

Lesson 9: The Human Life Cycle

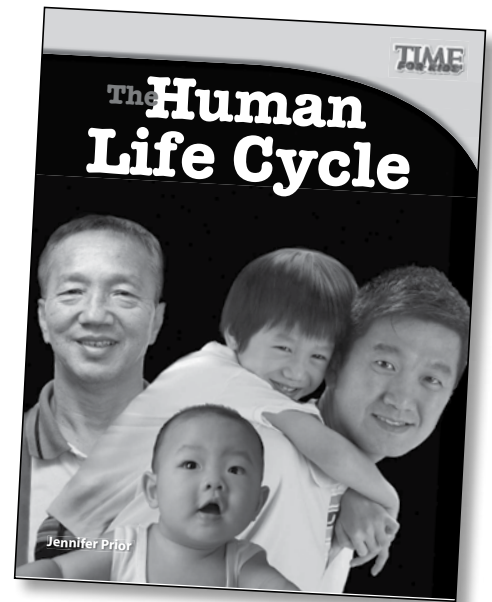
Focus Objectives

Students will be able to:

- use prior knowledge and experience to understand and respond to new information.
- use text organizers to determine the main idea and to locate information in a text.

TESOL Objective

Students will use learning strategies to extend communicative competence.



Word Work

- **High-Frequency Words:** *fast, change, themselves, tough*
- **Word Study:** Similes

Academic Vocabulary

- *adolescence*
- *childhood*
- *infancy*
- *mature*
- *responsibility*
- *toddlers*
- *Life-Cycle Words* activity sheet (page 111)

Comprehension

- Using Prior Knowledge
- Using Text Organizers
- *Think About the Life Cycle* activity sheet (page 112)

Writing

Create an organizational chart to plan and organize writing.

Cross-curricular Connections

- **Health:** Students know various community agencies that provide health services to individuals and families.
- **Physical Education:** Students know the characteristics of a healthy lifestyle.

Building Fluency

- **Reading the Book:** repeated readings with audio support; choral reading
- **Reading the Poem:** poetry folder; repeated readings; performance
- "It Begins with a Baby" poem (page 110)

Lesson 9: The Human Life Cycle (cont.)

Word Work

- 1. High-Frequency Words**—Write the words *fast*, *change*, *themselves*, and *tough* on the board. Read each word aloud.
 - Write each word on an index card. Place the index cards on the floor about two feet away from students. Give each student a beanbag to toss onto the cards. Have students read the word on the index card nearest their beanbag. Repeat various times.
 - If you have a classroom word wall, have students add the high-frequency words to it. If time permits, read the word wall together to reinforce mastery of high-frequency words.
- 2. Similes**—Write the sentence *Humans grow and change like oak trees* on the board.
 - Ask students to read the sentence aloud. Ask them what they notice. Explain that the sentence is comparing the human life cycle to that of a tree. Explain that a comparison using the words *like* or *as* is called a *simile*.
 - Give students a list of words from the book, such as *baby*, *toddler*, *teenager*, and *adult*, and ask them to make sentences demonstrating similes. For example, *Babies are attracted to toys as ants are attracted to honey*.

Tip: Introduce metaphors to students as well. Remember that metaphors compare things but do not use the words *like* or *as*. For example, *Five-year-olds are whirlwinds of activity*.

Academic Vocabulary

- 1.** Develop students' vocabulary by having them list words related to the human life cycle. Your chart may look similar to the chart on the right.
- 2.** Instruct students to add high-frequency and vocabulary words to their dictionaries. Encourage them to write a word, phrase, or sentence for each word and include a word web.
- 3.** For additional practice with academic vocabulary, have students complete the *Life-Cycle Words* activity sheet (page 111).

Human Life Cycle	
adolescence	mature
childhood	responsibility
infancy	toddlers

Lesson 9: The Human Life Cycle (cont.)

Comprehension

Before Reading

- Using Prior Knowledge**—Show students the cover of the book. Invite them to describe what they see in the picture.
 - Read the title of the book to students. Ask them to predict what the subject of the book will be.
 - As a class, list all the things students know about the human life cycle. Ask students when they might see the most change in the human life cycle.
 - Reread the list of things students know about the human life cycle. Encourage students to be aware of what they already know while they are reading because it may help them better understand the text.
- Introducing the Book**—Take a text walk through the book and allow students to discuss what they see.
 - Show students the glossary. Remind students that a glossary is one way they can find out what unfamiliar words mean.
 - Have groups of students make a word web for several unfamiliar words. In the center of the web, write the word. Then have students brainstorm all the things they can think of about the word. Ask them to decide how the word relates to their life (a text-to-self connection). Explain that when they make a personal connection to word, it becomes easier to understand and easier to remember the meaning.

English Language Support

Discuss the pictures of growth on pages 6–7. Introduce verbs of development, such as *grow*, *become*, *develop*, and *mature*. Have students use these verbs to talk about the life cycle.

