**Performance Task Target Standard:**

* **W.5.2** Write informative/explanatory tests to examine a topic and convey ideas and information clearly.
* **W.5.2.d** Use precise language and domain specific vocabulary to inform about or explain the topic.
* **Science Standard 2 Objective 1, 2, and 3:** Relate the building up and breaking down of Earth’s surface over time to the various physical land features.

**Building Background Knowledge:** View and take notes, using a graphic organizer or the following three-column notes. “Volcanoes and Earthquakes” and “Weathering and Soils.” For each text, watch the appropriate video section(s) first, then complete the lesson with note-taking on the text.

http://www.visuallearningsys.com/subscription/middle\_school/volcanoes\_and\_earthquakes

http://www.visuallearningsys.com/subscription/middle\_school/weathering\_and\_soils

Volcanoes and Earthquakes Video:

uen.org >Pioneer Library > Digital Science Online > Subjects > Earth > Volcanoes and Earthquakes

Weathering and Soils Video:

uen.org >Prioneer Library> Digital Science Online > Subjects > Earth > Weathering and Soils

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| Topic | Information from the video | Information from the articles |
| Volcanoes |  |  |
| Weathering and Erosion |  |  |
| Earthquakes |  |  |

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| **Text Set #1: Volcanos**  <http://www.worldbookonline.com/kids/home#article/ar832142> |

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| LEVEL 1: Key Ideas and Details |

**General Understandings**

* Using the information in the text, what is the definition of a volcano? R.I.5.1
* What are the different types of volcanoes? R.I.5.1
* How are volcanoes formed? R.I.5.1

**Key Ideas and Details**

* What is the main idea of the text? R.5.1, R.5.2
* What details support the main idea? R.5.1, R.5.2
* What details are inferred from the text? Accurately quote details from the text to support this inference. R.5.1

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| LEVEL 2: Craft and Structure |

**Vocabulary**

* What is the difference between *magma* and *lava*? R.I.5.4
* What happens during an *eruption*? R.I.5.4
* What is a *rock fragment*? R.I.5.4
* What is an *extinct volcano*? R.I.5.4

**Structure**

* How is the text organized? R.I.5.5
* Why did the author use this type of text structure? R.I.5

**Author’s Craft**

* What does the author want us to know about volcanoes? R.I.5.6
* Why did the author give the pronunciation for words? How does this help the reader? RF.5.3.a
  + (e.g. *extinct* <<ehk STIHNGKT>>)

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| LEVEL 3: Integration of Knowledge and Ideas |

**Author’s Purpose**

* How does the author show that volcanoes can be dangerous? R.I.5.8
* How does the author show that volcanoes can be helpful? R.I.5.8

**Inter-textual Connections Integration of Knowledge and Ideas**

* Compare and contrast the information about volcanoes from the video and from the text. R.I.5.9

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| **Learning Task #1:** Using the information from the video and from reading “Volcanoes,” write a summary about the information you’ve learned. (DOK LEVEL 4) |

**Instructional Sequence**

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| **VIDEO: Volcano Section ONLY**  **I Do:** Teacher will model how to gather information to fill in the graphic organizer with the students for the video “Volcanoes and Earthquakes.” Stop the video when appropriate and discuss the key details to include in the organizer. Model how to summarize details in the three-column notes. Model for one detail from video.   * Complete using one detail from the video.   **We Do:** Using the video, the teacher will ask students to identify an additional key detail from the video. Teacher will help students evaluate the detail and add to their organizers.   * Complete using one detail from the video.   **Ya’ll Do:** As students become more capable with the process, they can work with partners to complete an additional key detail from the video, with prompting and support from the teacher. For example, partnerships will discuss and determine an additional key detail from the video. Students add information to their organizers. Repeat the process with another key detail.   * Complete using two details from the video.   **You Do:** Students will continue this process throughout the video.  -----------------------------------------------------------------------------------------------------------------------------------  **TEXT: Volcano**  **I Do:** Teacher will model how to gather information to fill in the graphic organizer with the students for the text “Volcanoes.” Identify first key detail, in the text, and include in the organizer.   * Complete using one detail from the text.     **We Do:** Using the text, the teacher will ask students to identify an additional key detail from the article. Teacher will help students evaluate the detail and add to their organizers.   * Complete with one detail from text.     **Ya’ll Do:** As students become more capable with the process, they can work with partners to complete an additional key detail from the text, with prompting and support from the teacher. For example, partnerships will discuss and determine an additional key detail from the text. Students add information to their organizers. Repeat the process with another key detail.   * Complete using two details from the text.   **You Do:** Students will continue this process throughout the text. |
| **Summary Writing:** Students will then respond in writing to the following prompt: Using the information from the video and from reading “Volcanoes,” write a summary about the information you’ve learned. |

**Standards Addressed:**

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| **R.I.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **R.I.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  **R.I.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.  **R.I.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  **R.I.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  **R.I.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  **R.I.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  **W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **W.5.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.  **S.5.2** Students will understand that volcanoes, earthquakes, uplift, weathering, and erosion reshape Earth's surface. |

