gist pointers?**

Answer: Ask if anything or anyone is mentioned most frequently and check pronouns, pictures, captions, and headings

**Let's get started! I'll read this section aloud and you can follow along.**

Read Section 3 aloud slowly.

Now let's figure out who or what this section is mostly about. I will give you a few minutes to go back to the passage. We'll come back together and discuss our answers once people are finished.

Give students time to figure out who or what the section is mostly about.

**Who can tell me who or what they think this section is mostly about and why? Raise your hand if you have an idea.**

Possible answers: Wesley ("me," "my," or "I"), the constable, Wesley's friend Craven

Write "Wesley" on the board. Have students check their graphic organizers for Section 3.

**Alright, now we are on the second part of get the gist. Who can remind us of what we need to do now?**

Answer: Write the most important thing about the "who" or "what"

**Excellent! Take a minute and write down what important information you noticed about Wesley.**

Allot students time to list important information about the "who" or "what."

Who wants to share some of the important information about Wesley that they wrote down?

Call on a few students to share ideas and write them on the board.

Sample answers: was shot and captured, his friend Craven also was captured and shot

Great! Now that we have our important information written down, we need to determine what the gist is. Turn to your partner and tell them what you think the most important information about Wesley is.

Have a few students share their thoughts with the class and provide feedback as needed.

Answer: Wesley and his friend Craven were shot and captured.

I agree! Now let's check our gist statement.

Read and discuss the following questions.

Does our gist statement name the most important “who” or “what” in the text?

Does our gist statement tell the most important information about the “who” or “what?”

Is our gist statement a short, complete sentence of around 10 words?

## FACILITATE INDEPENDENT PRACTICE OF GET THE GIST WITH SECTION 4

Now you will try on your own. You will read the next section. Remember that you can use your cue card to make sure you are circling the most important “who” or “what” and identifying the most important information about the “who” or “what.” Write your answers in Section 4 of your graphic organizer.

Provide time for students to work. Circulate and provide support as needed.

Now, let's discuss who or what the section is mostly about. Raise your hand if you have an idea.

Have a few students share their thoughts with the class and provide feedback as needed.

Answers: Wesley (“me,” “my,” or “I”)

Write “Wesley” on the board and have students check what they wrote in their graphic organizer for Section 4. Facilitate discussion around how to tell that Wesley is the most important “who” in this section.

**The second part of get the gist is to write the most important thing about the “who” or “what.” What important information did you write down about Wesley in this section?**

Have a few students share their thoughts with the class and provide feedback as needed.

Possible answers: was made a prisoner, recovered from his wounds, his friends started to help him escape again

**Now we can turn our ideas into our gist statement. Write a gist statement on your graphic organizer that includes the important information you noted about Wesley. Remember that your gist statement should be a short but complete sentence.**

Provide students time to write. Circulate and provide support as needed.

**Who wants to share their gist statement with the class?**

Call on a few students to share. Write your gist statement on the board so students can check what they wrote and make changes if needed: “Wesley was made a prisoner but healed and began to plan another escape.”

**Remember our statements might be a little different but a good gist statement will have three key pieces.**

Have students check their gist statement using the following three questions.

**Does our gist statement name the most important “who” or “what” in the text?**

**Does our gist statement include the most important information about the “who” or “what?”**

**Is our gist statement a short, complete sentence of around 10 words?**

## FACILITATE INDEPENDENT PRACTICE OF GET THE GIST WITH SECTION 5

There is one more section of this text. You will read the last section and **use your cue card** to figure out the most important “who” or “what” and then the most important information about that “who” or “what.” Write your answers in Section 5 of your graphic organizer. Remember to think about the answer to our culminating question! Any questions?

Provide time for students to work. Circulate and provide support as needed.

**Now, let’s discuss who or what the section is mostly about. Raise your hand if you have an idea.**

Have a few students share their thoughts with the class and provide feedback as needed.

Answer: Wesley

**That is right! At the beginning of the paragraph, Wesley uses singular pronouns such as “I” and “my,” but by the end he has a new companion and uses “we” once. “The window” is mentioned several times but is not the most important “who” or “what.” Still, we’ll want to think about that for our important information.**

Write “Wesley” on the board and have students check what they wrote in their graphic organizer for Section 5.

**The second part of get the gist is to write the most important thing about the “who” or “what.” What important information did you write down about Wesley and his journey to freedom in this section?**

Have a few students share their thoughts with the class and provide feedback as needed.

Possible answers: escaped again through the window, started towards Gettysburg on a different road, his companions were sold back into slavery

**Now we can turn our ideas into our gist statement. Write a gist statement on your graphic organizer that includes the important information you noted about Wesley. Remember that your gist statement should be a short but complete sentence.**

Provide time for students to write. Circulate and provide support as needed.

Who wants to share their gist statement with the class?

Call on a few students to share. Write your gist statement on the board so students can check what they wrote and make changes if needed: “Wesley escaped and continued his journey to freedom while his companions were sold back into slavery.”

Let’s check our gist statement.

Read and discuss the following questions.

Does our gist statement name the most important “who” or “what” in the text?

Does our gist statement tell the most important information about the “who” or “what?”

Is our gist statement a short, complete sentence of around 10 words?

## WRAP UP THE LESSON

We have come up with five gist statements to help us better understand the most important content in the passage. Let’s reread them.

Gist 1: Wesley started a journey to freedom but ran into people who could betray him.