During Reading

- Using Prior Knowledge**—Discuss the importance of making connections with the text and using prior knowledge while reading.
 - Read pages 9–15 of the book aloud to students. As you read page 15, help students discover the best time to make connections with the text.
 - Allow students to explain how they made connections with the text. Continue reading and modeling using prior knowledge to make connections to the text.
- Using Text Organizers**—Reread the book aloud once more. Point out to students how the text is organized with headings, main ideas, and details in order to help the reader understand the information presented. Remind students that the headings are listed in the table of contents and the main ideas and details are found in the body of the text.



Assessment Opportunity—Monitor students to ensure that they can read the high-frequency and vocabulary words accurately. Audio or video recordings may be used as supporting documentation.

Lesson 9: The Human Life Cycle (cont.)

Comprehension (cont.)

After Reading

- 1. Using Prior Knowledge**—Invite students to share what they learned from the book about the human life cycle. Ask students to share one important fact from the book. Ask students to explain why it is an important fact.
 - Let students explain a life cycle in their own words. Students can close their eyes and think about the text, using prior knowledge to draw conclusions and make interpretations of the text.
 - For additional practice with comprehension, have students complete the *Think About the Life Cycle* activity sheet (page 112).
- 2. Building Oral Language**—Pair students and have them discuss their earliest memories and their happiest memories. Have students take turns sharing and asking each other questions.

English Language Support

Provide students with five sheets of paper to create a booklet. At the top of each page, students should write one of the headings from the table of contents describing the human life cycle. Under each heading, students should draw a picture of something they remember about that section. Have students share their books, using academic vocabulary and the verbs of development introduced earlier.

Writing

Create a two-column chart. In the first column, write the life stages, and in the second column, have students list the facts they learned about each stage. Underline the information that is similar among the different stages. Discuss the differences. Have students use this information to write a paragraph comparing and contrasting two of the stages.

- Encourage below-grade-level students to write a paragraph about the similarities and differences between the two stages.
- Have on-grade-level students write one paragraph on the similarities and one paragraph on the differences.
- Encourage above-grade-level students to write an introductory paragraph, one paragraph each for similarities and differences, and a concluding paragraph.

Cross-curricular Connections



Health—Discuss various reliable school and community resources where students can go if they have questions about how their body is growing and changing (parents, health clinics, doctors, nurses, libraries).



Physical Education—Have students list activities, such as exercise, eating healthy food, and getting regular check-ups, that help contribute to a healthy lifestyle. Have students pick one of the activities, act out the activity, and create a poster advertisement for it.

Lesson 9: The Human Life Cycle (cont.)

Building Fluency

1. Reading the Book—Use one or all of the following methods for fluency practice:

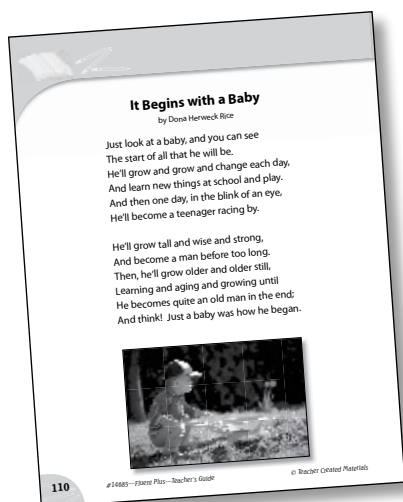
- Use a copy of the book (provided on the Teacher Resource CD) along with the professional audio recording (provided on the Audio CD) so students can practice reading the book to build fluency. Listening to the book being read aloud will give students an idea of how to use proper intonation, expression, and pacing when reading.
- Use the choral-reading strategy to read the book several times with students, and encourage them to practice reading the book silently and in pairs.

2. Reading the Poem—Use one or all of the following methods for fluency practice:

- Display the poem “It Begins with A Baby” (page 110). Ask students how the poem and the book are both similar and different. You may wish to read the poem replacing *he* and *man* with *she* and *woman*. Then discuss the use of *he* and *man* that is found in literary pieces.
- Provide copies of the poem for students to place in a poetry folder. They can practice reading the poems in this folder during free-choice time and independent- or paired-reading time.
- Write the poem on a sheet of chart paper. Take time to reread it throughout the day to build fluency. Encourage students to create actions, gestures, or a tune to go along with the poem. Have the class rehearse and perform the poem for an audience.



Assessment Opportunities—Use the oral reading record and the fluency rubric provided in the Assessment Guide to assess students’ ability to read the book and poem fluently and accurately.



Name: _____ Date: _____

Life-Cycle Words

Directions: Read the definitions below. Match each definition to a word from the word bank, and then write the words on the lines below.

Word Bank infant toddler adolescence life cycle adulthood mature	
1. the time of life of a fully grown person _____	4. the time of life between childhood and adulthood; the teenage years _____
2. a young child of about one or two years old who is a new walker _____	5. to grow into adult level _____
3. the stages in the life of a living thing _____	6. a baby _____

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Name: _____ Date: _____

Think About the Life Cycle

Directions: Think about two connections between the book *The Human Life Cycle* and your own prior knowledge. In the spaces below, draw pictures of the connections you made between the text and your knowledge. Then complete the sentences to match your pictures.

