

Name _____

Date _____ Block _____

The History of Planet Earth: An Anticipation Guide

Read each of the statements and mark the line to indicate whether you agree or disagree.

<p>1. The earth is a big, changing organism.</p>	<p>_____ Agree _____ Disagree</p>
<p>2. The movement of tectonic plates can cause earthquakes and volcanic eruptions.</p>	<p>_____ Agree _____ Disagree</p>
<p>3. Volcanoes, earthquakes, and landslides are everyday events.</p>	<p>_____ Agree _____ Disagree</p>
<p>4. Plate movement is one of the major forces that changes the location and shapes of continents and oceans.</p>	<p>_____ Agree _____ Disagree</p>
<p>5. All earth-changing events occur naturally.</p>	<p>_____ Agree _____ Disagree</p>
<p>6. Humans can speed up or slow down the earth's natural processes.</p>	<p>_____ Agree _____ Disagree</p>
<p>7. Glaciers are huge, very old formation made out of water, earth, and ice.</p>	<p>_____ Agree _____ Disagree</p>

MeWeFewYou (gradual release) Lesson Plan Example

<p>Objectives What should students accomplish at the end of this lesson? Make sure to use ACTIVE and MEASURABLE verbs in your objectives (See attached sheet on Bb in the Lesson Plan folder). Please write 3 to 5 in your own words.</p>	<p>Students will be able to...</p> <p>Model their thinking about a text by completing a Double Entry Journal as they read Represent the main idea and key details of a text through a sketch</p>
<p>Essential Questions Please write TWO essential questions. The first should be a question that is posed for your students. This question should be worded so that it motivates students. The second question should be a question for you. This question should be worded so that it reminds you and your administration of your academic purpose (see example lesson plans in Lesson Plan folder).</p>	<p>For Students: When do you use notes to help you understand or remember something?</p> <p>For Educators: How can students form questions/predictions/connections about a text in order to deepen their understanding and monitor their comprehension?</p>
<p>Standards Please include NO MORE than three standards from CCSS or ESS. These can be copied can pasted from the document. See: http://www.ncpublicschools.org/acre/standards/new-standards/</p>	<p>CCSS.RI.6.2 Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.</p> <p>CCSS.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>
<p>Materials Please list all materials that you will need for this lesson.</p>	<p>Copies of Anticipation Guide Copies of informational text: “The History of Planet Earth” by ReadWorks Students’ notebooks Document Camera Drawing paper Colored pencils</p>
<p>Procedure This lesson is intended to scaffold students who struggle to read and write in your content area through a reading/writing strategy, such as a science lab report, a math problem, a literary</p>	<p>Opener/Pre-Reading Strategy: You: When students enter the room, they will complete the Anticipation Guide on “The History of Planet Earth” independently. We: After students have been given time to complete the Anticipation guide, we will go through the guide as a whole group and discuss the differences in opinion/knowledge for each statement on the</p>

analysis, and/or an argument paper. One of the BEST strategies to use in any content area is the **me, we, few, you technique** that you use for a specific reading/writing practice.

guide.

Me: Next, I will pass out the informational text “The History of Planet Earth” and explain to students that this is an informational passage about Earth. I will explain to students that an informational text is nonfiction writing, written with the intention of informing the reader about a specific topic. I will tell students that that we will be using different comprehension strategies to help us understand the text and determine the central idea and key details.

Few: Students will read the informational text “The History of Planet Earth” with their shoulder partners and will complete the during-reading strategy (below) as they read.

During Reading Strategy:

Me: I will model the Double Entry Journal during-reading strategy for students by reading the first paragraph of the informational text. I will draw a T chart on the board and read the first paragraph aloud. I will write “From the text” above the left column and “From my Mind” above the right column. I will instruct students to copy the chart in their own notebooks for them to use as they read. I will read aloud the first paragraph. After reading the first paragraph, I will write under “Notes from the text” : “Some of Earth’s changes took place over a very long time, slowly and gradually. . .some changes, on the other hand, took place very quickly.” Then I will write “P1” to note that I got that text from paragraph 1. Next, I will write in the “From my Mind” column: “I wonder what the changes that happened very slowly were. I know quick changes could be things like earthquakes, floods, tornados.” I will explain to students that in their own responses, they can ask questions, make predictions, or connect the text to their own lives or what they know. I will put the following list on the document camera for students to refer to during their reading/double entry journaling:

From the text	From my mind
A quotation A fact Something interesting	A reaction A theory/hypothesis A comparison A prediction An explanation A connection A question