Gist 2: Wesley was betrayed by the farmer.

Gist 3: Wesley and his friend Craven were shot and captured.

Gist 4: Wesley was made a prisoner but healed and began to plan another escape.

Gist 5: Wesley escaped and continued his journey to freedom while his companions were sold back into slavery.

Now we can use the gist statements to help us answer the culminating question.

## ANSWER THE CULMINATING QUESTION

At the beginning of this lesson, I asked: What obstacles did Wesley Harris have to overcome on his journey to freedom? We now have all the pieces we need to answer this question, but we have to think about the best way to put these pieces together so that our answer makes sense. Look at your gist statements and turn to your shoulder partner and discuss what obstacles Wesley Harris overcame on his journey to freedom.

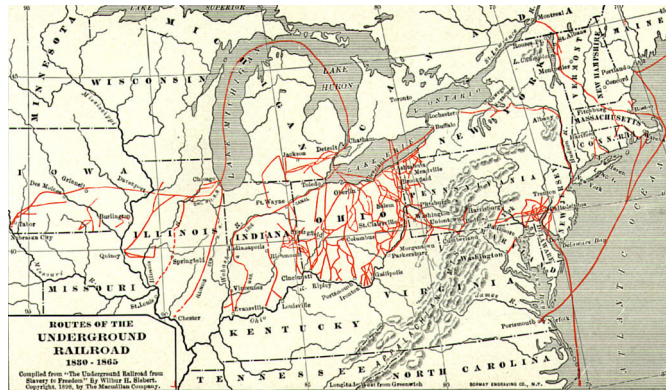
Provide time for students to discuss. Ask probing questions such as the following as needed to help students answer the question.

- Who betrayed Wesley? How?
- What happened when the constable came to the barn?
- Did Wesley recover from his gunshots?
- Who helped Wesley escape again?
- How did they help Wesley escape?
- Could Wesley travel directly to Gettysburg? Why not?
- What happened to Wesley's companions?

**OK, who wants to share their answer to our culminating question, “What obstacles did Wesley Harris have to overcome on his journey to freedom?”**

Answer: Wesley faced a number of obstacles including not knowing if people would betray him, the farmer who did betray him, being shot, escaping through a window, not being able to travel freely, and the constant risk of being captured and returned to slavery.

# SPRINGBOARD IMAGES



# betrayed

When people break the trust of another person who trusted them



## RELATED WORDS:

*traitor, disloyal*

## EXAMPLE USAGE:

My friend betrayed me when he told my secret to someone else.

## EXAMPLE:

When Wesley Harris was escaping slavery, he trusted a stranger. The stranger betrayed Wesley by telling the authorities Wesley was running away.

## NONEXAMPLE:

I held my friend's secret in confidence and told no one.

## TURN AND TALK:

Describe one time when you felt betrayed. How did it make you feel?

Photo by Kiera Burton from Pexels



# WESLEY HARRIS: AN ACCOUNT OF ESCAPING SLAVER

**Excerpt from *The Underground Railroad: A Record of Facts, Authentic Narratives, Letters, &C.* by William Still**

## SECTION 1

A friend by the name of C. Matterson, told me that he was going off. Then I told him of my master's writing to Mrs. Carroll concerning selling, etc., and that I was going off too. We then concluded to go together. There were two others—brothers of Matterson—who were told of our plan to escape, and readily joined with us in the undertaking. So one Saturday night, at twelve o'clock, we set out for the North. After traveling upwards of two days and over sixty miles, we found ourselves unexpectedly in Terrytown [in the state of Maryland]. There we were informed by a friendly colored man of the danger we were in and of the bad character of the place towards colored people, especially those who were escaping to freedom; and he advised us to hide as quickly as we could. We at once went to the woods and hid. Soon after we had secreted ourselves a man came nearby and commenced splitting wood, or rails, which alarmed us. We then moved to another hiding-place in a thicket near a farmer's barn, where we were soon startled again by a dog approaching and barking at us. The attention of the owner of the dog was drawn to his barking and to where we were. The owner of the dog was a farmer. He asked us where we were going. We replied to Gettysburg—to visit some relatives, etc. He told us that we were running off. He then offered friendly advice, talked like a Quaker, and urged us to go with him to his barn for protection. After much persuasion, we consented to go with him.

## SECTION 2

Soon after putting us in his barn, himself and daughter prepared us a nice breakfast, which cheered our spirits, as we were hungry. For this kindness we paid him one dollar. He next told us to hide on the mow till eve, when he would safely direct us on our road to Gettysburg. All, very much fatigued from traveling, fell asleep, excepting myself; I could not sleep; I felt as if all was not right.

About noon men were heard talking around the barn. I woke my companions up and told them that that man had **betrayed** us. At first they did not believe me. In a moment afterwards the barn door was opened, and in came the men, eight in number. One of the men asked the owner of the barn if he had any long straw. "Yes," was the answer. So up on the move came three of the men, when, to their great surprise, as they pretended, we were discovered. The question was then asked the owner of the barn by one of the men, if he harbored runaway slaves in his barn? He answered, "No," and pretended to be entirely ignorant of their being in his barn. One of the men replied that four run-aways were on the move, and he knew of it. The men then asked us where we were, going. We told them to Gettysburg, that we had aunts and a mother there. Also we spoke of a Mr. Houghman, a gentleman we happened to have some knowledge of, having seen him in Virginia. We were next asked for our passes. We told them that we hadn't any, that we had not been required to carry them where we came from. They then said that we would have to go before a magistrate, and if he allowed us to go on, well and good. The men all being armed and furnished with ropes, we were ordered to be tied. I told them if they took me they would

SECTION 2  
(CONTINUED)

have to take me dead or crippled. At that instant one of my friends cried out—“Where is the man that **betrayed** us?” Spying him at the same moment, he shot him (badly wounding him). Then the conflict fairly began.