From the Text I learned _____	Prior Knowledge I knew _____
From the Text I learned _____	Prior Knowledge I knew _____

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It Begins with a Baby

by Dona Herweck Rice

Just look at a baby, and you can see
The start of all that he will be.
He'll grow and grow and change each day,
And learn new things at school and play.
And then one day, in the blink of an eye,
He'll become a teenager racing by.

He'll grow tall and wise and strong,
And become a man before too long.
Then, he'll grow older and older still,
Learning and aging and growing until
He becomes quite an old man in the end;
And think! Just a baby was how he began.





Life-Cycle Words

Directions: Read the definitions below. Match each word from the word bank to its definition. Then write the words on the lines below.

Word Bank

infant toddler adolescence
life cycle adulthood mature

<p>1. the time of life of a fully grown person</p> <p>_____</p>	<p>4. the time of life between childhood and adulthood; the teenage years</p> <p>_____</p>
<p>2. a young child of about one or two years old who is a new walker</p> <p>_____</p>	<p>5. to grow into adult level</p> <p>_____</p>
<p>3. the stages in the life of a living thing</p> <p>_____</p>	<p>6. a baby</p> <p>_____</p>



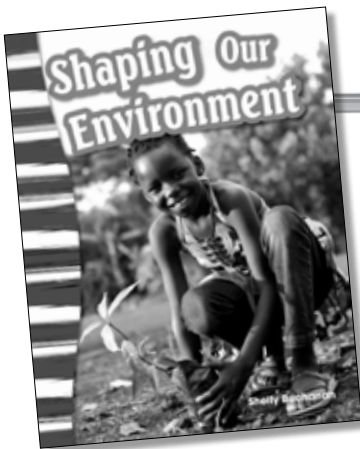
Name: _____ Date: _____

Think About the Life Cycle

Directions: Think about two connections between the book *The Human Life Cycle* and your own prior knowledge. In the spaces below, draw pictures of the connections you made between the text and your knowledge. Then complete the sentences to match your pictures.

From the Text	Prior Knowledge
<p>I learned _____ _____.</p>	<p>I knew _____ _____.</p>

From the Text	Prior Knowledge
<p>I learned _____ _____.</p>	<p>I knew _____ _____.</p>



Shaping Our Environment



Learning Objectives

Students will:

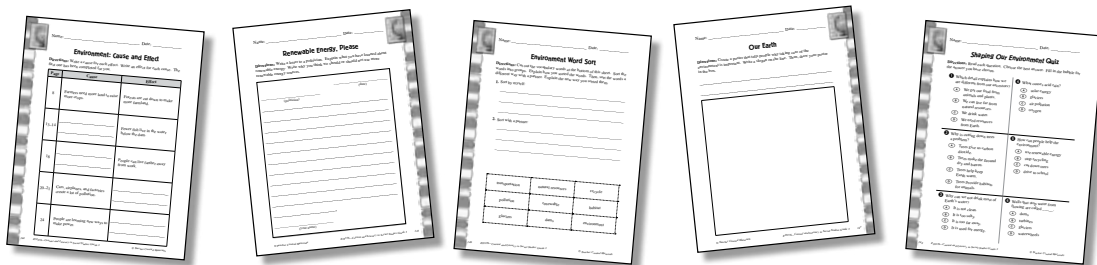
- ▶ use cause and effect relationships to understand the text.
- ▶ write a letter to a politician asking to use more renewable energy sources.
- ▶ understand different ways humans impact the environment.

Standards

- ▶ **Reading:** Describe the logical connection between particular sentences and paragraphs in a text.
- ▶ **Writing:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- ▶ **Content:** Understand how human actions modify the physical environment.
- ▶ **Language:** Communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Materials

- ▶ *Shaping Our Environment* books
- ▶ copies of student reproducibles (pages 144–148)
- ▶ *Lumber Mill* primary source (lumber.jpg)
- ▶ index cards
- ▶ chart paper
- ▶ names of local or state politicians



Timeline for the Lesson

	Task	Summary of Student Learning Activities
Day 1	Before Reading (page 140)	Predict cause and effect relationships in the book.
Day 2	During Reading (page 141)	Find cause and effect relationships in the book, and write a letter to a politician about renewable energy.
Day 3	After Reading (page 142)	Brainstorm the effects of people helping the environment.
Day 4	Primary Source Activity (page 143)	Create a poster about taking care of the environment.
Day 5	Activities from the Book (pages 28 and 32 in the books)	Write and draw ways to protect natural habitats, and write a list of ways to protect the planet.



Shaping Our Environment (cont.)

Vocabulary Word Bank

- ▶ dams
- ▶ environment
- ▶ glaciers
- ▶ habitat
- ▶ natural resources
- ▶ natural resources
- ▶ pollution
- ▶ recycle
- ▶ renewable
- ▶ transportation

Before Reading

1. Introductory Activity—Divide the class into three groups. Have one group pretend they live during prehistoric times. Have the second group pretend they live during colonial times. Have the third group think about living in present day.

