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| **Lesson Title**: **Conservation**Writing an Expository Paragraph**Created by: Amy Elston** | **NRS Level of Lesson: 2 & 3****(120-180minutes)** |
| **Intended Modality:** (check all that apply)X In-person X Virtual X Hybrid  |
| **Content Area(s)** | **Targeted** [**IL ABE/ASE Content Standards**](http://www.excellenceinadulted.com/resources/abease-curriculum-project/) |
| **Reading** | **3.R.CI.3** Identify and use structure of text to increase understanding**a)** Describe overall structure of events, ideas, concepts, or information in a text or part of a text. |
|  | **3.R.CI. 4** Identify cause/effect signal word in sentences (e.g., as a result, because, consequently, therefore, caused, thus). |
|  | **3.R.CI.1** Demonstrate the use of variety of comprehension strategies to increase understanding of text.c) Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text including what happened and why based on specific information in the text. |
| **Writing** | **3.W.PD.3** With some guidance and support from instructors and peers, use technology, including the internet to produce and publish writing as well as to interact and collaborate with others |
| **Speaking and Listening** | **3.S.CC.2** Understand the key points of discussions.**b)** Paraphrase and summarize portions as text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.**c)** Identify the reason and evidence a speaker provides to support a particular point |
| **Writing** | **2.W.TT.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**a)** Introduce a topic and group related information together; include illustrations, when useful or aiding comprehension**b)** Develop the topic with facts, definitions, and details**c)** Use linking words and phrases (e.g., also another, and more but) to connect ideas within categories of information. **d)** provide a concluding statement or section |
| **Integrated** [**Essential Employability Skills**](https://www.illinoisworknet.com/DownloadPrint/ILEssentialEmployabilitySkills-Handout.pdf) |
| X Personal Ethic *(Integrity, Respect, Perseverance, Positive Attitude)* | X Teamwork *(Critical Thinking, Effective & Cooperative Work)* |
| □ Work Ethic *(Dependability, Professionalism)* | X Communication *(Active Listening, Clear Communication)* |
| **Lesson Objectives *(Students will be able to)****:* * Identify cause and effect relationships within a text and the signal words that link them
* Explain the necessity for conservation as described in text and other media
* Describe in written form how and why people should conserve based on evidence from articles and videos and publish in a Google Slide presentation
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| **Engagement is not “one size fits all.” How are you providing multiple ways to engage all learners? Click on** [**Multiple Means of Engagement**](https://udlguidelines.cast.org/engagement) **to learn more about providing options for learners and explain how you are including this below:****Lesson Activity 1a)** Students can decide how to learn Cause and Effect Text structure through direct instruction or work at their own pace with Edpuzzle **Lesson Activity 1b)** Students can use closed captioning and adjust speed of video**Lesson Activity 2c)** Students can listen to or read Readworks text**Lesson Activity 2d, 4)** Students can work with a partner or independently**Lesson Activity 5)** Students can choose to learn independently or through direct instruction |
| **Key Vocabulary**: conserve absorb digest effect result consequencebiodiversity  |
| **Instructional Materials:*** Google Doc [**What are … of Climate Change Guiding Questions**](https://docs.google.com/document/d/1iUywQbqpp2Map7ofOVAXkC9RIBTpiNtVWUA4SaQAesM/edit?usp=sharing)

<https://docs.google.com/document/d/1iUywQbqpp2Map7ofOVAXkC9RIBTpiNtVWUA4SaQAesM/edit?usp=sharing>* Google Doc [**The Great Pacific Garbage Patch Guiding Questions**](https://docs.google.com/document/d/1C3xGEKMz3s-kSrsBagFDgJ2fjskQ9QmAbJQ3lYQ7y70/edit?usp=sharing)

<https://docs.google.com/document/d/1C3xGEKMz3s-kSrsBagFDgJ2fjskQ9QmAbJQ3lYQ7y70/edit?usp=sharing>* Google Slides [Writing an Informational/Expository Paragraph Graphic Organizer](https://docs.google.com/document/d/1Ac6hz-sqrQCQhfluR1FhFNuw6qSaj1GQ1xIoreRyTRw/edit?usp=sharing)