## SECTION 3

The constable seized me by the collar, or rather behind my shoulder. I at once shot him with my pistol, but in consequence of his throwing up his arm, which hit mine as I fired, the effect of the load of my pistol was much turned aside; his face, however, was badly burned, besides his shoulder being wounded. I again fired on the pursuers, but do not know whether I hit anybody or not. I then drew a sword, I had brought with me, and was about cutting my way to the door, when I was shot by one of the men, receiving the entire contents of one load of a double barreled gun in my left arm, that being the arm with which I was defending myself. The load brought me to the ground, and I was unable to make further struggle for myself. I was then badly beaten with guns . . . In the meantime, my friend Craven, who was defending himself, was shot badly in the face, and most violently beaten until he was conquered and tied. The two young brothers of Craven stood still, without making the least resistance.

## SECTION 4

After we were fairly captured, we were taken to Terrytown, which was in sight of where we were **betrayed**. By this time I had lost so much blood from my wounds, that they concluded my situation was too dangerous to admit of being taken further; so I was made a prisoner at a tavern, kept by a man named Fisher. There my wounds were dressed, and thirty-two shot were taken from my arm. For three days I was crazy, and they thought I would die. During the first two weeks, while I was a prisoner at the tavern, I raised a great deal of blood, and was considered in a very dangerous condition—so much so that persons desiring to see me were not permitted. Afterwards I began to get better, and was then kept privately—was strictly watched day and night. Occasionally, however, the cook, a colored woman (Mrs. Smith), would manage to get to see me. Also James Matthews succeeded in getting to see me; consequently, as my wounds healed, and my senses came to me, I began to plan how to make another effort to escape. I asked one of the friends . . . to get me a rope. He got it. I kept it about me four days in my pocket; in the meantime I procured three nails.

## SECTION 5

On Friday night, October 14th, I fastened my nails in under the window sill; tied my rope to the nails, threw my shoes out of the window, put the rope in my mouth, then took hold of it with my well hand, clambered into the window, very weak, but I managed to let myself down to the ground. I was so weak, that I could scarcely walk, but I managed to hobble off to a place three quarters of a mile from the tavern, where a friend had fixed upon for me to go, if I succeeded in making my escape. There I was found by my friend, who kept me secure till Saturday eve, when a swift horse was furnished by James Rogers, and a colored man found to conduct me to Gettysburg. Instead of going direct to Gettysburg, we took a different road, in order to shun our pursuers, as the news of my escape had created general excitement. My three other companions, who were captured, were sent to Westminster jail, where they were kept three weeks, and afterwards sent to Baltimore and sold for twelve hundred dollars a piece, as I was informed while at the tavern in Terrytown.

Text adapted with permission from ReadWorks: <https://www.readworks.org/article/Wesley-Harris-An-Account-of-Escaping-Slavery/da37e2cc-5313-4243-978f-fbd30cd91976>



# ENGLISH LANGUAGE ARTS

## Partner Reading Routine With *Urban Farms*

<b>PURPOSE</b>	Teach and practice the partner reading routine
<b>TOTAL TIME</b>	40–45 minutes
<b>BEFORE YOU BEGIN</b>	<ul style="list-style-type: none"><li>• Choose two students who will do a good job modeling the procedure for the class and inform them before class that you will ask them to do so.</li><li>• Decide how you will partner students during class.</li></ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"><li>• Copy of <i>Urban Farms</i> to show on document camera or equivalent device</li><li>• Copy of <i>Urban Farms</i> for each student</li><li>• Copy of partner reading cue card for each student</li><li>• Optional: copy of get the gist cue card for each student</li><li>• Optional: copy of get the gist graphic organizer for each student</li></ul>
<b>COMPREHENSION CANOPY</b> (5 MINUTES OR LESS)	<ul style="list-style-type: none"><li>• Introduce topic of text.</li><li>• Show springboard images and discuss.</li></ul>
<b>ESSENTIAL WORDS</b> (5 MINUTES OR LESS)	<ul style="list-style-type: none"><li>• urban</li></ul>

**CRITICAL READING****(30 MINUTES): URBAN FARMS**

- Teach students the partner reading routine using the selected text.
- Students will identify the gist for each section of text.
- Hold discussion about the culminating question at the end of the lesson, citing text evidence.

**Note**

Purple text sections include get the gist language and are examples of how teachers might provide additional support to students who need it.

# COMPREHENSION CANOPY



## OBJECTIVE

Provide the class with the background information necessary to comprehend the text by introducing the topic of the text and by showing students the springboard images.

## INTRODUCE THE TOPIC OF THE TEXT

Most of us can picture a farm in our heads. Likely, we picture big places out in the country. We don't often imagine farms right in the middle of cities!

Who can share the smallest farm that they have ever seen? Today, we're going to talk about farms in the largest city in the United States: New York City.

### Show Students the Springboard Image

Show Image 1.

Here you see a balcony with a small tomato plant. People can grow their own tomatoes in a planter—they don't need a backyard. You can even grow small plants in your window.