- ▶ Ask students to consider the following questions: *How do you get your food? How do you travel? What does your environment look like?* Assure students that they do not have to know the exact answers, but should think of responses that make sense.
- ▶ Allow time for students to discuss their answers with their group and the class.
- ▶ Tell students that they will learn more about how people interact with their environment.

2. Vocabulary Activity—Distribute index cards to students and assign them vocabulary words. Have students write their vocabulary word on the index cards. Explain the meaning of each word.

- ▶ On the index card, instruct students to draw a picture to represent the word.
- ▶ Guide students in writing student-friendly definitions. Have them write these on the other side of their index cards.

3. Prereading Activity—Discuss cause and effect relationships with students. Point out examples in familiar texts.

- ▶ Display the *Shaping Our Environment* book for students. Show them a few page spreads. Have students predict cause and effect relationships they think they will see in the book. Record these on chart paper.
- ▶ Tell students that they read the book to see if their predictions were correct.



During Reading

1. Reading Activity—Distribute copies of the *Shaping Our Environment* books to students. For the first reading, have students read the book as a class.

- ▶ You may choose to conduct this first reading of the book using the Interactiv-eBook (optional). It contains activities, videos, audio, and tools to add an interactive approach to teaching social studies.
- ▶ Create a cause and effect T-chart on the board or chart paper. Have students find cause and effect relationships in the book. Record these on the chart. Compare these to the predictions students made during the Prereading Activity.
- ▶ Distribute copies of the *Environment: Cause and Effect* activity sheet (page 144) to students.
- ▶ Have students read the book independently for the second reading. Instruct them to complete the chart as they read.
- ▶ For **below-level learners** and **English language learners**, you may choose to play the audio recording, as students follow along, to serve as a model of fluent reading. This may be done in small groups or at a listening station. The recording will help struggling readers practice fluency and aid in comprehension.
- ▶ Challenge **above-level learners** to think of other cause-and-effect relationships that are related to the theme of the book.

2. Writing Activity—As a class, review the renewable resources information (pages 24–25) in the book.

- ▶ Distribute copies of the *Renewable Energy, Please* activity sheet (page 145) to students. Display names of politicians to whom students could write.
- ▶ Have students write to a politician, following the directions on the activity sheet. Then, send their letters! Addresses for your local representative can be found on this website: <http://www.contactingthecongress.org>.



Shaping Our Environment (cont.)

After Reading

1. Vocabulary Activity—Distribute copies of the *Environment Word Sort* activity sheet (page 146) to students. Have students cut out the word strips at the bottom of the sheet and sort the vocabulary words into 2–4 groups.

- ▶ Then, ask students to explain how they sorted them on the top of the sheet.
- ▶ Have students work in pairs to sort the words another way. Have them explain their thinking on the activity sheet.

2. Reading Activity—Distribute the *Shaping Our Environment* books to students. Review the cause and effect T-chart created in the During Reading activity. Draw a line beneath the last entry.

- ▶ Ask students to list ways to help the environment that they learned from the book. Record student responses in the Cause column.
- ▶ Discuss the effects of people doing these things. Record student responses in the Effect column. Discuss the overall effect if people did all these things to help the environment.

3. Assessment—A short posttest, *Shaping Our Environment Quiz* (page 148), is provided to assess student learning from the book. A document-based assessment is provided on page 209. Additionally, the Interactiv-eBook activities may also be used as a form of assessment (optional).

Activities from the Book

- ▶ **Save It! Activity**—Read the Save It! prompt aloud from page 28 of the *Shaping Our Environment* book. As a class, create a list of different plants and animals in your community. Distribute drawing paper, and assign students plants or animals from the list. Have students draw and write about how they can help a plant or an animal’s habitat.
- ▶ **Your Turn! Activity**—Read the Your Turn! activity aloud from page 32 of the *Shaping Our Environment* book. Write student ideas on chart paper to hang in the classroom or hallway at your school. Make copies for students to take home and share with their families.



Primary Source Activity

Historical Background

Since colonial times, lumber has been an important part of America's economy. Used for homes, ships, wagons, and furniture, trees are an important natural resource. For a long time, the northeastern United States provided much of the lumber. But in the 1800s, people began to move westward. New forests were found in the midwest, but by the early 1900s, the Pacific northwest took over as the nation's source of top-quality timber. Living conditions for the loggers were often terrible—long hours, dangerous work, lice-infested campsites, and sicknesses. Unions helped bring improvements to the loggers' lives.

About the Primary Source

This photo shows a log yard at a lumber mill, where trees are prepared to become products we use every day. Trees are cut down in the forest and brought to the lumber mill.