<https://docs.google.com/document/d/1Ac6hz-sqrQCQhfluR1FhFNuw6qSaj1GQ1xIoreRyTRw/edit?usp=sharing>* Google Doc [**Self-Paced Checklist**](https://docs.google.com/document/d/1dvnGhut7o9u8crpPKYgqCvAHUaN8A_cKWPOO90I8Ar8/edit?usp=sharing)

<https://docs.google.com/document/d/1dvnGhut7o9u8crpPKYgqCvAHUaN8A_cKWPOO90I8Ar8/edit?usp=sharing>* Jamboards

**Websites:** * [Readworks.org](https://www.readworks.org/) Create a free account

Readworks[**“Dead Zone”**](https://drive.google.com/file/d/12pAG23-C53peXCXiBe34C8ZdC42nEOL2/view?usp=sharing)<https://drive.google.com/file/d/12pAG23-C53peXCXiBe34C8ZdC42nEOL2/view?usp=sharing>Readworks [**“What a Dump!”**](https://drive.google.com/file/d/16lOv811keU7bP7Fpi03-GRPw8FFzStGk/view?usp=sharing)<https://drive.google.com/file/d/16lOv811keU7bP7Fpi03-GRPw8FFzStGk/view?usp=sharing>Readworks **“**[**Earth’s Helpers”**](https://drive.google.com/file/d/1iQam4-DNNo3SEAjULhLzZTsEpbt67N68/view?usp=sharing)<https://drive.google.com/file/d/1iQam4-DNNo3SEAjULhLzZTsEpbt67N68/view?usp=sharing>* [**EdPuzzle Cause and Effect**](https://edpuzzle.com/media/5fc5953f871ca440887e6e3a)

<https://edpuzzle.com/media/5fc5953f871ca440887e6e3a>**Videos:*** [**What are the Causes and Effects of Climate Change**](https://www.youtube.com/watch?v=G4H1N_yXBiA)

<https://www.youtube.com/watch?v=G4H1N_yXBiA>* [**The Great Pacific Garbage Patch**](https://www.youtube.com/watch?v=MnCbTTTi7ic)

<https://www.youtube.com/watch?v=MnCbTTTi7ic> |
| **Lesson Activities:** 1. **Introduce the Cause and Effect text structure**
2. **Students can choose between direct instruction as the teacher guides students through** [**EdPuzzle Cause and Effect**](https://edpuzzle.com/media/5fc5953f871ca440887e6e3a) **as a class or work at their own pace through the** [**EdPuzzle Cause and Effect**](https://edpuzzle.com/media/5fc5953f871ca440887e6e3a)
3. **Students practice identifying cause and effect relationships after watching video “**[**What are the Causes and Effects of Climate Change**](https://www.youtube.com/watch?v=G4H1N_yXBiA)**”** (students can watch independently or as class. Be sure to show closed captioning option and speed control)

**Have students use** [**What are … of Climate Change Guiding Questions**](https://docs.google.com/document/d/1iUywQbqpp2Map7ofOVAXkC9RIBTpiNtVWUA4SaQAesM/edit?usp=sharing) **as they watch.** (Option for face to face classes: Students write responses to guiding questions on post-it notes and put on question posters around the room or under the corresponding questions written on the board. This offers an opportunity for students to get up and move.)Option for virtual or online classes is to have students enter responses on Jamboard)1. **After watching video, discuss as whole class cause and effect relationships found in video -**[**What are … of Climate Change Guiding Questions**](https://docs.google.com/document/d/1iUywQbqpp2Map7ofOVAXkC9RIBTpiNtVWUA4SaQAesM/edit?usp=sharing) **can help with this**
2. **Introduce topic of Conservation**
3. **Write the word CONSERVATION on a white board and create a Word Web with students brainstorming all that comes to mind when from the word CONSERVATION.** (Give students option to write words themselves or say aloud)
4. **Add some of the generated words to the vocab list as necessary**
5. **Students read or listen to article from Readworks** [**“Dead Zone”**](https://drive.google.com/file/d/12pAG23-C53peXCXiBe34C8ZdC42nEOL2/view?usp=sharing) **making note of use of Cause and Effect relationships in text**
6. **Independently or with a partner complete the Readworks Cause and Effect Question set that accompanies the “Dead Zone” article**