Show Image 2.

Sometimes in big cities, people live in smaller spaces. In this picture, we see a group of people having dinner on a roof. In large cities where apartments and homes are smaller, many people like to hang out on the roof for more space. Roofs in large cities can even have pools on them!

People can grow vegetables on their balconies and, when space is limited, people come up with creative ways to use the space around them. We're going to talk about the combination of these two things today with our article.

# ESSENTIAL WORDS



## OBJECTIVE

Provide the class with explicit vocabulary instruction necessary to comprehend the text by using the essential words graphic organizer.

## DEFINITION

Display the essential words graphic organizer for all students to see.

The essential word you will learn today is “urban” Everyone say “urban.”

[Student name], will you please read the definition of “urban”?

Student reads: “Describes a large city, and its characteristics, where people live very close together.”

Now let’s all read that together.

Everyone reads the definition together.

## VISUAL REPRESENTATION

The image shows an urban environment. Urban places are cities with lots of people who often live very close together because there is limited space.

## RELATED WORDS

Some words that are related to urban are “metropolitan” and “modern.” For example, cities are often associated with being modern and trendy because they have access to new technology and fashion. They are often creative because they have limited space!

## EXAMPLE USAGE

Here is the word used in a sentence: People who live in urban areas often have less room in their homes, and so they have to be creative with their space.

## EXAMPLE

An example of something urban is a large city where people don't own cars because they can walk, bicycle, or take public transportation to work.

## NONEXAMPLE

A nonexample of something urban is a group of people who live in apartments. Why is this a nonexample?

Discuss how apartment buildings can be in nonurban areas as well as in large cities where many people live close together.

## TURN AND TALK

Now turn to your partner and discuss whether you would want to live in an urban area or not? Why or why not?

Provide time for partners to talk.

# CRITICAL READING OF TEXT



## ESTABLISH PAIRS

We have spent the last few weeks learning to use the get the gist strategy to better understand what we read and to answer questions in a more informed way.

Today, I'll teach you a partner reading procedure so we can read texts a little faster and so all of you will have an opportunity to practice the skills we have learned over the past few weeks.

The first thing we'll do is get into pairs.

Facilitate students getting into pairs. Each pair should have a Partner 1 and a Partner 2.

## INTRODUCE THE TEXT, TOPIC, AND CULMINATING QUESTION

Now we're going to read a passage titled *Urban Farms*. It's about farms that are in urban places like cities.

The culminating question that we'll answer at the end of the lesson is:  
***What is unique about urban agriculture?***

Write the culminating question on your graphic organizer. The graphic organizer will help us remember the steps we will learn today.

Repeat the culminating question and provide time for students to write.

## TEACH GET THE GIST WITH PARTNER READING

Now that you're in pairs, I'll go over how to answer the culminating question with your partner.

First, there are some norms that I want you to keep in mind while you're working in pairs.

Use your own norms or draw from the following possible norms:

1. Talk quietly. This means that only your partner can hear you.
2. Be respectful to your partner and the others around you.
3. Help your partner whenever needed.
4. Show kindness.

Look at your partner reading cue card. I will read aloud from it and you'll follow along.





## PARTNER READING GET THE GIST CUE CARD

### STEP 1 - Read the section.

- Partner 1 reads the section.
- Partner 2 follows along.

### STEP 2 - Get the gist.

- Partner 1: Who or what is this section mostly about?
- Partner 2: I think this section is mostly about \_\_\_\_\_. Do you agree?
- Partners discuss.

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- Partner 1: What is the most important information about the who or what?
- Partner 2: I think the most information about \_\_\_\_\_ is \_\_\_\_\_. Do you agree?
- Partners discuss.

---

- Write or say the gist statement.

### STEP 3 - Repeat Steps 1 and 2.

- Partners switch roles.

The first section says “Read the section.” So, you will read one section of the text.

I’ll say something like, “Ones, you read. Twos, you follow along.”

The second section says, “Get the Gist,” so this is where you will work together to get the gist. You’re going to trade off in this section. So, Partner 1 will say, “Who or what is this section mostly about?” You’ll both go back to the passage to figure out who or what it is mostly about.

Remember to look out for important pictures, heading, captions, and pronouns. Circle any of the important headings, captions, and pronouns you see.

Then, Partner 2 will say, “I think this section is mostly about \_\_\_\_\_. Do you agree?” and the two of you will discuss.

Next, Partner 2 says, “What is the most important idea about the ‘who’ or ‘what’?”

Remember, you can use the two following pointers to help you. The first one is to ask what information relates to the “who” or “what,” the culminating question, or the essential word.

The second pointer is to pay attention to pronouns, pictures, captions, and headings. Pronouns might take the place of an important “who” or “what,” so a sentence with a pronoun might contain important information. We can always circle pronouns and draw an arrow back to the “who” or “what” the pronoun is replacing. Remember that captions are the lines of text under a picture that describe that picture.

Again, you can go back to the section and annotate it or make a list. Then, Partner 1 says, “I think the most important idea about \_\_\_\_\_ is \_\_\_\_\_. Do you agree?” Then you can discuss again.

Then, you start over with the next section of text. First, Partner 2 reads and Partner 1 follows along. Then you get the gist, following the cue card.

## MODEL GET THE GIST WITH PARTNER READING WITH SECTION I

I want to show you what this looks like. [Partner 1] and [Partner 2] are going to help me out.

