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# Language Arts 4 B Unit 16: Helping Humans Out

## Lesson 1: Helping Humans Out: Genre

#### Learning Goals

1. Humans Help Out: Genre Quick Check
2. Humans Help Out: Comprehension Quick Check
3. Humans Help Out: Speak/Listen Quick Check
4. Humans Help Out: Fluency Quick Check
5. Humans Help Out: Write Practice, Portfolio
6. Help the Planet: Unit Test Sample Work, Test

#### Spark

1. Have your student read aloud the first paragraph. Discuss the words *environment, pollutes,* and *threatens*. Ask your student to define each term in their own words. For *pollutes,* encourage your student to use context clues to determine word meaning. **IF** they struggle, **THEN** point to the word *harmful* in the sentence that comes before the word. Your student should understand that something harmful is unsafe. Then, ask your student what they think something that pollutes the air causes to happen.
2. Ask your student to read the next paragraph. Have them share things they eat and use that they know come from nature. To confirm understanding, have them explain what would happen to those things if we lost natural resources. Make sure they understand that we need things in nature, like trees, so that we can have other things that we need, such as food, clothing, medicines, and building materials.
3. Have your student read the next paragraph. Confirm that your student understands the term *ecosystem*. Have them name an ecosystem. **IF** they cannot, **THEN** give an example, such as a forest. Explain that a forest includes plants and animals and other non-living matter. All these things interact with each other, providing food, shelter, and protection that are necessary for life. After explaining, pose the question again. Then, have your student explain why they think it is important for people to build ecosystems. Guide your student to understand that ecosystems help plants and animals maintain life. We need these ecosystems to exist so that we can have the things we need.
4. Invite your student to view the image of the coral reef and read the caption. Tell your student they will learn more about this ecosystem in this unit.
5. Ask your student to read the text introducing the video. Have them predict what the video will be about by sharing a way they think they can build an ecosystem. Then, play the video. As you play the video, pause to confirm understanding of difficult terms, such as *pollinator*. You may pause the video to discuss the images. Also, you may pause the video at certain points to ask questions that confirm understanding: Why do butterflies need milkweed? What is an important plant to have in a butterfly garden? Why does Olivia think that all communities should have a butterfly garden?
6. Have your student answer Question 1. **IF** they cannot answer the question, **THEN** play the podcast again. Ask your student to listen carefully for the following details as they listen:Where do butterflies lay eggs? What do caterpillars eat? What do the plants attract?
	1. Where do butterflies lay eggs?
	2. What do caterpillars eat?
	3. What do the plants attract?

Scan the Butterfly Garden video forward to 2 minutes 55 seconds and pause to show an example of a pollinator, the bee with pollen on its body that is resting on a flower. You may use this photograph to help your student understand the process of pollination.

1. Scan the Butterfly Garden video forward to 2 minutes 55 seconds and pause to show an example of a pollinator, the bee with pollen on its body that is resting on a flower. You may use this photograph to help your student understand the process of pollination.
2. View the photograph with your student and have them read the caption. Explain that as with butterflies, there are certain types of flowers you can plant to attract hummingbirds. Have your student explain why hummingbirds are important to an ecosystem. **IF** they can’t explain hummingbirds' importance, **THEN** remind them that hummingbirds are pollinators, too. Guide your student to understand that hummingbirds help plants  grow. People and animals eat the fruits and seeds of the plants that hummingbirds help grow.
3. Have your student share their letter and discuss their ideas with you. If your student would like to try to build an ecosystem, help them deliver their letter to someone in your community who can help.
4. Have your student share their letter and discuss their ideas with you. If your student would like to try to build an ecosystem, help them deliver their letter to someone in your community who can help.
5. Have your student read the next paragraph to discover what they will read about in this unit. Then, read the bulleted list with your student. Ask if they are familiar with any of the topics. Have them share what they already know.

### Objective: In this lesson, you will identify the perspective of each author after listening to two texts on the same topic.

#### Key Words:

* **perspective** – the way someone sees or understands something
* **summary** – a brief report of the main points of a text

#### Explain

Read aloud the conversation to your student.

“The weather looks great for skateboarding,” says Sofia. “I’m going to go outside now.”

“Hold on, Sofia,” says her mom. “Your homework isn’t finished.”

“I’m almost finished,” says Sofia. “I think I need a break before I do my math problems.”

“I think you should do your math first. Then, when you go skateboarding, you can stay out longer,” says Sofia’s mom.

1. Discuss the paragraphs about perspective with your student. If necessary, help them make the connection between the scenario and writers in general. Explain that everyone has their own perspective, which depends on the knowledge and experience they bring to a situation.
2. Help your student prepare to listen for perspective in two texts on the same topic. Ensure that they understand the boldface terms integrate and summary.
3. **IF** your student needs a review of how to write a summary, **THEN** go over these main points with them:
	1. Clearly state a central idea of a topic.
	2. Support the central idea with a few key details.
	3. Keep it very short (three to five sentences).

#### Check-In

1. Read the directions with your student.
2. Have your student and read the first text, *Diving to Rescue Coral Reefs*.
3. Have your student answer the questions. **IF** your student has difficulty answering, **THEN** reread the text with your student. Help them locate the answer.
4. Have your student read the second text, *Turning the Tide.*
5. Your student should be able to answer the second set of questions. If they have difficulty, refer them back to the text if necessary.

During this lesson, students will read independently a text that has been designed specifically around grade level expectations. There are three different reading levels:

* Approaching Level (noted with an “A” next to the title)
* On Level (with no letter next to the title)
* Beyond Level (noted with a “B” next to the title)

Work alongside your student to help them select the Leveled Reader that is best suited to their ability as an independent reader. To help with this, use the Five-Finger Test.

#### Practice

1. Read the question with your student. Remind your student to look for details in the text that support the authors’ perspectives. Those details should be used to support an answer to the question.
2. Review your student’s work. **IF** your student failed to find details particular to each writer’s perspective, **THEN** return to the text together and ask which details best support their response.

### Objective: In this lesson, you will identify key words and phrases in an informational text.

#### Key Word:

* **key words** – words or phrases related to a specific topic

#### Explain

1. Have your student read the introduction to identify how key words and phrases can be identified in an informational text. Explain that key words and phrases are closely related to the overall topic of the informational text. Knowing the meaning of these key words and phrases is important for understanding the text.
2. **IF** your student has trouble identifying key words from the paragraph about music, **THEN** ask them to point out words that readers would need to understand in order to learn about the topic of singing.