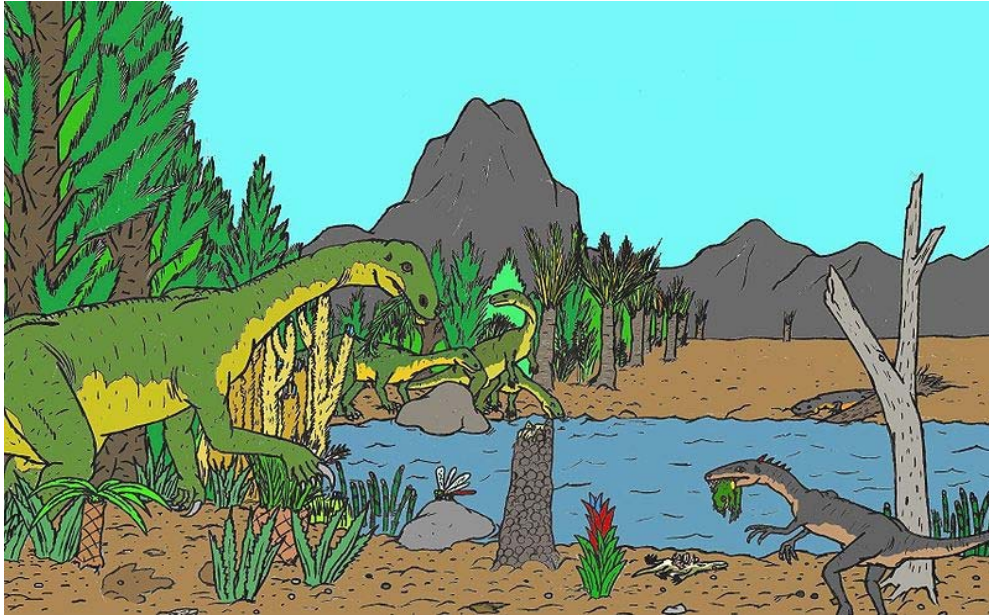
Few: Students will read the informational text with their shoulder partners and complete a Double Entry Journal in their notebooks as they read. Students will draw a T chart in their notebooks. Then, they will take notes from the text in the left column and respond to those notes in the right column.

We: We will come back together as a class after students have finished reading the text and completing their Double Entry journals. We will discuss what students took notes on while reading and I will copy

	<p>some of their notes on the board for everyone to see. We will then discuss how taking notes allowed them to think more actively about the passage as they read, and helped their understanding of the passage. I will tell students that this sharing of our different ideas while we read can help us learn more and understand more about the text, as well. I will point out to students that by sharing our different “From my Mind” ideas, we now all have additional notes that we can record in our “From my Mind” column to help our comprehension of the text.</p> <p>After Reading Strategy: Me: I will explain to students that they will now complete an after reading strategy called Sketch to Stretch. Students will draw symbolic sketches of the central idea and key points of the passage they just read. You: Students will independently complete the after reading strategy called Sketch to Stretch. They will use drawing paper and colored pencils to draw symbolic sketches of the central idea and key points of the passage they just read. On the back of their sketches, they will write an explanation of their sketch and the central idea and 3 key points from the text that are evidence/supportive of the central idea.</p> <p>Closer: You: Students will revisit their Anticipation Guides and determine whether their answers (agree/disagree) were correct. Students will correct their answers, using the text and their Double Entry Journals as references. For each answer they correct, they will write what paragraph they found the correct answer in. They will turn in their Anticipation Guides as an Exit Ticket.</p>
<p>Assessment Please list all informal and formal assessments for this lesson. Make sure that your assessments will help you to know if students met your stated objectives.</p>	<p>Assessment should be a continuous and interactive process between teacher and student. In lieu of or in conjunction with discrete point and objective-style tests, assess through:</p> <ul style="list-style-type: none"> Anticipation guides (before reading and after) Discussion of double entry journals Sketches of central idea and key points

<p>Modifications Because you will have a variety of learners in your classroom, please explain how you will modify for each of them. For example, you could state that you will provide all instructions on a power point for visual learners; you will state the directions twice for audio learners; you will have students stand up and sit down during an anticipation guide; you will ask students to work in pairs to assist students who are learning English.</p>	<p>Visual: T chart, sketch Audio: Class discussions, reading with a partner Kinesthetic: Drawing the sketch English Language Learners: Reading with a partner, list of possible Double Entry responses, drawing the sketch</p>
<p>Reflection One of the tactics that successful teachers use is prediction; they ask themselves, “what could happen and I will I modify for it when I’m teaching?” This helps teachers become more comfortable trying new strategies when planned lessons are not working. In this section, write down what you think will be the strengths of the lesson. Also write down what areas might be weak and how you could modify for it with different learners.</p>	<p>Strengths: Having students revisit the Anticipation Guide as an exit ticket serves to show them what they learned from the passage and the activities. Sharing out the different notes from “From my Mind” column helps students with comprehension as they learn from the ideas/thoughts from other readers in the classroom.</p> <p>Areas of improvement and how to modify: I am still not great at creating good essential questions for students.</p>

The History of Planet Earth



Our planet is no spring chicken. The history of the earth stretches over billions of years. In that time period, a lot has changed. Some of those changes took place over a very long time, too slowly and gradually for people to discern. Some changes, on the other hand, took place very quickly.