Teaching Suggestions

1. Display the electronic file *Lumber Mill*. A copy of the primary source is provided in the Digital Resources (lumber.jpg).
2. Ask students the discussion questions below.
 - ▶ What do you think is happening in this photograph? What leads you to believe that?
 - ▶ Where did these logs come from?
 - ▶ What do you think the logs will be used for?
 - ▶ How might this affect the environment?
3. Review the historical background information with students.
4. Lead a class discussion about using resources wisely and why it is important. Distribute copies of the *Our Earth* activity sheet (page 147) to students.
 - ▶ Allow time for students to complete the activity sheet and illustrate their work. Display students' posters around the room.
 - ▶ Place **below-level learners** and **English language learners** in a small group. Help them brainstorm catchy slogans to go with their posters.



Name: _____ Date: _____

Environment: Cause and Effect

Directions: Write a cause for each effect. Write an effect for each cause. The first one has been completed for you.

Page	Cause	Effect
8	Farmers need more land to raise more crops.	Forests are cut down to make more farmland.
13–14	_____ _____	Fewer fish live in the water below the dam.
18	_____ _____	People can live farther away from work.
20–21	Cars, airplanes, and factories create a lot of pollution.	_____ _____
24	People are learning new ways to make power.	_____ _____



Name: _____ Date: _____

Environment Word Sort

Directions: Cut out the vocabulary words at the bottom of this sheet. Sort the words into groups. Explain how you sorted the words. Then, sort the words a different way with a partner. Explain the new way you sorted them.

1. Sort by myself:

2. Sort with a partner:

transportation	natural resources	recycle
pollution	renewable	habitat
glaciers	dams	environment



Name: _____ Date: _____

Our Earth

Directions: Create a poster that tells people why taking care of the environment is important. Write a slogan on the line. Then, draw your poster in the box.

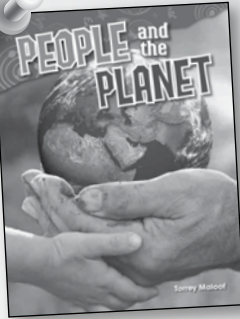


Name: _____ Date: _____

Shaping Our Environment Quiz

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

- | | |
|---|---|
| <p>1 Which detail explains how we are different from our ancestors?</p> <p><input type="radio"/> A We get our food from animals and plants.</p> <p><input type="radio"/> B We can live far from natural resources.</p> <p><input type="radio"/> C We drink water.</p> <p><input type="radio"/> D We need resources from Earth.</p> | <p>4 What causes acid rain?</p> <p><input type="radio"/> A solar energy</p> <p><input type="radio"/> B glaciers</p> <p><input type="radio"/> C air pollution</p> <p><input type="radio"/> D oxygen</p> |
| <p>2 Why is cutting down trees a problem?</p> <p><input type="radio"/> A Trees give us carbon dioxide.</p> <p><input type="radio"/> B Trees make the ground dry and barren.</p> <p><input type="radio"/> C Trees help keep Earth warm.</p> <p><input type="radio"/> D Trees provide habitats for animals.</p> | <p>5 How can people help the environment?</p> <p><input type="radio"/> A use renewable energy</p> <p><input type="radio"/> B stop recycling</p> <p><input type="radio"/> C cut down trees</p> <p><input type="radio"/> D drive to school</p> |
| <p>3 Why can we not drink most of Earth's water?</p> <p><input type="radio"/> A It is not clean.</p> <p><input type="radio"/> B It is too salty.</p> <p><input type="radio"/> C It is too far away.</p> <p><input type="radio"/> D It is used for energy.</p> | <p>6 Walls that stop water from flowing are called ____.</p> <p><input type="radio"/> A dams</p> <p><input type="radio"/> B turbines</p> <p><input type="radio"/> C glaciers</p> <p><input type="radio"/> D waterwheels</p> |



Learning Objectives

Students will:

- explain how key details support the main idea of the book.
- write and revise a paragraph describing how people can affect Earth.
- understand how people can change environments and the effects these changes have.

Standards

- **Reading:** Determine the main idea of a text; recount the key details, and explain how they support the main idea.
- **Writing:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **Content:** Know that all organisms cause changes in their environments, and these changes can be beneficial or detrimental.
- **Language:** Communicate information, ideas, and concepts necessary for academic success in the content area of Science.

Lesson Timeline

Day 1

Task

Introductory and Lab Activities (page 183)

Summary of Student Learning Activities

Discover how trees prevent soil erosion.

Day 2

Task

Before Reading (page 184)

Summary of Student Learning Activities

Preview the book to predict the main idea.

Day 3

Task

During Reading (page 185)

Summary of Student Learning Activities

Identify the main idea and key details in sections of the text, and write and revise a paragraph describing how people can affect Earth.

Day 4

Task

After Reading (page 186)

Summary of Student Learning Activities

Identify the main idea and key details of the whole book.

Day 5

Task

Activity from the Book (page 186) and **Assessments** (pages 191–192)

Summary of Student Learning Activities

Make a poster about community efforts to save the environment, and take the assessments.

Day 1

Discover how trees prevent soil erosion.