#### Check-In

1. Have your student read the directions before reading the paragraph and answering the question. Your student will choose the key word or phrase from the paragraph.
2. Review your student’s answers. **IF** your student does not identify the correct key words or phrase, **THEN** ask questions that prompt them: Which word helps you better understand the topic of rocks? Which words relate most to the topic of rocks?

#### Practice

1. Ask your student to read the directions and paragraph. Their task is to identify key words and phrases related to the topic of the Second Continental Congress.
2. Read your student’s answers. **IF** your student cannot identify the key words or phrases correctly, **THEN** guide them to identify words that relate most to the topic. Explain that there may be several words that are important for the reader to understand in order to learn about the topic.

### Objective: In this lesson, you will revise your research report to strengthen your writing.

#### Key Words

* **audience** – the person or people who will read your writing
* **evaluate** – judge the quality of something
* **paraphrase** – tell in your own words
* **purpose** – the reason you are writing
* **revise** – make changes to improve and strengthen your writing
* **task** – a type of writing you have been assigned

#### Get Ready for Learning

Before beginning the lesson, review your student’s progress with their research report. Remind your student that they have completed the rough draft of their text and received feedback on it. Explain that in the following lessons, your student will do the following:

* revise their report by making changes that strengthen their writing
* edit their report by fixing mistakes in their writing
* add audio recordings and visuals to a presentation of their report
* present their research report
* publish their research report

Take time to review any feedback provided on your student’s draft. Incorporate specific feedback into the revising and editing lessons as needed.

#### Explain

1. Read the opening paragraph with your student and review the steps they have taken in writing their research report. Remind your student that their rough draft is the first version of their report and that they will continue to make changes to their work before it is final. Then, discuss how writers revise their draft to improve their writing. Help your student understand that revising is about making substantive changes to the content of their report. Explain that your student will fix smaller mistakes, such as spelling errors, when they edit their report in a later lesson.
2. Read the Strengthen Support for Ideas section with your student. Explain that a critical part of a research report revision is checking to ensure that the writer’s ideas are clearly stated and strongly supported with research. Make sure your student understands the purpose for this by discussing how a central or main idea differs from a fact or detail. An idea is a conclusion drawn on the basis of facts; as such, it is not considered “true” or “false” in the same way that factual information is. Instead, a writer must use research to show why a particular idea is logical and makes sense. Discuss how writers accomplish this by adding facts and details to better support their ideas in their report. Have your student consider this as they respond orally to Question 1.
3. Continue by reading the Strengthen Support for Task, Purpose, and Audience section with your student and review the concepts of task, purpose, and audience. Guide your student in understanding that their ideas and research should help to address all three of these essential elements of their writing. Then, access the revising checklist and discuss how it can help your student evaluate their writing to ensure it addresses each of these elements. **IF** your student is confused by this idea, **THEN** review the checklist with them item by item. Connect each question to the task, purpose, and audience of their report, helping them understand the impact of each.

#### Explain

1. Read the first section of A Writer Revises with your student. Discuss the steps the student writer takes to review her draft and identify problems in her writing.
2. With your student, examine how the student revised her paragraph by identifying and including additional research to better support the main idea of the paragraph. Tell your student that writers identify specific facts and details in their sources that can directly support the idea in their writing. Point out that the boldface text shows the facts in the source that the student identified in support of the main idea. Discuss how the information helps to explain and support the main idea.
3. Reinforce that writers must paraphrase the information they use from their sources by writing the information in their own words. Have your student compare the rough draft of the body paragraph to the revision and answer the questions to identify how the student’s revisions strengthened their writing. **IF** your student has difficulty discerning how the student paraphrased the information from the source, **THEN** have them look closely at the boldface text in the source and in the revision. Discuss the differences in how the information is presented in the source and in the paragraph. Guide your student in recognizing that the student did not copy the facts from the source but instead paraphrased the information by using her own words and applying the information to the main idea of their paragraph.

#### Check-In

1. Read the directions with your student. Explain that your student will apply what they have learned from the lesson to answer the questions. Direct your student to write their answers in their notebook.
2. Provide time for your student to respond to the questions. **IF** your student struggles to answer a question, **THEN** review the related information in the lesson text. Review the purpose of revisions, the use of evidence to support ideas in a report, and how writers use their own words when they use information from a source in their writing.

#### Practice

**A Note to the Learning Coach**

In the Practice activity, your student will reread the draft of their research report to identify revisions that can improve their writing. You may want to make a copy of the revising checklist for your student to reference as they review their text. If your student used a word processing program to write the draft of their report, consider printing a copy of the draft for your student. Having a printed draft will allow your student to mark the text as they review their writing. If your student wrote their draft by hand, encourage your student to mark their changes in their notebook.

1. Read the directions with your student. Explain that your student will review their writing and examine how they can strengthen their report by adding research to better support their ideas. Explain that your student will use the checklist to help them review and revise their report.
2. Review the checklist with your student and discuss how it can help them identify necessary revisions. Remind your student that the questions help them check that their writing addresses the task, purpose, and audience.
3. Encourage your student to mark their draft as they review their text, such as underlining and rewriting text they want to change and crossing out text they want to remove. Provide guidance for using the track changes or comment feature if your student is reviewing their document on the computer rather than a printed version of their text.
4. **IF** your student has difficulty identifying ways to improve their writing, **THEN** reread the draft aloud with your student. Pause after each paragraph and discuss each question in the revising checklist. Discuss the details in your student’s text that relate to each question. Guide your student in identifying ideas that are not strongly supported, and discuss how they could be better supported with evidence from your student’s research. Work with your student to identify facts and details that can directly support the ideas in their report. If your student finds information from a new source, remind them to add the source information to their bibliography.
5. When your student has identified revisions they want to make, conference with them to discuss their ideas and add any needed feedback. After the conference, have your student make the changes in their text.
6. Then, review the research report rubric with your student. Discuss the criteria and guide your student in evaluating their text to determine if additional changes are needed. Discuss any final revisions with your student.
7. When the revisions are complete, have your student read their research report aloud. Discuss how the changes improved your student’s writing.

## Lesson 2: Humans Help Out: Comprehension

### Objective: In this lesson, you will use a chart to integrate information from multiple sources.

#### Key Words

* **primary source** – something created by someone who experiences an event
* **research** – the activity of getting information about a topic
* **secondary source** – something created by someone who did not directly experience an event

#### Explain

1. Read the first few paragraphs with your student. Go over the definition of any boldface terms, paying particular attention to the distinction between primary and secondary sources.
2. Watch the video with your student. Point out that the facts are sorted based on the source of the information.
3. Discuss the vocabulary words with your student. Your student can make a vocabulary list in their notebook to keep track of the meanings of the words they encounter.

