

Lesson 1: Discovering Our Topic: The Impact of Natural Disasters



CCS Standards

- **RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **W.5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.



Daily Learning Targets

- I can infer the topic of this module from images, texts, and videos. (RI.5.1, W.5.8, SL.5.1)
- I can draw conclusions about the module topic following a discussion. (SL.5.1)

Ongoing Assessment

- I Notice/I Wonder note-catcher (RI.5.1, W.5.8, SL.5.1)

Agenda

1. Opening

- A. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Back-to-Back and Face-to-Face: Poetry about Natural Disasters (15 minutes)
- B. Infer the Topic: The Impact of Natural Disasters (15 minutes)
- C. Introducing the Performance Task and Module Guiding Questions (5 minutes)

3. Closing and Assessment

- A. World Café: The Impact of Natural Disasters (20 minutes)

4. Homework

- A. Read and reflect on the guiding questions for the module. Talk about them with someone at home. How do the questions make you feel? Why? What do they make you think about? You can sketch or write your reflections.

Teaching Notes

Purpose of lesson and alignment to standards:

- In Work Time B, students participate in the Infer the Topic protocol to familiarize themselves with the module topic (RI.5.1, W.5.8, SL.5.1). They continue to build on the foundations of

inferring the topic as they are introduced to the performance task and the module guiding questions in Work Time C.

- In the Closing, students participate in the World Café protocol to discuss what they already know about the module topic. They use their discussions during the protocol to create Class World Café charts that will be referred back to throughout the unit as they build an understanding of natural disasters.
- Students are introduced to the module guiding questions in Work Time C, which include how natural disasters affect the people and places that experience them. Be aware that some students may connect with this topic personally and deeply. Monitor students and determine whether there are any issues surfacing that need to be discussed in more detail as a whole group, in smaller groups, independently, or with families. Students' feelings may be personal, and they are not required to share them.
- In this lesson, students focus on working to become ethical people and particularly on a characteristic of their choice as they work in groups throughout the lesson.

How this lesson builds on previous work:

- This module builds on the foundation established in EL Education Modules 1-3 for Grade 5.
- Continue to use Conversation Cues to promote productive and equitable conversation.

Assessment Guidance:

- Monitor students' I Notice/I Wonder note-catchers to ensure they are on the right track for inferring what the module is about at the end of the Infer the Topic protocol.
- Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during the World Café protocol in the Closing (see Module 1 Appendix).

Down the road:

- In the next lesson, students will reflect on the module guiding questions. They will also be introduced to the anchor text for the module, *Eight Days: A Story of Haiti*, and research reading is launched.
- Students will see the videos used in Work Time A again in Unit 2, when they work literary texts and think about what they can teach us about someone's experience during a natural disaster.
- Students will refer back to the Class World Café charts throughout the unit as they synthesize their research on natural disasters.

In advance:

- Prepare:
 - New domain-specific word wall for natural disasters.
 - Technology necessary to play the three videos for Work Time A (see Technology and Multimedia).
- Pre-determine triads for the World Café protocol in the Closing.
- Review the World Café protocol. See the Classroom Protocols document.
- Post: Learning targets and applicable anchor charts (see Materials).

- Continue to use the technology tools recommended throughout Modules 1–3 to create anchor charts to share with families, to record students as they participate in discussions and protocols to review with students later and to share with families, and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.
- Work Time A: Prepare technology necessary to play the following videos:
 - “Hurricane Katrina: Superdome Poem”. History. YouTube. Web. Accessed on 25 Jan, 2017. <<https://youtu.be/jzv4LlggfnM>>
 - “Simone White: In the Water Where the City Ends”. Simone White. YouTube. Web. Accessed on 25 Jan, 2017. <<https://youtu.be/Ot9aU6P8cCg>>
 - “Voices from Haiti: Job”. Pulitzer Center. YouTube. Web. Accessed on 25 Jan, 2017. <https://youtu.be/iJWr0JwIO_U>
- Consider that YouTube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. Although some lessons include these links as the most efficient means to view content in preparation for the lesson, teachers should preview them and/or use a filter service, such as www.safeshare.tv, to view the links in the classroom.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.A.1, 5.I.A.2, 5.I.B.5, 5.I.B.6

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to explore and discuss the module topic and guiding questions, which provide important and supportive context for the work students will do in this unit and subsequent units in the module; and explore poems that they will return to later in the module.
- ELLs may find it challenging to process the large volume of language in the videos and keep pace with the class during the Infer the Topic protocol and the World Café protocol. Remind students that they will have the opportunity to work with the materials again during this module, and that they do not need to understand everything today, as they will be building understanding of the topic throughout the entire module (see Levels of Support and the Meeting Students’ Needs column).