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| **Text #2: Earthquakes**  [http://go.galegroup.com/ps/retrieve.do?sgHitCountType=None&sort=RELEVANCE-SORT&docType=Article&prodId=ITKE&tabID=T003&searchId=R2&resultListType=RESULT\_LIST&searchType=TopicSearchForm&contentSegment=&currentPosition=2&searchResultsType=MultiTab&inPS=true&userGroupName=pioneer&docId=GALE|A21168228&contentSet=GALE|A2116822](http://go.galegroup.com/ps/retrieve.do?sgHitCountType=None&sort=RELEVANCE-SORT&docType=Article&prodId=ITKE&tabID=T003&searchId=R2&resultListType=RESULT_LIST&searchType=TopicSearchForm&contentSegment=&currentPosition=2&searchResultsType=MultiTab&inPS=true&userGroupName=pioneer&docId=GALE%7CA21168228&contentSet=GALE%7CA2116822)  Earthquakes  Pioneer>Gale Kids Info Bits K-6>Search earthquake>earthquakes [books] (yellow box) |

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| LEVEL 1: Key Ideas and Details |

**General Understandings**

* What is the most common source of an earthquake? R.I.5.1
* Using the information from the text, where do earthquakes occur? R.I.5.1

**Key Ideas and Details**

* Can an earthquake be predicted? What information from the text supports your answer? RI.5.1.
* What are some effects of an earthquake? R.I.5.2
* When a fault block moves, what happens to the blocks near it? R.I.5.2

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| LEVEL 2: Craft and Structure |

**Vocabulary**

* What is a *fault block*? R.I.5.4
* What instrument measures the magnitude of an earthquake? (a *Seismograph*) What scale is used? (The *Richter Scale)* R.I.5.4
* What are two types of vibrations caused by earthquakes? (*Body waves* and *Surface waves*)R.I.5.4
* What do we call the origin the origin of an earthquake? Justify your answer with evidence from the text. R.I.5.4

**Structure**

* How is the text organized? R.I.5.5
* Why did the author use this type of text structure? R.I.5

**Author’s Craft**

* What was the author’s purpose for writing this text? Cite textual evidence. R.I.5.6
* What does the author want us to know about earthquakes? R.I.5.6

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| LEVEL 3: Integration of Knowledge and Ideas |

**Author’s Purpose**

* How does the author convey the repercussions of an earthquake? Cite textual evidence. R.I. 5.8
* How does the author convey that there may be hope for minimizing the damage related to earthquakes? R.I.5.8

**Inter-textual Connections Integration of Knowledge and Ideas**

* Compare and contrast the information about earthquakes from the video and from the text. R.I.5.9

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| **Learning Task #2:** Using the information from the video and from reading “Earthquakes”, write a summary about the information you’ve learned. (DOK LEVEL 4) |

**Instructional Sequence**

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| **VIDEO: Earthquake Section ONLY**  **I Do:** Teacher will model how to gather information to fill in the graphic organizer with the students for the video “Volcanoes and Earthquakes.” Stop the video when appropriate and discuss the key details to include in the organizer. Model how to summarize details in the three-column notes. Model for one detail from video.   * Complete using one detail from the video.   **We Do:** Using the video, the teacher will ask students to identify an additional key detail from the video. Teacher will help students evaluate the detail and add to their organizers.   * Complete using one detail from the video.   **Ya’ll Do:** As students become more capable with the process, they can work with partners to complete an additional key detail from the video, with prompting and support from the teacher. For example, partnerships will discuss and determine an additional key detail from the video. Students add information to their organizers. Repeat the process with another key detail.   * Complete using two details from the video.   **You Do:** Students will continue this process throughout the video.  -----------------------------------------------------------------------------------------------------------------------------------  **TEXT: Earthquake**  **I Do:** Teacher will model how to gather information to fill in the graphic organizer with the students for the text “Earthquakes.” Identify the first key detail in the text and include it in the organizer.   * Complete using one detail from the text.     **We Do:** Using the text, the teacher will ask students to identify an additional key detail from the article. Teacher will help students evaluate the detail and add to their organizers.   * Complete with one detail from the text.     **Ya’ll Do:** As students become more capable with the process, they can work with partners to complete an additional key detail from the text, with prompting and support from the teacher. For example, partnerships will discuss and determine an additional key detail from the text. Students add information to their organizers. Repeat the process with another key detail.   * Complete using two details from the text.   **You Do:** Students will continue this process throughout the text. |
| **Summary Writing:** Students will then respond in writing to the following prompt: Using the information from the video and from reading “Earthquakes,” write a summary about the information you’ve learned. |

**Additional Information:**

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| Use the process indicated above for the Weathering/Erosion videos to finish the process related to each section, then move on to the performance task at the bottom of the next page. |

**Standards Addressed**

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| **R.I.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **R.I.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  **R.I.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.  **R.I.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  **R.I.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  **R.I.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  **R.I.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  **W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **W.5.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.  **S.5.2** Students will understand that volcanoes, earthquakes, uplift, weathering, and erosion reshape Earth's surface. |
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| **Performance Task** (DOK LEVEL 4)  After viewing “Volcanos and Earthquakes” and “Weathering and Soil”and reading “Earthquakes,” “Volcanoes” and “Erosion,” you will incorporate your independent research on one of the topics to determine how forces shape our Earth. You will write a research essay in which you relate how your topic creates landforms. Include 5 examples of landforms created by your chosen force. Be sure to quote accurately from the texts to support your explanations or information. Provide a list of sources. |