Materials

- copies of the *Changing Landscape* activity sheet (page 187)
- picture of trees that have been cut down
- damp sand
- small blocks
- trays
- twigs and grass
- water

Introductory Activity

Engage

1. Show students a picture where many trees have been cut down, such as page 7 of the *People and the Planet* book. Ask students to describe what they see.
2. Ask students what effect they think this will have on other plants and animals in the area. Discuss what students think may happen if it rains. Tell students they will learn about how people can change environments.

Lab Activity

Explore & Explain

1. Before the lesson, find an outdoor location with open space where students can complete the activity. **Note:** Allow time for cleanup after the activity. You may wish to provide clipboards for students to use while recording observations.
2. Take students outside to the location. Place students in small groups. Distribute damp sand, small blocks, trays, twigs, and grass to groups. Have students pack the damp sand into the tray and make sure it is level.
3. Have students prop up one end of the tray on a block, and carve a curvy line in the sand with their finger. Have students place twigs and grass along the curved line to represent trees.
4. Distribute water and copies of the *Changing Landscape* activity sheet (page 187) to students. Have students slowly pour water into the higher end of the curvy line, and record their observations on the activity sheet. **STEM**
5. Ask questions to guide students to the idea that plants and trees can prevent erosion.
 - *What happened to the sand? Why?*
 - *How did the grass and twigs affect the sand?*
 - *What happens when you add more twigs and grass? What happens when you remove the twigs and grass?*
 - *Based on your observations, how can people affect an environment?*
6. Bring the class together for instruction. Clarify misconceptions by having students explain their understandings using logic and evidence to support their ideas.

Materials

- *People and the Planet* books
- copies of the *Making Predictions* activity sheet (page 188)

Day 2

Preview the book to predict the main idea.

Vocabulary Word Bank

- atmosphere
- carbon dioxide
- climate
- erosion
- greenhouse effect
- natural resources

Before Reading

Elaborate

1. Write the vocabulary words on the board and explain their meanings. Divide the class into six groups, and assign each group a vocabulary word. On a sheet of paper, have students write the word and draw pictures that relate to the word. Have groups share their work. As a class, create student-friendly definitions of the words. Use the *People and the Planet* book, as needed. Display these definitions in the room, and refer to them throughout the lesson to support comprehension.
2. Display the *People and the Planet* book for students. Show them the table of contents. Ask students what they think the main idea of the book is, based on the title and chapter headings in the table of contents. Distribute copies of the *Making Predictions* activity sheet (page 188) to students. Have students complete the first part of the activity sheet. Have students share their answers with the class.
3. Take a picture walk through the book, and have students discuss what they observe. Have students explain how the images support the main idea of the text. Have students complete the second part of the activity sheet. Once they are finished, have students share their answers with the class.
 - You may wish to have students digitally annotate the PDF of the text.
 - Support **below-level learners** and **English language learners** by creating a KWL chart for environmental issues. Complete the K and W sections with students. Help them complete the L section after they read the book.

Materials

- *People and the Planet* books
- copies of the *Changing Our World* activity sheet (page 189)

Day 3

Identify the main idea and key details in sections of the text, and write and revise a paragraph describing how people can affect Earth.

During Reading

Elaborate

1. Distribute the *People and the Planet* books to students. Think aloud as you read the book to students. Focus on the main idea of the sections as you read. After each page spread, pause and model how to paraphrase the main idea. For example, after reading pages 4–5 of the book, tell students that the main idea is that the way we live affects Earth. Discuss key details in the text and in the images.
 - You may choose to display the Interactiv-eBook for a more digitally enhanced reading experience.
2. For the second reading of the book, have students read in small groups. Have students pause and identify the main idea and key details on each page spread as they read.
 - For **below-level learners** and **English language learners**, you may choose to play the audio recording as students follow along to serve as a model of fluent reading. This may be done in small groups or at a listening station. The recording will help struggling readers practice fluency and aid in comprehension.
3. Distribute copies of the *Changing Our World* activity sheet (page 189) to students. Tell them that they will write a paragraph describing how deforestation, desertification, or pollution affects Earth. Have students use the activity sheet to plan their writing. Tell students to use details from the book to support their main idea.
 - Challenge **above-level learners** to compare and contrast two of the topics in their paragraphs.
4. Once finished, place students in pairs. Have partners take turns reading each other's paragraphs to find ways they could be further developed or strengthened. Tell students to look for a strong main idea that is supported with details. **Note:** You may wish to provide a writing rubric for students to use while writing and editing.
5. Have students revise their paragraphs on a separate sheet of paper. Display their finished paragraphs around the room.

Days 4&5

Materials

- *People and the Planet* books
- copies of the *Supporting Details, People and the Planet Quiz*, and *Recycled Goods* activity sheets (pages 190–192)

Identify the main idea and key details of the whole book. Make a poster about community efforts to save the environment, and take the assessments.