#### Explain

Point out the two suggestions on how to determine the meaning of unknown terms: using reference materials or using context clues. Explain that sometimes one method will work better than another, depending on the text.

#### Read the Text

1. Help your student preview the text and set a purpose for reading *Diving to Rescue Coral Reefs*. First, link to the book and talk about the author, title, and the pictures.
2. Remind your student to think about which facts and details are most important and warrant inclusion in a chart.
3. After reading, make sure your student understands that the film is about the beauty and destruction of coral reefs. **IF** your student has difficulty identifying the primary and secondary sources, **THEN** ask if the text they read was created by Michele and Howard Hall (no). Next, ask if the photographs and the movie they came from were created by the Halls (yes). Point out that the movie and photographs are primary sources because they show what the Halls experienced when diving.

#### Check-In

1. Direct your student to *Diving to Rescue Coral Reefs* to answer the questions.
2. **IF** your student has difficulty identifying a healthy and unhealthy coral reef, **THEN** have then reread relevant paragraphs on pages 22 and 24. Remind them that the photos are also a source of information.
3. **IF** your student has difficulty finding evidence about the benefits of coral reefs, **THEN** have them reread, beginning on page 25.
4. **IF** your student has difficulty locating the answer, **THEN** point them to relevant paragraphs on pages 24 and 25.
5. If necessary, review the definition of *secondary source* in order to answer the last question.

#### Practice

1. Read the directions with your student.
2. Have your student use the chart to answer the questions. **IF** your student has difficulty explaining why coral reefs save lives, **THEN** ask questions to guide understanding:What lives around coral reefs? (many sea animals) How do coral reefs help sea animals? (They give food and shelter.) What can humans do with the fish and algae found only in coral reefs? (make food and medicine) Why do scientists visit coral reefs? (to study them) What happens to the beauty of coral when it is unhealthy? (It loses color and turns white.)
	1. What lives around coral reefs? (many sea animals)
	2. How do coral reefs help sea animals? (They give food and shelter.)
	3. What can humans do with the fish and algae found only in coral reefs? (make food and medicine)
	4. Why do scientists visit coral reefs? (to study them)
	5. What happens to the beauty of coral when it is unhealthy? (It loses color and turns white.)

### Objective: In this lesson, you will use a chart to manage information from multiple sources.

#### Key Words

* **primary source** – something created by someone who experienced an event
* **secondary source** – something created by someone who did not directly experience an event

#### Explain

1. Read the introduction with your student. If necessary, make sure your student understands that a primary source offers different kinds of information than a secondary source.
2. Explain how a chart helps manage information from multiple sources. **IF** your student can benefit from a pragmatic example, **THEN** offer them the following analogy: information without a chart is like a drawer of mismatched socks—it is difficult to find what you’re looking for.
3. Help your student understand they can integrate, or combine, the information on a chart.
4. Have your student answer the question. They should be able to recognize that a chart can help them put ideas in their own words and have facts and details at the ready to support those ideas.

#### Check-In

1. Read the scenario with your student.
2. Ensure that your student understands how to read the chart.
3. Have your student use the chart to answer the questions.
4. **IF** your student has difficulty, **THEN** work with them to locate the answers on the chart.

#### Practice

1. Read the directions with your student. Then, have your student read aloud the passages.
2. Have your student use the chart to write key facts and details from the sources. Check your student’s charts for understanding.
3. Read the question with your student. Remind your student to look for ways to integrate information on the chart when answering the question.
4. Review your student’s work. **IF** your student failed to integrate text evidence, **THEN** return to their chart together and ask which details are most important and, therefore, should be combined.

### Objective: In this lesson, you will use context clues to determine the meanings of key words and phrases in an informational text.

#### Key Words

* **context clues** – words and phrases in a text that help a reader figure out the meaning of an unfamiliar word
* **key words** – words or phrases related to a specific topic

#### Explain

**Quick Review**

Your student has already learned that key words are words that are closely related to a topic. Ask your student to tell why it is important to be able to identify key words in a text. (Identifying and understanding the meanings of the key words is important to understanding the meaning of the text as a whole.) Explain that in this lesson, they will learn to use context clues to find the meanings of key words and phrases.

Explain

1. Have your student read the introduction about what context clues are and how they can be used to find the meanings of key words and phrases in an informational text.
2. Be sure your student understands that context clues can include a direct definition of a word, or they can be more subtle clues that hint at the meaning of the word.
3. Help your student locate the hints for *crest* in the paragraph. Point out how the clue word *pointy* is located right next to the word *crest*, but the phrase “on the tops of their heads” is later in the sentence. Explain that context clues are not always located right next to the word. They may occur earlier or later in the sentence, or even in a nearby sentence.
4. Have your student complete Activity 1. **IF** your student has trouble determining the meaning of *migrate*, **THEN** have them identify the definition in the passage. Explain that the words after the comma indicate the meaning of the word.
5. Ask your student to read the photo caption and point to the crest on top of each cardinal's head.

#### Check-In

1. Have your student read the directions. Your student will read a paragraph of informational text and choose the context clues that help them determine the meanings of key words and phrases.
2. Review your student’s answers. **IF** your student does not identify the correct answers, **THEN** ask questions that prompt them: What answer choice has most to do with the key word? Can some or all of the words in the answer choice be used in place of the word and still have the sentence make sense?

#### Practice

1. Ask your student to read the directions and the paragraph of informational text. Your student's task is to identify the context clues that help them determine the meanings of the key words and phrases.
2. Read your student’s answers. **IF** your student cannot identify context clues correctly, **THEN** guide them to look for commas that set off definitions in the text. Remind them that they should also look for words and phrases that explain a concept in other parts of the sentence or even nearby sentences.

### Objective: In this section, you will identify an audio recording to add to your presentation while editing your research report.

#### Key Words

* **audio recordings** – sounds that have been stored so they can be heard again
* **edit** – fix mistakes in your writing
* **presentation** – a talk or speech that shares information about a topic with an audience

#### Explain

**A Note to the Learning Coach**

While your student will be editing their writing today, the focus of this lesson is primarily on planning and adding audio to a presentation of their research report. They will identify an audio recording that could be added to their presentation to engage the audience and enhance the ideas in their report. Before the lesson, you may want to identify a preferred method of recording audio that your student could use during the lesson, such as using the audio recording tool on a smartphone or computer. As an alternative, your student can download existing audio recordings from the internet.