Water, wind and ice slowly shape the surface of the earth, constantly moving all around us. Activity just beneath the surface of the earth's crust creates rapid changes in the shape of the land—that's where we get volcanoes, landslides and earthquakes.

Glaciers, which are huge, very old formations made out of water, earth and ice, can even change the size and shape of the oceans. These major shifts take place over millions of years. We can see the results, but apart from measuring them and seeing where growth or change took place, we can't observe these changes as they occur. They simply happen too slowly.

Erosion is an example of a slow process that changes the surface of the earth. Think of a windy beach, how sand from the beach is carried toward the dunes or, depending on the behavior of the wind, how the sand from the dunes is carried further down the beach. We can see and feel the sand moving over the land and through the air, but the long-term effects of that movement won't be visible for years.

The earth's surface is also made up of very slowly moving parts, called tectonic plates. These plates fit like puzzle pieces and make up the outermost layer of the planet. When this layer moves around, it can cause earthquakes and volcanic eruptions. It's very easy to spot these changes as they're happening! In fact, we have to be very careful and prepare for them in advance, and take safety measures before and after they occur.

Volcanoes, earthquakes and landslides aren't everyday events. If they were, we'd be in big trouble! Ordinarily, the movement of the plates is extremely slow, yet very powerful. Plate movement is one of the major forces that changes the location and shape of continents and oceans—major changes that we can't detect and that appear gradually over millions of years.

Some earth-changing events occur naturally, but others come from us, from humans. It's important to remember that we have our own impact on the earth. In many cases, humans influence the earth's natural processes on purpose, speeding them up, slowing them down, or manipulating them in other ways to get something we want—usually a natural resource, like water or oil. Some of what we do to our planet is on purpose, and some of it is accidental.

Cutting down forests, building new houses, bridges, office buildings and movie theaters, can lead to quickening natural events that might have taken much longer without humans' involvement.

You can walk outside any time you like and see the planet stir: wind moving particles of sand and rock, water dripping from one surface onto another, seasons changing each year. Everything you see on a walk around your neighborhood contributes to the earth's changing and maturing, just like everything we do every day contributes to what we'll be like as people 10 years, 20 years, even 50 years from now. And those changes in our bodies and personalities—unless something unusual happens—take time to show up too.

It's interesting to think about how what we do and the forces that act on us affect who we become. The earth is a big, changing organism, just like we are.

Name: _____ Date: _____

1. How much has the earth changed in its history?

- A a lot
- B a little
- C not at all
- D not enough for anyone to notice

2. Two effects mentioned in this passage are earthquakes and volcanic eruptions. What is their cause?

- A wind that blows sand from one place to another
- B water dripping from one surface onto another
- C the construction of houses, movie theaters, and bridges
- D the movement of the earth's outermost layer

3. Some of earth's changes take place too slowly for people to notice them happening.

What evidence from the passage supports this statement?

- A Changes like earthquakes and volcanic eruptions are not everyday events, but they are easy to spot when they are happening.
- B People notice changes glaciers have made to the size and shape of earth's oceans after the changes have taken place.
- C Earth's history goes back billions of years, and a lot of changes, both fast and slow, have taken place over that period of time.
- D People sometimes influence earth's natural processes on purpose by speeding them up, slowing them down, or manipulating them in other ways.

4. What is an example of change on earth that people can see happening?

- A glaciers changing the size and shape of earth's oceans
- B sand blowing from one part of a beach to another
- C tectonic plate movement changing the location and shape of earth's continents
- D tectonic plate movement changing the location and shape of earth's oceans

5. What is this passage mainly about?

- A glaciers and erosion
- B landslides and earthquakes
- C changes in the earth
- D changes in the human body

6. Read the following sentences: "Water, wind and ice slowly shape the **surface** of the earth, constantly moving all around us. Activity just beneath the **surface** of the earth's crust creates rapid changes in the shape of the land—that's where we get volcanoes, landslides and earthquakes."

What does the word "**surface**" mean in the sentences above?

- A a process that changes the shape of the earth
- B an effect that takes many years for people to notice
- C the middle or central part of something
- D the outer layer or part of something

7. Choose the answer that best completes the sentence below.

The earth is shaped by the movement of different forces, _____ water, wind, and ice.

- A never
- B instead
- C finally
- D including

8. How do humans influence the earth's natural processes?

9. How are changes in the earth similar to changes in human beings?

10. The passage describes some ways that changes in the earth and changes in people are similar. What are some ways that changes in the earth and changes in people are different? Support your answer with evidence from the passage.