Levels of support

For lighter support:

- During Work Time C, invite students to paraphrase the guiding questions for students who need heavier support during the discussion. Post the paraphrased guiding questions underneath the module guiding questions for easy reference.
- During the Infer the Topic protocol in Work Time B and the World Café protocol in the Closing, encourage students to use Conversation Cues with other students to promote productive and equitable conversation and enhance language development.

For heavier support:

- Consider showing students the videos of the poems presented in Work Time A prior to the lesson. This allows students to process some of the language beforehand, and lighten the cognitive load during the lesson.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** When introducing each learning target, consider writing synonyms or sketching a visual above each key term to scaffold students' understanding. Additionally, invite students to share ways in which they worked toward similar targets from previous modules.
- **Multiple Means of Action and Expression (MMAE):** This lesson offers several opportunities for students to engage in discussion with partners. For those who may need additional support with expressive language, facilitate communication by providing sentence frames to help them organize their thoughts.
- **Multiple Means of Engagement (MME):** Throughout this unit, sustained engagement and effort is essential for student achievement. Some students may need support to remember the goal for the work they are doing with this text.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- infer, public service announcement, natural disasters, natural hazards (L)

Materials

- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ I Notice/I Wonder note-catcher (one per student and one to display)
- ✓ "Hurricane Katrina: Superdome Poem" (video; play in entirety; see Technology and Multimedia)
- ✓ "Simone White: In the Water Where the City Ends" (video; play in entirety; see Technology and Multimedia)
- ✓ "Voices from Haiti: Job" (video; play in entirety; see Technology and Multimedia)
- ✓ Infer the Topic resources (to display)
- ✓ Directions for Infer the Topic (one to display)
- ✓ Performance Task anchor chart (new; teacher-created; see Performance Task Overview)
- ✓ Performance Task anchor chart (example, for teacher reference)
- ✓ Module Guiding Questions anchor chart (new; teacher-created; see supporting materials)
- ✓ Module Guiding Questions anchor chart (example, for teacher reference))
- ✓ Triad World Café charts (one per triad)

- ✓ Markers (one per triad)
- ✓ Class World Café anchor charts (new; co-created with students during the Closing; see supporting materials)
- ✓ Class World Café anchor charts (example, for teacher reference)
- ✓ Domain-Specific Word Wall (new; teacher-created; see Teaching Notes)

Opening

A. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the learning targets and select a volunteer to read them aloud:
 - "I can infer the topic of this module from images, texts, and videos."***
 - "I can draw conclusions about the module topic following a discussion."***
- Remind students they have seen similar targets in Modules 1-3. Review what infer means (use what you know and what the text says or image shows to figure out something that isn't specifically said).
- Tell students that throughout the lesson, they will be working in pairs and small groups. Focus them on the **Working to Become Ethical People anchor chart** and invite students to read the habits of character on the chart to themselves. Tell students to choose a habit to focus on as they work with their classmates today.

Meeting Students' Needs

- For ELLs and students who may need additional support with motivation: (Recalling Prior Work: Learning Targets) Invite students to discuss how they previously worked toward each learning target. (MME)
- For ELLs and students who may need additional support with vocabulary: (Noticing Homographs) Underline the word draw in the second learning target and consider explaining that draw is a homograph, which means it is spelled the same as another word, but has a different meaning. Encourage students to determine the meaning of the word in the context of the learning target (to make or infer) and to think of another meaning for draw (to sketch a picture). Reassure students that they will learn more about homographs in Unit 2 of this module. (MMR)

Work Time

A. Engaging the Learner: Poetry about Natural Disasters (15 minutes)

- Distribute and display the **I Notice/I Wonder note-catcher**. Focus students on the question at the top and read it aloud:
 - "What do you think you will be learning about in this module?"
- Review the note-catcher as needed, reminding students that it is used to take notes to help them remember their thinking, and not something they will hand in for assessment.
- Tell students that they are going to watch several videos featuring poems about the module topic, and that as they watch they should take notes on their note-catchers.