Explain

1. Read the introductory paragraphs with your student. Remind them that they have already revised the draft of their research report. Encourage your student to discuss the revisions that they have made to strengthen their writing. Explain that writers edit their report by fixing mistakes in their writing.
2. Tell your student that in addition to editing their report, your student will also begin to plan a presentation of their report. Explain that your student will soon present their report by reading it aloud and that they will plan their presentation by considering other elements that they could add to support their ideas and information.
3. Read the Editing a Draft section with your student. Explain that they will read their report closely to find and fix language, grammar, punctuation, capitalization, and spelling mistakes in their writing. Discuss ways in which editing is a different task from revising. Point out that in the previous lesson, your student connected their revisions to their task, purpose, and audience. While these elements should also be considered as your student edits their work, they are not as critical, since after all, a misspelled word is a misspelled word, whatever task, purpose, or audience your student’s writing is addressing. **IF** your student is still confused by the difference between the two processes, **THEN** work with them to make a two-column chart with the headings *Revising* and *Editing*. Guide your student to brainstorm different tasks involved in finalizing a text and determine where on the chart they belong.
4. Introduce the editing checklist and explain the questions can help your student identify mistakes in their writing.
5. Note that the checklist does not include every type of mistake that could appear in a text, and that your student should fix any mistake they find in their writing. **IF** your student struggles to remember the language, grammar, punctuation, or spelling rules in the list, **THEN** review the rules with your student.

Encourage your student to apply what they have learned in their grammar and spelling lessons as they edit their research report. You may want to review the following definitions and examples with your student:

* Formal language is language used for formal writing and speaking, such as: *Global warming is the heating of Earth*. Informal language is casual language used in everyday situations and conversations, such as: *I hear the Earth’s getting a lot hotter these days*.
* Domain-specific words are words that relate to a specific subject. The domain-specific terms *climate change* and *global warming* are terms specific to the subject of Earth science*.*
* A direct quote is the use of a person’s exact words and includes quotation marks before and after the speech. A direct quote included within a sentence should include a comma if the speaker is identified before the quote: “The scientist said, ‘Climate change can be slowed if people take action now.’”
* A bibliography has a specific format and style for the listing of the sources a writer used in their research. For example, the following capitalization and punctuation should be used for a web page source:

NASA. “Overview: Weather, Global Warming and Climate Change.” Accessed March 15, 2021. https://climate.nasa.gov/resources/global-warming-vs-climate-change/.

* The style used for each type of source can be checked using the chart within the bibliography lesson or using an online reference, such as the “Notes and Bibliography: Sample Citations” page of the Chicago Manual of Style Online.

Have your student examine how the student edited the draft of her research report. Have your student read each example containing an error in grammar, punctuation, capitalization, and spelling. **IF** your student struggles to identify why the writer needed to make a specific change, **THEN** review the error and the corresponding grammar, punctuation, or spelling rule with your student. Work with your student to answer each question by identifying the mistake and suggesting a way to fix it.

#### Explain

1. Continue to the following screen and read the Planning a Presentation section with your student. Explain that your student will soon present their research report to an audience—you! They might also choose to present their report to others, such as their family members or friends. Discuss how writers plan their presentation by considering the ideas in their report and what they could to add to their presentation to engage their audience and help them learn about the topic. Review the questions with your student and encourage them to share ideas about what could be added to a presentation of their own research report.
2. Continue to the following section, Adding Audio Recordings. Explain that audio recordings are recorded sounds, such as a person’s speech or the sounds of a specific activity, that can be played during a presentation. Discuss how the sound of a person’s voice or a specific sound, such as a roaring fire, can get the attention of the audience, appeal to their senses, and cause them to listen closely.
3. Review the bulleted list with your student to identify different examples of audio recordings that could be added to a presentation of a research report. Guide your student in understanding that an audio recording should directly relate to their topic and the information in their report. Then, discuss the information in the chart to identify ways that your student can find audio recordings or create their own. **IF** your student has not had experience with making an audio recording, **THEN** walk your student through the process of recording their own voice using the audio recording tool on the computer, a smartphone, or other recording device.

**Learning Coach Tip**

Downloading and playing audio recordings from the internet sometimes requires special software. If your student has not had previous experience with audio recordings, you might want to suggest that your student make their own recording of the sound or speech they wish to include in their presentation. For example, if there are a couple of sentences in a speech from a scientist about their topic, suggest that your student record that part of the speech on a smartphone. This allows your student to easily record and play the audio and avoids potential complications with downloading and editing a digital audio file.

#### Check-In

1. Read the directions with your student. Then, have them complete the activity by matching each sentence to the audio recording suggestion that best supports the idea. Have them respond orally.
2. **IF** your student has difficulty identifying audio recordings that support the topic of the research report, **THEN** reread the answer choices with your student. Discuss how each audio recording gives details about the related research report topic to guide your student in correctly completing the activity.

#### Practice

1. Read the instructions for Activity 1 and review the editing checklist with your student. Discuss how they can use the questions to help them identify mistakes in their writing.
2. When your student has completed their editing, review their edits. Identify any additional mistakes that you notice in your student’s writing. Discuss how you were able to identify the error, and talk with your student about how it should be corrected. Then, review the research report rubric and discuss if any further changes should be made in your student’s writing.
3. Continue to Activity 2 and have your student read the instructions for identifying an audio recording for their presentation. Have your student answer the questions to help them brainstorm ideas.
4. Encourage your student to share their ideas and help them select one audio recording that could support the information in their report and add interest to their presentation. Review the rubric with your student and encourage them to explain how their audio recording strongly supports the topic of their report.
5. Have your student explain how they will find or create the audio recording. Provide support and guidance as your student finds or creates the audio recording for their presentation.

## Lesson 3: Helping Humans Out: Speak/Listen

### Objective: In this lesson, you will find information from a variety of print and non-print sources.

#### Key Words:

* **non-print source** – a source that consists mostly of images and sound and uses electronics to share information, such as television, radio, and the internet
* **print source** – a source that consists mostly of text and is often made of paper, such as books, magazines, or newspapers
* **researchers** – people involved in the activity of getting information about a topic
* **variety** – a number of different things

#### Explain

1. Read the introduction with your student. Explain how to access a print source (by reading) and a non-print source (by watching or listening).
2. Review the list of some common print and non-print sources. If necessary, direct your student to real-life examples. Watch the video with your student.
3. Have your student summarize the process the student followed (locate sources, integrate the information).
4. Have your student answer the question. They should be able to recognize that a video is a non-print source. **IF** they need help, **THEN** ask them guiding questions, such as:
	1. Can you watch a print or non-print source? (non-print)
	2. Do you watch or read a video? (watch)

#### Check-In

1. Read the directions with your student.
2. Have your student select the Let’s Practice button to complete the activity.
3. **IF** your student has difficulty answering, **THEN** work with them to locate key information in the Explain section.