(Instructor checks responses informally by checking on groups and addressing struggles or explaining cause and effect again as needed**)**1. **Build background knowledge on Pacific Garbage Patch by watching video** [**The Great Pacific Garbage Patch**](https://www.youtube.com/watch?v=MnCbTTTi7ic) **and** [**The Great Pacific Garbage Patch Guiding Questions**](https://docs.google.com/document/d/1C3xGEKMz3s-kSrsBagFDgJ2fjskQ9QmAbJQ3lYQ7y70/edit?usp=sharing)(Option for face to face classes: Students write responses to guiding questions on post-it notes and put on question posters around the room or under the corresponding questions written on the board. This offers an opportunity for students to get up and move. Students can also choose to give answers orally. Option for virtual or online classes is to have students enter responses on Jamboard. Students can also choose to give answers orally.)
2. **Students read or listen to article from Readworks** [**“What a Dump!”**](https://drive.google.com/file/d/16lOv811keU7bP7Fpi03-GRPw8FFzStGk/view?usp=sharing) **independently or in small groups and answer attached questions in writing or orally in small groups**. (Instructor can monitor responses in groups or have whole class discussion about responses to text questions.

Option for face to face classes- toss paper ball to person to have them answer question- always allow an option to toss the ball again rather than answer, but limit toss aways to two. And limit number of times a student can respond to allow for more to participate)1. **Informational or Explanatory Writing:** (Lots of options for students here. Students can work at their own pace through this, follow direct instruction by instructor, or switch between the two options:
2. **Whole class instructor guided practice converting questions or prompts into answers, topic sentences, or main ideas. Using** [**Readworks Earth’s Helper**](https://drive.google.com/file/d/1iQam4-DNNo3SEAjULhLzZTsEpbt67N68/view?usp=sharing) **students can read or listen to text and work individually or with a partner to convert questions into answers with complete thoughts.**

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| **Teacher guided instruction**  | **Student self-paced (provide self-paced students with** [**Self-Paced Checklist**](https://docs.google.com/document/d/1dvnGhut7o9u8crpPKYgqCvAHUaN8A_cKWPOO90I8Ar8/edit?usp=sharing)**)** |
| 1. **Instructor uses Google slides** [**Writing an Expository Paragraph**](https://docs.google.com/presentation/d/1HTCU5RpO8W297iCI8L_dbWDQUlxumVAl/edit?usp=sharing&ouid=111903723876117670072&rtpof=true&sd=true) **show to introduce writing an informational or expository text.**
 | **Students can work through Google slide independently at own pace**[**Writing an Expository Paragraph**](https://docs.google.com/presentation/d/1HTCU5RpO8W297iCI8L_dbWDQUlxumVAl/edit?usp=sharing&ouid=111903723876117670072&rtpof=true&sd=true) **Check for clarity if needed** |
| 1. **Use graphic organizer to guide paragraph** [**Writing Informational/Expository Paragraphs**](https://docs.google.com/document/d/1Ac6hz-sqrQCQhfluR1FhFNuw6qSaj1GQ1xIoreRyTRw/edit?usp=sharing) **To organize ideas and respond to the prompt**
* **Show students how to use voice to text or show video** [**Voice to type feature in Google.**](https://www.youtube.com/watch?v=LIz9UWi5z4w)
 | **Use graphic organizer to guide paragraph** [**Writing Informational/Expository Paragraphs**](https://docs.google.com/document/d/1Ac6hz-sqrQCQhfluR1FhFNuw6qSaj1GQ1xIoreRyTRw/edit?usp=sharing)**To organize ideas and respond to the prompt*** **Use voice to text, watch video** [**Voice to type feature in Google**](https://www.youtube.com/watch?v=LIz9UWi5z4w) **if needed.**
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| 1. **Allow students to use information from previous videos and Readwork articles as well as additional videos and Readworks articles provided in the notes section below. This can then be used in the supporting details section of the text.**
 | **Student uses information from previous videos and Readwork articles as well as additional videos and Readworks articles provided in the notes section here. This can then be used in the supporting details section of paragraph.** |
| 1. **Allow students to share with a peer editor using** [**Peer Edit/Self Edit Checklist**](https://drive.google.com/file/d/1HhqRWQewFQsyCypz7Viywq3pmxnXA6VX/view?usp=sharing) **to review the paragraph.**
 | **Allow students peer edit paragraph using the** [**Peer Edit/Self Edit Checklist**](https://drive.google.com/file/d/1HhqRWQewFQsyCypz7Viywq3pmxnXA6VX/view?usp=sharing) **or review checklist independently and share with instructor.** |
| 1. **Show quick and easy steps for creating a Google Slide and offer option for students to Students review video** [**How to Quick Tutorial for New Google Slides Presentations**](https://www.youtube.com/watch?v=kYA6GLAzz9A) **from 2:57-10:14 in the video**
* **Students may also watch** [Speech to text tool for Google Slides](https://www.youtube.com/watch?v=9-rt9do6PeY) **video if this is a feature they would like to use.**
 | **Students review video** [**How to Quick Tutorial for New Google Slides Presentations**](https://www.youtube.com/watch?v=kYA6GLAzz9A) **from 2:57-10:14 in the video*** **Students may also watch** [Speech to text tool for Google Slides](https://www.youtube.com/watch?v=9-rt9do6PeY)  **video if this is a feature they would like to use.**
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| 1. **Students create a** [**Conservation Google Slide**](https://docs.google.com/presentation/d/18AEPlLIiTDMsEXEKI1-F_O-Yqx9Y0vzWzLdHiWo2bEc/edit?usp=sharing) **displaying paragraph and enhancing with pictures.**
 | **Students create a** [**Conservation Google Slide**](https://docs.google.com/presentation/d/18AEPlLIiTDMsEXEKI1-F_O-Yqx9Y0vzWzLdHiWo2bEc/edit?usp=sharing) **displaying paragraph and enhancing with pictures** |