After Reading

Elaborate & Evaluate

1. Write the vocabulary words on the board, and discuss the definition of each. Model for students how to use words in meaningful sentences that provide context clues for the definition of the word. For example, “The erosion of the riverbed expanded the width of the river a little more each day.” Have students work in groups to write meaningful sentences for each word.
2. Distribute the *People and the Planet* books to students. Ask students to recall the main ideas of each section or page spread that they discussed in the During Reading activity. Explain to students that each section can have a main idea and that those main ideas are also the details that support the main idea of the entire text.
3. Ask students to predict the main idea of the book. Then, ask students to identify the key details in the book that support the main idea.
4. Distribute copies of the *Supporting Details* activity sheet (page 190) to students. Once students have finished, discuss the answers as a class.

Activity from the Book

Read the Your Turn! prompt aloud from page 32 of the *People and the Planet* book. Have students make a poster listing 10 things their community is doing to save the environment.

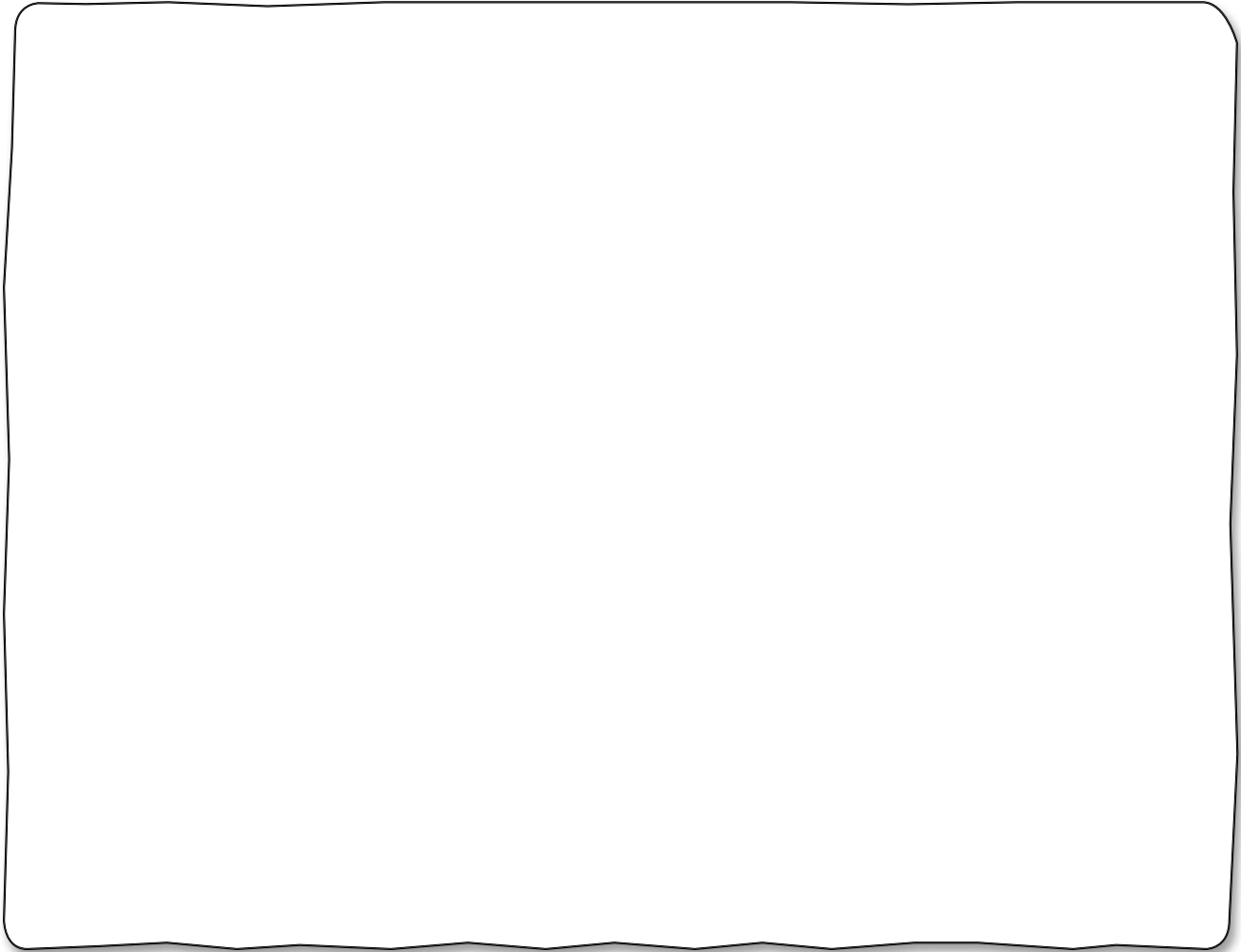
1. A short posttest, *People and the Planet Quiz* (page 191), is provided to assess student learning from the book.
2. A data analysis activity, *Recycled Goods* (page 192), is provided to assess students’ understanding of how to analyze scientific data. Explain to students that the line plot shows how much of each material Carlos recycled in one week. **STEM**
3. The Interactiv-eBook activities may be used as a form of assessment (optional).

Name: _____ Date: _____

Changing Landscape



Directions: Draw a picture that shows what happened when you poured water on your landscape. Then, write about your drawing.



Name: _____ Date: _____

Making Predictions

Directions: Answer the questions based on what you see in the book.