#### Practice

1. Read the directions with your student. Your student should be prepared to take notes in their notebook.
2. Allow time for your student to reread *Diving to Rescue Coral Reefs*. Have them take notes as they read.
3. Next, have your student listen to and take notes on the recording of *Turning the Tide*.
4. Work with your student to locate one more non-print source about why coral reefs are dying. Have them take notes.
5. Review all of your student’s notes. Look for main ideas and key facts and details related to the topic.
6. Listen to your student’s summary. **IF** they fail to integrate information, **THEN** help them use their notes to combine ideas and facts where appropriate.

### Objective: In this lesson, you will print or non-print sources in your research.

#### Key Words:

* **non-print source** – a source that consists mostly of images and sound and uses electronics to share information, such as television, radio, and the internet
* **print source** – a source that consists mostly of text and is often made of paper, such as books, magazines, or newspapers
* **researchers** – people involved in the activity of getting information about a topic
* **variety** – a number of different things
* **visual** – an image, such as a photo, illustration, graph, or video

#### Explain

1. Read the introduction with your student. Explain that the scenario is about how a (fictional) town reported on its birthday celebration. Point out the variety of information at the disposal of the town’s citizens.
2. Help your student understand how a variety of sources can reach a broader range of people. **IF** this concept seems confusing to your student, **THEN** guide them with questions, such as:
	1. Some people have difficulty reading. How might a recording or a television show help them get news? (They can see or hear the news.)
	2. Some people don’t have access to the internet. How could they get the news? (They could read a print source.)
3. Have your student answer the questions. Point out that non-print sources, such as visuals and recordings, can add depth of understanding to a topic.

#### Check-In

1. Read the directions with your student.
2. Allow time for your student to read (or reread) *Diving to Rescue Coral Reefs*.
3. Have your student answer the questions. **IF** they have trouble answering, **THEN** you might need to work with them to make connections between the text and the general characteristics of print and non-print sources.

#### Practice

1. Read the directions with your student. Then, have your student read aloud the passage.
2. Listen to your student’s plan. **IF** your student failed to mention a non-print source, **THEN** return to the Explain section and review the definition and examples of non-print sources.
3. Your student should be able to explain that non-print sources can enrich the theme and main idea of a topic.

### Objective: In this lesson, you will practice reading fluently.

#### Explain

You can use the simultaneous oral reading method, the repeated reading technique, and partner reading to increase reading speed, enhance comprehension, and enable students to become independent and self-confident readers. Use one of these strategies daily.

Simultaneous Oral Reading

1. Identify a short story or passage your student can read with no more than one error.
2. Preview the text by discussing the title, topic, illustrations, and any challenging vocabulary.
3. Explain that the two of you will read a section of the text together.
4. Read a section of the text aloud, using good expression, while your student follows along with a finger or pencil eraser.
5. Read the text aloud together, trying to keep your voices the same. Track the text with your finger, leading your student along.
6. Repeat Step 5 two or three times, until your student is ready to read the text independently.
7. Have your student read aloud to you.

Repeated Readings

1. Identify a short story or passage your student can read with no more than one error.
2. Preview the text by discussing the title, topic, illustrations, and any challenging vocabulary.
3. Ask your student to read aloud for one minute.
4. Count and record how many words your student read correctly within one minute.
5. Over the next two days, have your student read the same passage. Each time they read the passage, count and record the number of words read within one minute.
6. When your student has increased the number of words read within one minute by ten percent or more, choose a new passage.

Partner Reading

1. Identify a short story or passage your student can read with no more than one error.
2. Explain to your student they will be the “Reader” and you will be the “Coach”.
3. Sit side-by-side and hold the text with your student.
4. Have your student read an agreed-upon section of the text.
5. As the Coach, follow along and watch for mistakes. When the Reader makes a mistake, either provide the word or ask the Reader to “check that word” and try again.
6. When the text is finished, return to the beginning and, page by page or section by section, ask the Reader what happened or what each part was about.
7. Exchange roles with your student, allowing your student to become the Coach.
	1. Role-play making mistakes and remind the Coach what to say when a mistake is made.
	2. Demonstrate reading at a comfortable speed, reading with expression, and understanding what is read.
	3. When the text is finished, return to the beginning and allow the Coach to ask what each page or section was about.

#### Activities

1. You may wish to have your student record in their notebook responses to the texts that they read independently. Do not plan to grade their responses, but check in from time to time to see how your student is progressing.
2. Depending on the book your student chooses, you may assign one or more of the independent reading activities or allow your student to select from the activities listed.

### Objective: In this lesson, you will add visuals to the presentation of your research report.

#### Key Word

* **visuals** – images or displays that show information

#### Explain

1. Have your student read the opening paragraph. Review that they have completed their research report by revising and editing their draft. Invite your student to describe the audio recording that they identified for their presentation in the previous lesson and explain how it supports the topic of the report. Explain that your student will now add visuals to the presentation of their report.
2. Read the next two paragraphs with your student and discuss different types of visuals that can be added to a research report. Review the chart together and discuss how the examples show how each visual could be used to show ideas or information in a report about climate change. **IF** your student is unfamiliar with some kinds of visuals in the chart, such as graphs or diagrams, **THEN** provide a detailed description or look up an example on the internet, such as an example of a diagram or an informational poster that a child has made. If time permits, have your student reread the student model “Solving Climate Change” and then discuss how each example shows an important idea in the student’s research report.
3. Discuss how writers choose a visual based on how it can support the information in their report and help readers better understand the topic. Examine the bulleted questions with your student and discuss how the questions can help them identify visuals that can build the audience’s interest in the topic and help them better understand ideas in the report. Have your student answer the question to reinforce that the visuals in a presentation should support the topic of the research report.
4. Continue to the next screen and read the Finding Visuals section with your student. Discuss ways that visuals can be found, such as searching in books or on the internet. Then, discuss which kinds of visuals your student could create. Talk about the advantages of creating an original visual, explaining that the information could be specific to the facts and details in the research report.
5. Discuss how combining images into a display, such as a slideshow, can be a particularly useful tool in conveying information within a presentation. Point out that while your student might locate specific images online, they will likely need to create a display themselves using the images they have compiled. As needed, review the steps for doing so with your student.
6. Conclude the lesson by reminding your student of the importance of citing sources for each visual they include in their report and presentation. Remind your student that they have already seen how visuals can serve the same purpose as a text detail; it stands to reason, then, that the visual would also need to be cited. Explain that your student will be able to add any needed citation to their bibliography.

