Unit 3/Week 3

Title: Time for Kids: Kid Reporters at Work

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.4.1, RI.4.4, RI.4.5, RI.4.7; RF.4.3, RF.4.4; W.4.2, W.4.4, W.4.9; SL.4.1; L.4.1, L.4.2, L.4.4

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Children can be a positive force for improving the lives of others. Some efforts involve many participants and some efforts are the work of just a few.

Synopsis

Terrence Cheromcka and Martin Jacobs, two *Time For Kids* reporters, report on two very different organizations that involve children playing an important role in making life better for other children.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text-dependent Questions** | **Evidence-based Answers** |
| The author says kid reporters, like adults must be “qualified for the job.” Using the text, find three skills that a kid reporter must have in order to be considered for the job of TFK reporter. (Pg. 334) | * Persistence in tracking down a good story * Good interviewing skills * Ability to write clearly about complicated topics |
| As the two reporters are introduced, they are said to be very different. Before even meeting them in the story, what do we know that they have in common? (Pg. 334) | Both are determined to do a good job as reporters covering an interesting story. |
| In this assignment, how was Terrence going to meet people from all over the world without traveling to many different places? (Pg. 335) | She was going to New York to cover a story at the opening ceremony of the United Nations Special Sessions on Children. There would be 375 kids from all over the world there. |
| According to the author, what were the most important issues of the UN during this special session? (Pg. 335) | For Children all over the World   * Healthcare * Education * Basic rights |
| Examine the picture on page 335, what evidence can you site that supports what the issues are for this UN special session? | In the picture, the audience is made up of mostly children. There are kids from different countries as evidenced by their clothing. |
| Who is the important person that gives the kids hope that their efforts at the conference will help improve conditions for children? (Pg. 335) | United Nations Secretary General Kofi Annan |
| Analyze the statement made by United Nations Secretary General Kofi Annan, “Your voices will be heard, I promise you.” What does this statement say to the participants of the conference? (Pg. 335) | The statement lets participants know that they will not be ignored. |
| Terrence writes “It really reminded me of why the U.N. is working so hard to improve children’s lives and why its mission is so important.” What does “It” refer to? (Pg. 335) | “It” refers to an exhibit she saw of the effects of war depicting pictures of child soldiers fighting in war-torn countries. |
| Martin Jacobs had an opportunity to interview Andrew Hsu. List 3 of Hsu’s accomplishments referenced in the text. (Pg. 336) | 11 year old scientist, competitive swimmer, founder of World Children Organization (WCO) |
| On page 336, the author states “the brothers started this **venture** in order to help improve the lives of children.” Use the text to figure out what venture means. | The brothers founded an organization so this “venture” is a new idea or undertaking that they are putting in motion. A venture also means that you are trying something even when you don’t know the final result |
| Why does the mission of the WCO focus on many different countries, but not the United States? (Pg. 336) | Many countries do not make free education available to all kids like the United States does. |
| According to Martin, what will the production of their videos and education of children around the world help to do? (Pg. 337) | This will help end the problems of poverty, hunger, child labor, and abuses of children’s rights. |
| We understand how organizations like the U.N. and the WCO help make the world a better place. How do reporters like Terrance and Martin help to make the world a better place as well? | Both reporters use their talents to spread news about worthwhile organizations and amazing young people. Reporting these stories to young people can inspire other youth to take action to improve conditions around the world. The information that they share can also let other youth know how they can help these organizations. |
| Using a Venn diagram, compare and contrast Terrence’s and Martin’s assignments from TFK. How were they different and similar? | |  |  | | --- | --- | | **Terrence** **Martin** | | | New York | Washington | | U.N. Special Session on Children | State Engineering and Science Fair | | Interviewed many students | Interview focused on 1 student | | Several different issues | One major issue |   Similarities: Both interviews focused on children.  Improving education of kids  Both had to travel away from their home state for the  activity. |

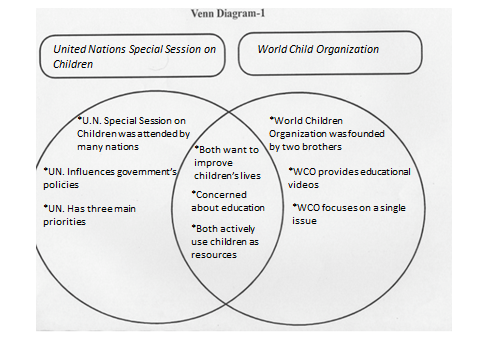
Vocabulary

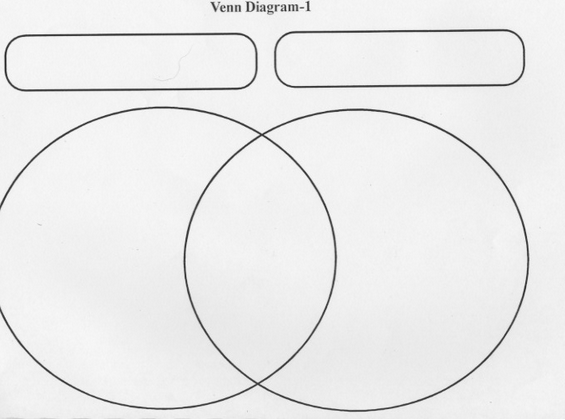
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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | Page 334 - enterprising  Page 335 - devastating  Page 336 - identified  Page 337 - commitment | Page 334 - journalists  Page 334 - behind-the-scenes  Page 334 - persistence |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 335 - promote  Page 335 - priority  Page 335 - exhibit  Page 336 - venture | Page 335 - mission |

Culminating Task

* Re-Read, Think, Discuss, Write
* *Complete the Venn diagram (given by teacher) to illustrate the differences and similarities of the United Nations Special Session on Children and the World Child Organization. When completed, have students work in small groups to create a scenario where a small organization like the WCO would be helpful or where a large organization like the U.N.’s Conference for Children would be most helpful.*

Example of when a small organization would be helpful: There are several homes that have foreclosed in the neighborhood and no one has been caring for the lawn. The weeds are growing excessively and it is making the neighborhood look bad. Students from the local high school and middle school in the area come together to create a neighborhood beautification organization to help take care of not only the neighborhood, but the environment as well.





Additional Tasks

* The WCO is an organization that started out as a venture of two brothers, Andrew and Patrick Hsu. It has been successful and helped kids all over the world by educating them in science, math, and language. We know that a venture is a project that involves some risk-taking. What do you think were some of the risks of their venture? What has been some of the rewards? What is a venture you have taken? What were some of the risks involved? What were some of the rewards?

Note to Teacher

* Teacher must make sure students are clear on the comprehension skill of Compare and Contrast. It is also important for the teacher to model the strategy for students with related, informational text.

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.