1 What do you predict the main idea of the book will be? What makes you think that?

2 How do you think the images will support the main idea of the text? What makes you think that?

Name: _____ Date: _____

Changing Our World

Directions: Circle a topic from the list below. Plan a paragraph about how it is affecting Earth.

deforestation desertification pollution

Main Idea		
Detail	Detail	Detail
Conclusion		



Name: _____ Date: _____

Supporting Details

Directions: Write the main idea of the whole book. Then, write details that support the main idea. Write the page numbers where the details can be found.

Main Idea	Supporting Detail	Page _____
	Supporting Detail	Page _____
	Supporting Detail	Page _____
	Supporting Detail	Page _____

Name: _____ Date: _____

People and the Planet Quiz

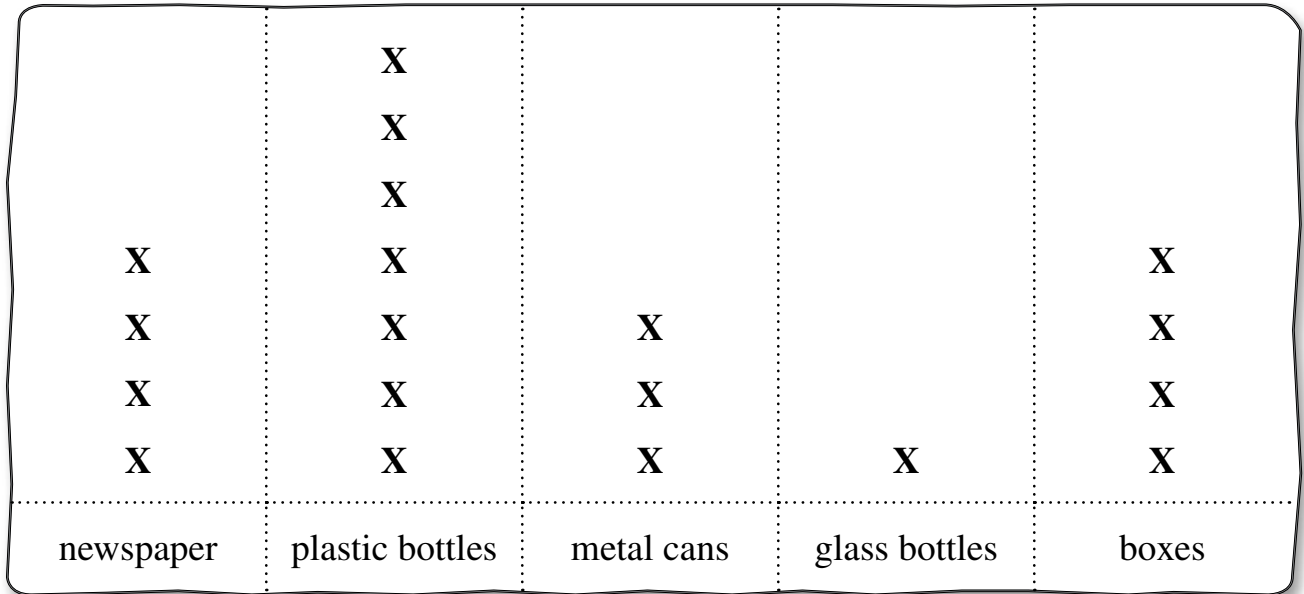
Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

- 1** Which sentence best describes the main idea of the book?
- (A) People's actions affect the planet.
 - (B) Deforestation is a problem.
 - (C) Conservationists work to protect Earth.
 - (D) Many places are suffering from desertification.
- 2** Which detail supports the idea that deforestation changes Earth?
- (A) Recycling can help stop pollution.
 - (B) Loss of plant and animal homes can lead to extinction.
 - (C) People breathe out carbon dioxide.
 - (D) Pollution is making land, air, and water dirty.
- 3** Which of the following is NOT a cause of desertification?
- (A) dry soil
 - (B) overgrazing
 - (C) lack of plants
 - (D) floods
- 4** How does terracing change Earth in a positive way?
- (A) Rice is grown on terraces.
 - (B) Terraces slow down erosion.
 - (C) There are rice terraces in the Philippines.
 - (D) Farmers have built terraces in East and Southeast Asia.
- 5** Which detail supports the idea that the greenhouse effect is natural?
- (A) Burning fossil fuels puts more carbon dioxide in the air.
 - (B) Most cars use fossil fuels.
 - (C) Animals breathe out carbon dioxide.
 - (D) Coal is a fossil fuel.
- 6** _____ work to protect Earth from pollution and other threats.
- (A) Farmers
 - (B) Droughts
 - (C) Environmentalists
 - (D) Factories

Name: _____ Date: _____

Recycled Goods STEM

Directions: Carlos plotted the number of items he recycled in one week on the line plot below. Use this data to answer the questions.



1 Which item did Carlos recycle the most? _____

How many did he recycle? _____

2 Which items did he recycle more than three times?

3 Which item did he recycle the least? Why do you think this item was not recycled as often?