#### Check-In

1. Read the directions with your student. Explain that they will read the sentences about information in the student model. Then, your student will select the visual that best shows the information.
2. **IF** your student struggles to identify the visual that Sonia could use in her presentation, **THEN** reread the sentence and the answer choices with your student. Guide your student in identifying the visual that relates to the specific fact or detail in the sentence.

#### Practice

1. Have your student read the directions. Explain that they will include a minimum of two visuals in the presentation of their report. Point out that they can also include the visuals in the text; however, depending on the format, it may be more difficult to embed a display into the text of the report. Review the steps that your student can follow to identify visuals for their presentation.
2. Observe as your student marks ideas or information in their report and makes a list of ideas for visuals. **IF** your student struggles to identify information that is suited for a visual, **THEN** work with your student as they review their report. Guide them in identifying ideas or details that could be shown visually to the audience. Provide support as your student brainstorms ideas for visuals that can help the audience picture these ideas and details.
3. When your student has finished, review their report and list of ideas. Invite your student to identify the visuals that they think are the best for their presentation. Encourage your student to explain how the visuals strongly support the topic of their report.
4. Finally, afford time for your student to find or create their visuals. Provide support as needed with finding, printing, or copying visuals from print or online sources or with using any needed digital application to create a display.
5. Check to make sure your student has any needed information necessary to write a citation for each visual source. Provide support as your student creates the citations and adds them to their bibliography.

## Lesson 4 Helping Humans: Fluency

### Objective: In this lesson, you will answer literal questions to integrate new information from print and non-print sources.

#### Key Words:

* **literal question** – a question that can be directly answered
* **non-print source** – a source that consists mostly of images and sound and uses electronics to share information, such as television, radio, and the internet
* **print source** – a source that consists mostly of text and is often made of paper, such as books, magazines, or newspapers

#### Explain

1. Read the scenario with your student. Explain that a cookbook is an informational text. It is also a print source. Further explain that some people make informational videos about cooking and other skills. Those videos are considered non-print sources.
2. Have your student answer the question. Point out to your student that they themselves just returned to the text to locate an answer.

#### Explain

1. Extend your conversation about print and non-print sources by reading the next few paragraphs. **IF** your student needs help differentiating between the two kinds of sources, **THEN** remind them that they can read a print source but have to watch or listen to a non-print source.
2. Have your student read about expression. Model reading with expression, if necessary.
3. Next, tell your student that you will watch a video together. Ask them to listen for ways the student asks and answers literal questions. Remind them that a literal question is one whose answer can be found directly in the text.

#### Check-In

1. Read the directions with your student. Explain that the answer choices will be in the form of questions and that they will be selecting two answers.
2. Have your student select the Let’s Practice button and complete the activity.
3. Listen as your student reads the passage aloud. Encourage them with positive feedback.

#### Practice

1. Have your student read the passage aloud. Monitor their reading to see if they are reading with expression.
2. Have your student use the passage to answer the questions.
3. Your student may ask any question as long as the answer can be found in the passage. **IF** your student needs help generating a question, **THEN** encourage them to begin the question with *who, what, when, where, why*, or *how.* Your student may find it easier to start with a detail and formulate a question that will arrive at it.
4. For Questions 2 and 3, discuss the answers to the question with your student and have them locate places in the text that provided the information to answer them.
5. **IF** your student has difficulty answering Question 4, **THEN** return to the Explain section and help them realize that the process is nearly identical to that of a print source; they just need to watch or listen again as opposed to rereading.

### Objective: In this lesson, you will ask literal questions about print and non-print sources to integrate new information.

#### Key Words:

* **literal question** – a question that can be directly answered
* **non-print source** – a source that consists mostly of images and sound and uses electronics to share information, such as television, radio, and the Internet
* **print source** – a source that consists mostly of text and is often made of paper, such as books, magazines, or newspapers

#### Explain

1. Read the first few paragraphs with your student. Go over any boldface terms. In particular, ensure that your student understands that the word*literal* means “exact.”
2. Review the “5Ws and 1H” strategy with your student. **IF** your student needs further explanation,**THEN** model the strategy with a familiar and short text.
3. Help your student understand that they can integrate information from different places in a text in order to answer a question.

#### Check-In

1. Read the directions with your student. Have your student copy the chart in their notebook.
2. Allow time for your student to read *Diving to Rescue Coral Reefs*.
3. Then, have your student complete the chart by finding answers to the questions directly in the text. Point out to your student that they can integrate information when they answer.
4. Remind your student to answer in complete sentences.
5. **IF** your student has difficulty answering, **THEN** help them locate the information in the text.

#### Practice

1. Read the directions with your student.
2. Allow time for your student to listen to the recording of *Turning the Tide.*
3. **IF** your student has trouble forming questions, **THEN** have them return to the Explain section and review the “5Ws and 1H” strategy.
4. Review your student’s work. Any question is acceptable as long as the answer can be found directly in the text.

### Objective: In this lesson, you will use reference materials to determine the spellings, pronunciations, and meanings of key words and phrases in an informational text.

#### Key Words

* **antonyms** – words with opposite meanings
* **dictionary** – a reference source that lists meanings of words
* **glossary** – a reference source that lists meaning of words from a particular source
* **synonyms** – words with the same or similar meaning
* **thesaurus** – a reference source that lists synonyms and antonyms of words

#### Explain

1. Have your student read the introduction to identify the common types of reference materials people use to find meanings of words: glossary, thesaurus, and dictionary.
2. Focus on the features of a dictionary entry, and make sure your student understands the different things a dictionary can be used for. They should be able to find the correct spelling, pronunciation, part of speech, meaning, and sample sentence in a dictionary. a print or digital dictionary Make sure your student has so they can look up words.
3. Ask your student to answer Question 1. **IF** your student has trouble using the dictionary entry to find the part of speech, **THEN** explain that the part of speech is listed before the meaning and after the pronunciation.