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| **Learners vary in the way that they react to and grasp information that is presented to them. Click on** [**Multiple Means of Representation**](https://udlguidelines.cast.org/representation) **to explore ways that you can provide options for representing content and explain how you are including this below:** **Lesson Activity 1b, 3, 5c)** Students can use closed captioning and adjust speed of video**Lesson Activity 2c, 4)** Students can listen to or read Readworks text**Lesson Activity 5b)** Students can listen to direct instruction or read and work at own pace through Google slides. |
| **Performance Tasks:*** **Create a Google Slide describing one thing that can be done to conserve and explain the effect it will have on the environment based on evidence from videos and texts.**
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| **Learners best express what they know in different ways. Click on** [**Multiple Means of Action & Expression**](https://udlguidelines.cast.org/action-expression) **to explore ways to offer options for learners and explain how you are doing this below:****Lesson Activity 1)** Students can answer EdPuzzle questions orally or through program**Lesson Activity 3)** Students can present answers on post-its, in notes, orally**Lesson Activity 5c,f)** Students can use voice to text on Google slides to get text on the page and then edit later. |
| **Notes:**1. **This lesson Introduces both cause and effect and expository paragraph writing.**
2. **If students are not familiar with graphic organizers, more time may need to be spent familiarizing students with these.**
3. **If students are not familiar with Jamboard, and this option is used, students may need to be familiarized with this.**
4. **Below are optional videos that may help build knowledge on Conservation**

[**What Can You Do Right Now to Save the Earth?**](https://www.youtube.com/watch?v=gUhxcdzRgLQ)[**His Epic Message Will Make You Want to Save the World**](https://www.youtube.com/watch?v=B-nEYsyRlYo)[**Let’s Take Bold Steps Forward to Protect Our Planet**](https://www.youtube.com/watch?v=Er8YXskwIFE)[**Clearing the Great Pacific Garbage Patch**](https://www.youtube.com/watch?v=Lf6Y3h7G2GQ)[**Ways to save Energy**](https://www.youtube.com/watch?v=pY6fAYkscTY)1. **Below are additional videos that may help with writing instruction**

[**Expository writing**](https://www.youtube.com/watch?v=c5IPrxafggQ)[**Informational Writing**](https://www.youtube.com/watch?v=53L-5zE7Ibw) |