Everyone, get out your passage titled *Urban Farms* so you can follow along.

Class, as you watch, I want you to notice what [Partner 2] does while he follows along. He will read along silently and if [Partner 1] gets stuck, [Partner 2] is going to help him out by giving him the word he’s struggling to read.

Partner 1 reads the text aloud. Partner 2 follows along and assists as needed.

Great! Now, let’s go to the “Get the Gist” section of the card. [Partner 1], go ahead.

Partner 1 says, “Who or what is this section mostly about?”

Everyone take a moment to go back and circle the most frequently mentioned “who” or “what.” Remember to identify any important headings, captions, pictures, or pronouns.

Give students time to go back and circle.

**OK, [Partner 2], your turn.**

Partner 2 says, "I think this section is mostly about urban agriculture. Do you agree?" The partners discuss their responses.

**Let's move to the next section of the cue card. [Partner 2], you will start this time.**

Partner 2 says, "What is the most important idea about the 'who' or 'what'?"

**[Partner 1], now it's your turn.**

Partner 1 says, "I think the most important idea is that urban agriculture is becoming more popular. Do you agree?" The partners discuss their responses.

**Now, I want you to share your gist statement.**

The partners share.

Possible gist statement: Urban agriculture is becoming more popular in cities all over the world.

**Really nice work. Thank you for helping me model the partner reading procedure.**

## **FACILITATE GUIDED PRACTICE OF GET THE GIST WITH PARTNER READING WITH SECTION 2**

Okay, it's time for you all to try with your partners while I talk you through it.

**All Partner 1s raise your hands. You'll read first.**

**All Partner 2s raise your hands. You'll follow along. Remember to read the text silently and help your partner if they get stuck.**

**I'll give you all one minute to read the next section.**

Give students time to read through the section.

Nice work. Now, I will give you one minute to go through the first part of get the gist with your partner. If you finish early, reread the section.

Circulate around the room to assist students and give feedback on their engagement.

While circulating, if you notice that students are stuck, provide guidance such as, “What words do you notice the author repeating? What is related to the culminating question?”

Great! Now, I will give you two minutes to go through the second part of get the gist with your partner and write a gist statement.

Circulate around the room and assist students or give feedback on their engagement.

Ask two groups to share their gist statements aloud.

Possible gist statement: People in urban areas can grow some of their own food.

## **FACILITATE INDEPENDENT PRACTICE OF GET THE GIST WITH PARTNER READING WITH SECTION 3**

Let’s try this with a new section.

All Partner 1s raise your hands. This time you will follow along.

All Partner 2s raise your hands. This time you will read.

You’ll have one minute to read the next section.

Give students time to read through the section.

Nice work. Now, I will give you a few minutes to go through the first part of get the gist with your partner. Switch roles from what you did in the last section. If you found the “who” or “what” last time, find the important information this time. If you found the most important information last time, you’ll identify the “who” or “what” this time. If you finish early, reread the section.

Circulate around the room and assist students or give feedback on their engagement.

Great! Now you’ll have two minutes to go through the second part of get the gist with your partner and write a gist statement.

Circulate around the room and assist students or give feedback on their engagement.

Ask two groups to share their gist statements aloud.

Possible gist statement: Urban farms use unique spaces for people in cities.

## WRAP UP THE LESSON

**You all did a great job today!**

Tell students two things they did particularly well.

**The more you practice the partner reading routine, the more comfortable it will become!**

**Turn to your partner and tell them one thing you liked about the routine.**

Give students time to discuss. Ask a group or two to share.

**Now, turn to your partner and tell them one thing that could be improved the next time we use this procedure.**

Give students time to discuss. Ask a group or two to share.

## ANSWER THE CULMINATING QUESTION

**At the beginning of this lesson, I asked: What is unique about urban agriculture? What do you think based on this reading?**

Pauses for student responses. Should students not respond, facilitate a turn-and-talk.

**We have all the pieces we need to answer this question, but we need think about the best way to put these pieces together so our answer makes sense. Look at your gist statements and turn to your partner and discuss what is unique about urban agriculture.**

Provide students with 1–2 minutes of discussion and prompt students again with the culminating question. Should the turn-and-talk be silent, prompt students with the following questions.

- Why is gardening on rooftops mentioned?
- Why would people in cities be interested in growing their own food?
- Does farming have to take place in the country?

- What is a unique place for farming mentioned in the article?

Possible response: Urban agriculture is unique because people in urban places do not need a lot of space to grow some of their own food. People in urban environments are creative with space and can grow food on balconies or rooftops.

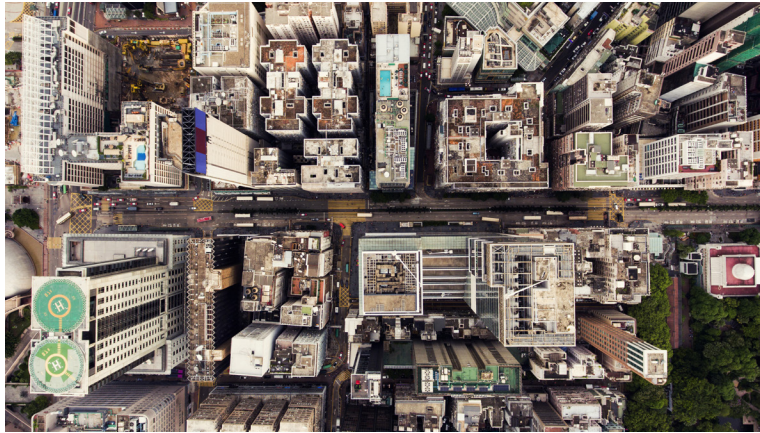
# SPRINGBOARD IMAGES



Photos by vaivirga from Shutterstock and by Monkey Business Images from Shutterstock

# urban

Describes a large city, and its characteristics, where people live very close together



## RELATED WORDS:

*metropolitan, modern*

## EXAMPLE USAGE:

People who live in urban areas often have less room in their homes, and so they have to be creative with their space.