#### Check-In

1. Have your student read the directions and paragraph of informational text as they complete the interactive multiple-choice questions. Your student will choose the correct spelling, pronunciation, and meaning of the key word *amphibian*.
2. Review your student’s answers. **IF** your student does not identify the correct answers, **THEN** ask questions that prompt them, such as: What reference source did you use to find the meaning of *amphibian*? How did you look up the word *amphibian* in the dictionary?

#### Practice

1. Ask your student to read the directions and paragraph. Their task is to look up the word *nutrient* in the dictionary to determine and verify its spelling, pronunciation, and meaning.
2. Read your student’s answers. **IF** your student cannot find the word *nutrient* in a print or digital dictionary, **THEN** guide them to use the spelling of the word in the sample paragraph to help them find the entry in the dictionary.

### Objective: In this lesson, you will present the information you have learned from research.

#### Key Words

* **pace** – how slowly or quickly something happens
* **presentations** – activities where ideas and information are shared with others in a formal way
* **tone** – the feeling expressed by the words that someone uses in writing or speaking

#### Explain

In this lesson, your student will prepare and practice before presenting their research report to you. Prior to the lesson, you may want to make sure your student has notecards to use during the presentation. You may also want to print your student’s report if they wrote their draft using a word processing program, or make a copy of your student’s handwritten draft of their report. Make sure your student’s revisions and edits are included. Your student will benefit from having a printed version of their text to read during their presentation and to use as they mark and make notes in their report.

Explain

1. Read the first two paragraphs with your student. Discuss the differences between a written report and a presentation, as well as why writers might choose to present their work and how the presentation can add to the ideas and information in the report. Invite your student to explain how presenting their research report to an audience is different from giving their research report to others to read on their own. Discuss how a presentation provides a special opportunity for writers to share their knowledge of the topic with other people.
2. Review the work your student has completed thus far by reading the last introductory paragraph with them. Invite your student to explain the audio recording and visuals that they have chosen or created for their presentation. Explain that your student will now prepare, practice, and give the presentation of their research report.
3. Continue by having your student read the Using Your Voice section. Discuss how your student can use their voice to engage their audience and share information about their topic. **IF** your student struggles with the concepts of tone and/or pace, **THEN** play an audio clip of a text being read aloud (or demonstrate yourself). Guide your student in recognizing elements of the reading that create tone and pace, and talk together about the effects of each on your student’s understanding of the content.

#### Explain

1. Review and discuss each of the steps for preparing and practicing the presentation. **IF** your student does not understand how notecards can be a valuable presentation tool, **THEN** provide support by discussing how your student will introduce themselves and their report at the beginning of the presentation. Guide your student in writing the main points they will say on a notecard. Then, continue by helping your student make a notecard with notes about their audio recording (if your student plans to explain it to the audience) and each of their visuals. Remind your student that they should not write and read sentences from their notecards during their presentation. Instead, they should use the notecards as reminders of the main points they want to tell the audience while they are presenting their information.
2. Continue to the Present Your Research Report section. Review the tips in the bulleted list to identify what your student should do during their presentation. Explain that your student should use these tips as they practice their presentation, too. **IF** your student struggles to understand or apply the tips, **THEN** provide an example for your student. For example, read a paragraph of your student’s report and model looking up from the text to make eye contact, speaking clearly and at a steady pace, varying the tone of your voice but keeping it at an audible volume, and having a relaxed and happy demeanor as you read. Then, have your student practice applying the tips as they read their report on their own.
3. Finally, discuss how your student will set up for their presentation before they begin. Check in with your student to see if they have any questions about how they will practice and present their report.

#### Check-In

1. Read the directions with your student. Explain that they will read each sentence and identify if it is true or false. If the sentence is false, then your student should rewrite the sentence so that the statement is true. Direct your student to write the answers in their notebook.
2. **IF** your student has difficulty determining if a statement is true or changing a sentence to make it true, **THEN** review presentation tips in the lesson with your student. Help your student identify what they should do during their presentation and apply that information to the respective sentence in the activity. Provide support as needed as your student rewrites the sentences.

#### Practice

1. Have your student read the directions and follow the steps to prepare and practice their report. Make sure that your student has their printed or copied draft with their revisions and edits. Observe as your student prepares and practices their report, and provide support as needed.
2. Review the last row of the research report rubric with your student and encourage them to explain how their presentation will meet the elements identified in the rubric.
3. Allow time for your student to set up their presentation and provide technical support as needed. If possible, plan to make a video recording of your student’s presentation using a smartphone or other recording device. Discuss a cue that your student can give you, such as a nod, when they are ready for you to begin recording and when you should stop the recording at the end of their presentation.
4. When your student is ready, have them give the presentation of their report. **IF** your student loses their place while reading or makes a mistake, **THEN** encourage them to continue where they left off. Provide encouragement for your student during their presentation by smiling and listening attentively.
5. After the presentation, ask a question about their research report or the knowledge they have gained about the topic through their research. Pose your question in a pleasant tone and encourage your student to share information that they are proud to have learned or that they find particularly interesting about their topic.
6. When your student is finished, review their presentation and ask them to assess their own work and tell what they thought they did well and what they would like to improve next time. If you recorded their presentation, rewatch the recording, stopping as needed to provide feedback. End the lesson by praising them for all of the time and hard work they have devoted to the presentation of their research report.

## Lesson 5: Humans Helping Out: Write

### Objective: In this lesson, you will publish your research report.

#### Key Words

* **publish** – make a final copy of a written work to share with others
* **title page** – a page before a written work that identifies the title and author

#### Show What You Know

In this lesson, your student will finish this sequence of writing process lessons by publishing their research report and submitting it to be graded. Their published report will include all the revisions and edits that they have made to their writing, as well as their bibliography and audio recording and visuals they compiled. If your student previously wrote their revisions and edits on a printed copy of their text or in their notebook, make sure that your student has their revisions and edits available during the lesson.