- Play “Hurricane Katrina: Superdome Poem,” “Simone White: In the Water Where the City Ends” and “Voices from Haiti: Job,” inviting students to take notes about what they notice and wonder while viewing each.
- Back-to-Back and Face-to-Face protocol:
“What did you notice about the poems? What do you wonder?” (Responses will vary.)
“Based on these videos, what do you think this module might be about?” (Responses will vary, but may include: poetry, hurricanes, earthquakes.)
- Tell students they will work more with these poems later in the module.

Meeting Students' Needs

- For ELLs and students who may need additional support with self-regulation: (Reassuring Students) Remind students that the purpose of viewing these videos is to help them get acquainted with the module topic. Assure them that they will have the chance work with these poems again later in the module, and that they do not need to understand the poems deeply right now. (MME)
- For ELLs and students who may need additional support with writing fluency: (Sketching Notes) To lighten the cognitive and linguistic load of taking notes while listening to the videos, allow students to sketch rather than write their notes on their note-catcher. Remind them that if they write their notes, they do not have to write in complete sentences. (MMAE)

Work Time

B. Infer the Topic: The Impact of Natural Disasters (15 minutes)

- Focus students on the **Infer the Topic resources** posted around the room.
- Tell students they are going to use the Infer the Topic protocol to discover the topic for this module. Remind them that they used this protocol in previous modules, and review as necessary using the **Directions for Infer the Topic**. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the protocol. Allow them to choose what resources to observe, so those who may struggle with reading have the option to view a photo or diagram.
- Refocus whole group.
- Think-Triad-Share:

“Now that you have looked at some resources, what do you think this module might be about?” (Responses will vary, but may include: natural disasters.)

Conversation Cue: “Can you say more about that? I’ll give you some time to think and write or sketch.” (Responses will vary.)

Meeting Students' Needs

- For ELLs and students who may need additional support with strategy development: (Modeling and Thinking Aloud: Inferring the Topic) Invite a student to role-play the Infer the Topic protocol with you. Model and think aloud the protocol

for inferring the topic, as well as recording information on the I Notice/I Wonder note-catcher. (Example: "I notice a lot of damaged buildings in the pictures, so I will write 'damaged buildings' in the 'I Notice' column on the note-catcher. I wonder if that means the module topic is going to focus on buildings, so I will write 'topic about damaged buildings' in the 'I Wonder' column on my note-catcher. What did you observe?") (MMAE)

- For ELLs and students who may need additional support with organizing ideas for verbal expression: (Sentence Frames: Lighter Support) To provide lighter support, invite intermediate students to create sentence frames to bolster participation as students share as a group. Invite students who need heavier support to use the frames. (Example: I think the module will be about _____ because _____. For example, _____.) (MMAE)

Work Time

C. Introducing the Performance Task and Module Guiding Questions (5 minutes)

- Direct students' attention to the **Performance Task anchor chart** and read the task aloud.
- Turn and Talk:

"What do you notice?" (We will present an audio public service announcement to a live audience and share a disaster kit we have put together, explaining what we put in the kit and why.)

"What do you wonder?" (Responses will vary, but may include: What is a public service announcement?)

"Now that you have analyzed the performance task, has your inference of what this module might be about changed? How?" (Responses will vary.)

- Clarify what a public service announcement is as needed. Refer to the **Performance Task anchor chart (example, for teacher reference)** as necessary.
- Direct students' attention to the **Module Guiding Questions anchor chart** and read the questions aloud:
 - "How do natural disasters affect the people and places that experience them?"
 - "How can we prepare for a natural disaster?"
- Clarify that this module will be about natural disasters, and their impact on people and the environment.
- Remind students of the work they have done throughout the school year: in Module 1, they learned about the struggle that people have had with equal rights. In Module 2, they learned from Wangari Maathai that small actions, like planting a tree, can make a big difference. In Module 3, they learned that there are many factors that cause someone to be successful in leading change. In this module, they are going to think about what simple action they can take to make a big difference in the lives of others. Making a PSA and disaster kit may seem small, but it can make a big difference for someone who has experienced a natural disaster.
- Acknowledge that some students may already know something about this topic. Share that for homework, they will reflect on the guiding questions and how they feel about them based on their own experiences, and that this will be discussed more in the next lesson. And note that some students may know nothing about the topic – it will be fun to dig in together!