## EXAMPLE:

A large city where people don't own cars because they can walk, bicycle, or take public transportation to work.

## NONEXAMPLE:

A group of people who live in apartments.

## TURN AND TALK:

Would you want to live in an urban area? Why or why not?

Photo by GaudiLab from Shutterstock



# URBAN FARMS

## SECTION 1



Many people wrongly think that cities don't have farms and that fruits and vegetables are only grown in the country. Believe it or not, there are more and more **urban** farms popping up in cities all over the world. Alexandra Sullivan, a food systems researcher in New York City, studies **urban** agriculture. **Urban** agriculture is another name for farming and gardening in a city environment. Ms. Sullivan studies everything from tiny gardens in empty lots between buildings to bigger fields that have been planted and cultivated. According to Ms. Sullivan, "Urban agriculture has existed since cities have, across the world."

## SECTION 2

The number of humans living in **urban** areas, or cities, is increasing. The amount of people who want to garden in **urban** areas is also rising. Ms. Sullivan says, "In small gardens, on rooftops and indoors, city residents grow fruits, vegetables, grains, and herbs, and raise animals to produce dairy, eggs, honey, and meat. City residents use these foods as supplements [additions] to food produced by rural agriculture." Even though some people who live in **urban** areas grow crops, urban residents still need to rely on food grown in rural areas. This is because a city doesn't have enough space to grow enough food for everyone living in it.

## SECTION 3

In New York City, **urban** farmers have come up with many different ways to grow their own produce, even though there isn't a lot of room. For example, Brooklyn Grange is a farming operation that has two rooftop vegetable farms in New York City. Altogether, the farms are made up of 2.5 acres of rooftop space. This makes Brooklyn Grange one of the largest rooftop farming operations in the world. Brooklyn Grange grows tomatoes, lettuce, peppers, kale, chard, herbs, carrots, radishes, and beans. The farming company sells its vegetables to local residents and restaurants. And because the farms are on rooftops, they are specially adapted to their **urban** location. They use available space that is not needed for anything else. As more **urban** farmers find ways to grow food in cities, urban residents will be better able to get fresher ingredients for their meals.

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# Pronoun Mini-Lesson

This lesson takes about 10-15 minutes and is designed to review pronouns with students.

If students need additional instruction on pronouns, following are some resources. Be sure to view suggested videos before assigning them to your students.

- *Learn the Pronouns*: This 10-minute video provides a full lesson on pronouns.  
<https://www.youtube.com/watch?v=CwQjSsa8VQE>
- *Pronouns*: This 5 minute video reviews nouns and proper nouns, then teaches pronouns.  
<https://www.youtube.com/watch?v=BYWAzeuFYa8>

## Materials:

- Pronoun Worksheet (one copy for you to project; one copy per student)
- Document camera (or equivalent)
- Pen, marker, or pencil

When using the pronoun worksheet, you may want to uncover only the portion that corresponds with the lesson.

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## Tell the Purpose of the Lesson

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In this short lesson, you'll learn what a pronoun is and how to figure out what the pronouns in our reading are referring to.

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## Teach and Model

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Show Pronoun Worksheet.

A pronoun is a word that replaces a noun. Everyone, read the definition with me (everyone reads: A word that replaces a noun.)

Pronoun has a prefix—pro. Pro means “for,” so a pronoun is a stand in FOR nouns.

Here are some examples of pronouns. [*he, she, it, they, etc.*]

Let me show you a couple of short examples of pronouns in sentences. Let's look for the pronouns and draw an arrow back to the noun it replaces. I'm going to show you how I think about it as I go.

Go to the first example in the pronoun worksheet.

#1 on your handout says: Kiana takes guitar lessons every day after school. She has enjoyed lessons since she was 6 years old.

Step 1: Identify a pronoun.

Step 1 is to identify the pronoun. Remember that a pronoun is a word that replaces a noun, like he, she, it, and they.

Complete a think aloud. A think aloud might sound like:

“Kiana takes guitar lessons every day after school. She has enjoyed lessons since she was 6 years old.” I see a pronoun—she (circle she, and have students do the same).

Step 2: Identify the noun that the pronoun replaces.

Step 2 is to identify the noun that the pronoun replaces. The noun could be in a previous sentence or earlier on in the same sentence.

Complete a think aloud. A think aloud might sound like:

I need to find the noun that “she” replaces. This means I need to find out who “she” is, so I should look before “she” is mentioned. “She” is mentioned in the second sentence so I am going to look in the first sentence. In the first sentence, I see a girl named Kiana is mentioned, so “she” in the second sentence is likely replacing the proper noun “Kiana” (draw arrow to Kiana, and have students do the same).

I know that pronouns replace nouns. There are other nouns I see—“guitar lessons” is one but that’s not a girl, so “she” doesn’t refer to the guitar lessons. Another noun is “school,” but again, school is not a girl, so “she” doesn’t refer to school. Therefore, I know that “she” is replacing the proper noun “Kiana”.