Show What You Know

1. Read the introductory paragraphs and discuss how your student has gained knowledge of their topic through their research and shared what they have learned in their research report and presentation. Explain that your student will now publish their writing. Help your student understand that publishing a written work means that the author prepares a final written version and shares it with a wider audience.
2. Have your student read the Add a Title section. Discuss how a title helps readers identify what the report will be about. Then, review the chart and discuss different ideas that authors can consider as they title their work. **IF** your student struggles to understand how a title reflects the topic or central idea of a report, **THEN** use the student model as an example. Remind your student that they have read Sonia’s research report, “Solving Climate Change.” Explain that Sonia chose a title that reflects her central idea: Climate change is a problem that must be solved. Then, discuss how the title helps readers know that the report is about climate change and how it is being solved.
3. Discuss why authors include a title page in their report, and invite your student to share an experience of adding a title page to a text they have written. Explain that the title page comes before the report and lists the title and author’s full name. Talk with your student about how the title page gives the report a formal and finished look.
4. Have your student read the Finalizing Your Writing section and review the steps for publishing the final copy of a report. If your student has used a word processing program for their rough draft, have them use this document for their final draft. If your student has written their report in their notebook, help them open a new document in a word processing program on their computer or tablet.
5. Review the formatting information in the chart with your student. **IF** your student has difficulty understanding how to format their work, **THEN** open a new or existing document to provide an example. Walk through how to center text for the title page and the title of the bibliography, use the tab key to indent, adjust the line spacing to the desired amount (it should be at least 1.15 lines), and check the margins. Most documents are automatically formatted to have one-inch margins, so they will not likely need to be adjusted in your student’s document. Provide support in helping your student check the formatting of their bibliography. You can use an online reference, such as the bibliography of a sample paper on the Purdue Online Writing Lab (OWL) website or other online reference. Guide your student in making sure that the title “Bibliography” is centered, their sources are in alphabetical order by the author’s last name or organization that published or posted the information, the source information is single-spaced with two spaces between sources, and the first line of the sources is not indented but the following lines are indented. **IF** your student needs help visualizing a bibliography, **THEN** review the bibliography of the student model, “Solving Climate Change.”
6. Continue by discussing ways that your student can share the final copy of their report with others when it is finished. Review the list and discuss a variety of ways that your student can publish their work by printing, emailing, or posting their report on an online site. Discuss other ways that authors can use technology to publish their research reports. Have your student complete the Show What You Know activity in their notebook. Explain that your student will now plan how they will publish their research report. Review the list of what their plan should include. **IF** your student struggles to identify specific steps for their plan, **THEN** review the information on the first page of the lesson. Guide your student in identifying the information that can help them complete each part of their plan. When they are finished, review your student’s plan and encourage them to explain the steps they have listed. Help your student identify any steps they have forgotten and guide them in adding them to the plan.

If circumstances prevent your student from being able to use a word processor, they can handwrite their report. Make sure they use cursive, and encourage them to apply the various formatting rules noted in this section of the lesson. They should leave space in their text for any visuals that they are able to attach to the handwritten text.

Assess how successful your student was in completing the activity by considering the following:

* **Very Successful** – Your student was able to create a publishing plan with little support. The steps your student listed are comprehensive and in a logical order.
* **Moderately Successful** – Your student needed some help creating a publishing plan. The steps your student listed are in a logical order, but your student forgot several important steps for publishing their final copy.
* **Less Successful** – Your student struggled to create a publishing plan. Your student was unable to identify many steps that they could follow to publish their final copy, and the steps were not in a logical order.

#### Try This

Since this is an open-ended activity, use your assessment of your student’s performance in the Show What You Know activity to guide your student’s approach to completing the Try This activity.

* **Less Successful** – Review the lessons. Return to some of the Check-In and Practice exercises in the unit to reteach the concepts that your student did not master. Provide additional support for your student by working with them to create their writing plan, guiding them in identifying each step that they should take to publish their final copy. Observe your student closely as they follow the plan to publish their report, providing help as needed. Take time to discuss how their report should be formatted and review how each part of their report should appear on the page.
* **Moderately Successful** – Review your student’s publishing plan and help your student identify the steps that they forgot to include. Then, use the chart to review formatting guidelines with your student. Provide additional support as needed as your student follows their revised writing plan to publish their report.
* **Very Successful** – Have your student complete the Try This activity as independently as possible. Reread the instruction from Show What You Know as necessary.
1. Have your student read the instructions. Remind them to follow each step of the publishing plan they created in the Show What You Know activity. When your student has finished writing the final copy of their report, review the bullet points with your student to ensure that their final copy includes all the parts of the report and none have been forgotten.
2. Then, review your student’s final copy and encourage your student to explain how they produced their final copy, how they reviewed it, and what final corrections or changes they made to their writing.
3. Examine the research report rubric with your student and encourage them to explain how their report meets the criteria identified in the rubric. Help your student identify any mistakes or missing elements in their report.
4. Have your student then explain how they plan to share their work with others, such as by printing, emailing, or posting their report online. Afterward, assist your student in submitting the final copy of their research report. Help your student convert it to a digital format by saving the document in a PDF format. Then, guide your student in submitting their research report in their Drop Box. Any audio, image, or video files not embedded into the report should be converted to digital format and submitted with the report.
5. Once complete, take time to celebrate your student’s hard work and success in completing and publishing their research report. Talk with your student about what they most enjoyed learning about through their research and how their experience has helped them learn about the world.

#### Review

1. Review each learning goal with your student.
2. Read the information on the page with your student. For each skill area that your student struggles with, suggest they go back into the lesson and create a concept web. In the inner square, have your student write the topic. In each outer square, your student should write important information about the topic. Your student can review the concept webs when it is time to take the Online Practice.
3. **IF** your student struggles with certain topics, **THEN** review the lessons that cover the topics. Be sure to revisit all the activities, including Check-In and Practice items.
4. Encourage your student to think about the strategies that were most helpful in learning the new skills. If your student needs prompting, ask about examples from the following list:
	1. connecting new material to what they learned before
	2. asking and answering questions about information in the sources you find
	3. using context clues to determine the meaning of key words and phrases
	4. setting a goal for each learning session
	5. using a graphic organizer when gathering information from different sources for research
	6. thinking about when to use informal and formal language in writing

#### Practice

Review the results of the online practice with your student. Identify areas that your student has mastered and areas that require more practice. Review relevant lessons; then have your student reattempt items that were missed during the Online Practice.

#### Reflect

1. Guide your student to write a reflection using the sentence starters provided on the slide. **IF** your student has trouble identifying an area of difficulty or an area where more practice is needed, **THEN** refer back to earlier practice activities and scored assignments. **IF** your student struggles with the writing portion of the activity, **THEN** work with them to choose a sentence starter and complete it together. Have your student write the rest of the sentences independently. Read their paragraph and give praise for their effort and thoughtful work.

Example Reflection

When I am not sure about the meaning of a word, I learned that there are a few ways I can find out its meaning. First, I should look in the sentences around the word for clues about the word’s meaning. These clues can be other words that mean the same thing as the key word. Or they can be phrases that tell the definition of the word. If I can’t find these clues in the text, I can look at a dictionary. It can tell me the meaning, spelling, and how to say the word.