Meeting Students' Needs

- For ELLs and students who may need additional support with self-regulation: (Performance Task anchor chart) As students may be overwhelmed by the Performance Task anchor chart, assure them that you will continue to discuss the meaning of the chart in subsequent lessons and units. Consider allowing students to listen to a model PSA from a former student. (MME)

Closing and Assessment

A. World Café: The Impact of Natural Disasters (20 minutes)

- Move students into predetermined triads and tell them they are now going to participate in the World Café protocol to help them discuss what they already know about the module topic.
- Distribute **Triad World Café charts** and **markers**.
- Post and review the following directions:
 1. Select someone in your group to be the recorder. The recorder's role is to listen to the group's discussion and write down the group's ideas in short statements below the question on the group's chart.
 2. Select someone else to read aloud the question at the top of your World Café chart.
 3. Each member in the group uses his or her I Notice/I Wonder note-catcher to share his or her ideas in response to the question.
- Tell students that they will have a chance to rotate and discuss at each chart. For now, they will have 5 minutes to discuss the question on their group's chart.
- Answer clarifying questions.
- Invite students to choose a recorder and begin discussing. Circulate to support students as they work, prompting by asking guiding questions:
 - “What did you notice in the images, videos, and texts about how natural disasters can affect people who experience them?”
 - “What did you notice in the images, videos, and texts about how natural disasters can affect places that experience them?”
- After 5 minutes, refocus whole group. Tell students they will now rotate. Tell students that the recorder will stay with the chart, and the other students in the group will move to a new chart.
 - Tell each group where they will rotate to next. Signal students to transition quickly and quietly, assisting those who may be confused or need redirection as needed.
 - Invite the recorder to summarize the conversation that happened at the table during the first round, reading from their group's World Café chart.
 - Tell students they will now choose a new recorder and discuss the group's question, again recording notes on the chart with their new group. Tell students they may add new ideas and connect with statements from the first round. Remind them to refer to their note-catcher as they discuss.
 - Answer clarifying questions.
 - Invite students to choose a new recorder and begin discussing. Again, circulate to

support students, prompting them as needed by using the same guiding questions as before.

- After 5 minutes, refocus whole group. Follow the same process to rotate students to a new chart, and invite them to begin working once settled.
- After 5 minutes, refocus whole group. Invite students to read all of the ideas on their World Café chart.
- Turn and Talk:

“What similarities do you notice about the statements?” (Responses will vary.)

“What conclusions can you draw about natural disasters, and the people and places that experience them?” (Responses will vary.)

- Select students to share their discussions with the whole class. As students share out, capture their ideas on the **Class World Café anchor charts**.
- If students do not point this out on their own, make explicit that earthquakes, hurricanes, and the other hazards focused on in this lesson are natural events that occur on our planet. They are called natural hazards; we call them natural disasters when they affect the lives of people.
- Add natural disasters to the **domain-specific word wall** with translations in home languages.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the learning target and how well they demonstrated the habit from the Working to Become Ethical People anchor chart they decided to focus on today.

Meeting Students' Needs

- For ELLs and students who may need additional support with strategy development: (Fishbowl: World Café Protocol) Before inviting students to begin the World Café protocol, invite a confident triad to fishbowl each of the steps recorded on the board. This provides students with a model and minimizes confusion about the activity. Allow time for students to ask questions, and clarify the process as needed. (MMAE)
- For ELLs: (Revisiting Learning Targets) Revisit the learning targets introduced in the Opening. Invite students to rephrase them with specific examples.
- For students who may need additional support with comprehension: Before beginning the protocol, invite students to restate the steps they will follow during the protocol. (MMR, MME)

Homework

A. Read and reflect on the guiding questions for the module. Talk about them with someone at home. How do the questions make you feel? Why? What do they make you think about? You can sketch or write your reflections.

Meeting Students' Needs

- For ELLs: (Providing Paraphrases) Consider providing paraphrased guiding questions for students to refer to when discussing them with someone at home for homework.
- For students who may need additional support with organizing ideas for expression: Consider providing sentence stems for students to use during their discussions and written reflections. (MMAE)