Here’s another pronoun “she,” in the second sentence and again, it’s replacing the proper noun “Kiana” (draw arrow to Kiana, and have students do the same).

**Kiana takes guitar lessons every day after school. She has enjoyed lessons since she was 6 years old.**

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## Guided Practice

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Note: the teacher may need to provide additional support and guidance depending on how quickly students can perform the skill with guidance and/or independently. Students can also work in partners to check their work. The teacher should circulate as students are working to monitor progress and adjust the guided and independent portions of the lesson.

Okay, now, it's your turn to practice with passage #3 from "Fire Birds." I am going to read it out loud. When I come to a sentence with a pronoun, I'm going to pause. Then, you'll circle the pronoun and draw an arrow back to the noun it replaces.

Begin reading the text:

"The black-backed woodpeckers are the home builders of the burned-out forest. They play a vital role in restoring the forest."

I'll stop there. Identify and circle the pronoun (wait about 10 seconds and then do this activity yourself so students can see how you mark up the passage).

"They" is a pronoun, so I circled it.

Now, I want you to draw an arrow back to the noun "they" replaces (wait about 10 seconds and then do this activity yourself so students can see how you mark up the passage).

I'm going to look at the previous sentence to find out who "they" are. The previous sentence says: "The black-backed woodpeckers are the home builders of the burned-out forest." Hmm...There are several nouns in this sentence. One option is "black-backed woodpeckers." Another option is "burned-out forest." So, how do we know what the right answer is? Well...one clue is that I know "they" is a plural pronoun, so I know that it describes more than one of something or someone. The black-backed woodpeckers must be who "they" are, since this sentence is talking about more than one woodpecker. So, I'm going to draw an arrow back to "black-backed woodpeckers."

The black-backed woodpeckers are the home builders of the burned-out forest. They play a vital role in restoring the forest. The homes they build can be used by other birds.

I'll keep reading. "The homes they build can be used by other birds."

I'll stop there. Identify and circle the pronoun (wait about 10 seconds and then do this activity yourself so students can see how you mark up the passage).

"They" is a pronoun, so I circled it.

Now, I want you to draw an arrow back to the noun "they" replaces (wait about 10 seconds and then do this activity yourself so students can see how you mark up the passage).

I'm going to look at the previous sentence to find out who "they" are. The first sentence says: "The black-backed woodpeckers are the home builders of the burned-out forest." The second sentence has the pronoun "they" and we decided that "they" replaced "black-backed woodpeckers." I think "they" in this last sentence is also replacing "black-backed woodpeckers" because there were no new plural nouns in the second sentence. So, I'm going to draw an arrow back to "black-backed woodpeckers."

The black-backed woodpeckers are the home builders of the burned-out forest. They play a vital role in restoring the forest. The homes they build can be used by other birds.

I circled "they" and drew an arrow back to "black-backed woodpeckers." Same as before, in the previous sentence, it was talking about the "black-backed woodpeckers." This plural noun is still describing the woodpeckers!

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## Independent Practice

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It's time for you to try one on your own.

Take a look at #4 on your handout. It's from a passage called "Flying into History." Read the instructions out loud with me: "Read the following passage. Circle each pronoun, and draw an arrow to the noun it replaces." I will give you 5 minutes to finish this activity and then we'll check our work together. I'm starting the timer now.

Circle the classroom while students are working. Provide feedback on students' work such as:

Excellent work locating the noun in this sentence that our pronoun is replacing.

You have the right pronoun. Now, let's check the noun. What are our nouns in the previous sentence that our pronoun could be replacing?

On a dark May night in 1927, starlight flickered on the silver wings of a small plane as it sputtered on through the sky. Through the side window, the pilot could see the glow of the city of Paris. He glided over villages and farms, and then the large buildings of the city were beneath him. After circling the Eiffel Tower, he began searching for Le Bourget Airport. At last he was descending, following the lights of the runway. As he drew closer, he could see arms waving and hear 100,000 voices cheering. Charles Lindbergh breathed a sigh of relief as his wheels touched the pavement. After 33½ hours in the air, he had done what no pilot had accomplished before. Lindbergh had crossed the Atlantic Ocean from New York to Paris in a single flight.

When students are finished, show your students your marked up version.

If your students did a pretty good job, you might say something like: Take a look at my marked up passage. Correct anything that you need to fix on your copy.

If your students need more support, you may go through this passage and do a quick think-aloud to show them how you connected the pronoun with the noun it replaces.

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## Close the Lesson

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Today, you had a review about pronouns. Turn to your neighbor and tell them what a pronoun is (a replacement for nouns). Thank you for sharing that out. Tomorrow, we will use what we learned about pronouns to help us do something called Get the Gist. Get the Gist will help you better identify the main idea of passages.



# Pronoun Worksheet

Read the passages below. Circle each pronoun, and draw an arrow to the noun it replaces.

1. Kiana takes guitar lessons every day after school. She has enjoyed lessons since she was 6 years old.

2. Now, six years later, Michelle was attempting to capture a sunset for a local photography contest. She groaned as storm clouds rolled in before the sun had a chance to cast its vibrant colors across the sky.

3. The black-backed woodpeckers are the home builders of the burned-out forest. They play a vital role in restoring the forest. The homes they build can be used by other birds.

4. On a dark May night in 1927, starlight flickered on the silver wings of a small plane as it sputtered on through the sky. Through the side window, the pilot could see the glow of the city of Paris. He glided over villages and farms, and then the large buildings of the city were beneath him. After circling the Eiffel Tower, he began searching for Le Bourget Airport. At last, he was descending, following the lights of the runway. As he drew closer, he could see arms waving and hear 100,000 voices cheering. Charles Lindbergh breathed a sigh of relief as his wheels touched the pavement. After 33 ½ hours in the air, he had done what no pilot had accomplished before. Lindbergh had crossed the Atlantic Ocean from New York to Paris in a single flight.

Excerpt 1 from STAAR Grade 6 Reading May 2019 Released passage entitled "A Picture of Peace." Excerpt 2 from STAAR Grade 6 Reading May 2019 Released passage entitled, "Fire Birds." Excerpt 3 from STAAR Grade 6 Reading May 2019 Released passage entitled "Flying into History."

## Comprehension Canopy Criteria for Success

<b>Comprehension Canopy Criteria for Success Checklist</b>	
<b>Planning</b>	
<input type="checkbox"/>	Considers complicated concepts and ideas that will help students make sense of new ideas in the text
<input type="checkbox"/>	Considers students' interests when planning the Comprehension Canopy
<input type="checkbox"/>	Chooses materials (e.g., videos, visuals, quote, statistic) and/or activities that are highly motivating
<input type="checkbox"/>	Ensures the materials provide factual information
<input type="checkbox"/>	Adheres to brief duration guidelines—less than 5 minutes for the entire Comprehension Canopy
<b>Implementation</b>	
<input type="checkbox"/>	Implements Comprehension Canopy before text reading
<input type="checkbox"/>	Introduces the topic; provides background information necessary to comprehend the text
<input type="checkbox"/>	Presents Springboard (e.g., image, video, audio, poem, etc.)
<input type="checkbox"/>	Prompts students for “Turn and Talk” activity

This work was supported by the Institute of Education Sciences, U.S. Department of Education (grant R324A200012) and the Office of Special Education Programs, U.S. Department of Education (model demonstration H326M200015) to University of Maryland and The University of Texas at Austin. The opinions expressed are those of the authors and do not represent the views of the U.S. Department of Education.

## Essential Words Criteria for Success

<b>Essential Words Criteria for Success Checklist</b>	
<b>Planning</b>	
<input type="checkbox"/>	Completes the Essential Words Planning Guide
<input type="checkbox"/>	Brainstorms or lists all words she wants to teach for the text or set of texts
<input type="checkbox"/>	Looks for connections to meet the goal of understanding overarching concepts and most important content in the text
<input type="checkbox"/>	Chooses 1 essential word based on connections to overarching concept in the text
<input type="checkbox"/>	Creates an essential word organizer
<input type="checkbox"/>	Each essential word organizer includes: <ul style="list-style-type: none"> <li>• Student friendly definition</li> <li>• Image</li> <li>• Related words</li> <li>• Example of word in a sentence</li> <li>• Examples/non-examples</li> </ul> Turn and talk activity
<b>Implementation</b>	
<input type="checkbox"/>	Teaches a minimum of 1 essential word per week (uses essential word guide for each word)
<input type="checkbox"/>	Pronounces word and has students repeat word
<input type="checkbox"/>	Presents and discusses student friendly definition
<input type="checkbox"/>	Facilitates discussion of the visual representation/image (when appropriate)
<input type="checkbox"/>	Presents and discusses related words
<input type="checkbox"/>	Provides an example and of essential word in a sentence
<input type="checkbox"/>	Presents and discusses examples and non-examples (when appropriate)
<input type="checkbox"/>	Conducts a turn and talk activity
<input type="checkbox"/>	Is no more than 5 minutes total
<input type="checkbox"/>	Completed before Critical Reading

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## Critical Reading Criteria for Success

<b>Critical Reading Criteria for Success Checklist</b>	
<b>Planning</b>	
<input type="checkbox"/>	<p>Selects a text that adheres to the following text selection guidelines:</p> <ul style="list-style-type: none"> <li>• Text is within the appropriate Lexile band for students</li> <li>• Text has appropriate level of purpose</li> <li>• Text has appropriate structure and language conventionality and clarity</li> </ul> <p>Text is appropriate given students' reading skills and background knowledge</p>
<input type="checkbox"/>	Divides the text into appropriate sections and includes at least 2 sections of text
<b>Implementation</b>	
<input type="checkbox"/>	Introduces the text and topic to students
<input type="checkbox"/>	Presents the culminating question
<input type="checkbox"/>	Establishes pairs (when using partner reading)
<input type="checkbox"/>	Reads at least one section of the text to students
<input type="checkbox"/>	Models Get the Gist with at least one section (when appropriate)
<input type="checkbox"/>	Facilitate students' use of Get the Gist
<input type="checkbox"/>	Engages students in text-based discussion to answer the culminating question
<input type="checkbox"/>	5-10 minutes per section of text
<b>Quality Indicators</b>	
<input type="checkbox"/>	Clarifies vocabulary and/or makes connections to essential words when applicable
<input type="checkbox"/>	Monitors students in pairs (when using partner reading)
<input type="checkbox"/>	Provides immediate corrective feedback and reteaches as necessary
<input type="checkbox"/>	Promotes student engagement with multiple opportunities for students to practice and respond (e.g., uses turn and talks)

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