

<p>LENGTH: 3 DAYS 30 – 45 minutes</p>	<p>Text: <i>The Amazing Flying Machines</i> This article can be downloaded for free from www.readworks.org</p> <p>Lexile Level: 680</p> <p>by Lexile conversion, this article is on high grade 3 /grade 4 level ; Article is used in modeling and students are receiving reading support. It can also be used for independent reading for students reading close to articles lexile level.</p> <p>Genre: Non Fiction</p>
<p>PURPOSE OF TASK: To bring world relevance to text reading, establish a purpose for reading, model fluent reading, provide opportunities for students to become interactive with the text, and think critically about information in the text.</p>	
<p>Major Understandings <i>What do you want students to know after reading the text?</i> <i>What does the author want them to know?</i></p>	<p>CONTENT: Flying machines developed over time. Innovation was driven by curiosity, creativity and enterprise.</p> <p>PROCESS; Author arranges this informational text in chronological order. Author’s purpose is simply to inform.</p>
<p>PROCEDURE</p> <p>Model this for students with this article this week. Repeat if needed with whole class, or target small groups and individuals.</p>	<p>1. Number The Paragraphs 2. Chunk the text (decide what sections will you read together or at once) 3. Anchor student into text marking system</p> <ul style="list-style-type: none"> • Circle words you may not know • Underline the key ideas • LEFT margin – What is author saying- summarize each chunk • RIGHT margin-jot down your thoughts • use power verb to <ul style="list-style-type: none"> • describe what author is doing (comparing, telling,..) • draw a pic or symbol • ask any questions you have

<p>Purpose:</p> <p>Familiarizing students with key ideas in the text and teaching students to critically (closely read the text)</p> <p>Today you will read aloud to students as you analyze the text. You are modeling the close reading procedure to be used with other</p> <p>MATERIALS:</p> <p>Poster Anchor charts</p> <p>Article Close Read Read with your pencil handout Article copy Pencils</p>	<p>Before starting, anchor students to the unit's Central Theme</p> <p>Society changes through innovation and exploration.</p> <p>Write on the board CELL PHONE – have students discuss how cell phones changed society; have students bring up few more and discuss.</p> <p>Tell students that in this unit we will learn about how people's need to fly changed society. We will start by learning about the history of flight.</p> <p>Tell students you will teach them the way to read articles and really understand them. This is important because as inquirers we always look for new information.</p> <p>DAY 1</p> <p>FIRST READ (Key Ideas & Details)</p> <p>Focus: What does the text say?</p> <p><i>Do not frontload vocabulary and prior knowledge or use pre-reading activities. You are modeling for students how to read a text they have never seen before. Any such text will have unknown word and parts that may be difficult to comprehend because student does not have . Close reading is a way to navigate a complex, unknown text.</i></p> <p><i>If your students are not familiar with procedure or marking, today you will just model for them. If your students are familiar with text marking, guide students in numbering and chinking, then model the first chunk.</i></p> <p><i>Note that the goal for today is to learn how to close read by marking the text. Explain to students that when the text is read "closely" and carefully, you read it more than once.</i></p> <p>ASSESSMENT: <i>You assessment for the day will be the last chunk that students will do independently. NOTE: if a student is reading way below grade level (3 or 4) they may struggle. That's OK - it gives you formative assessment data on that student. The task is short enough so that a student will not get frustrated, and you would have read and marked the rest of the article, making students feel successful.</i></p> <p>GROUPING <i>Students will be working in pairs. Make sure that you group so that at least one student is able to read on grade level or close. This way, a student who is not yet at that level is getting additional modeling, while the peer is engaged in meaningful task.</i></p> <p>ELL</p> <p><i>This task is suitable for ELL. You are modeling and explaining, with</i></p>
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comprehensible input included in all components. Make sure to have anchor posters that students can see. You are also using and explaining language, which helps your ELL students acquire language.

**MODELING
PREPARE**

1. Explain the purpose of close read
2. Point to the Close read marked text poster and have pairs discuss what the paper look like.
3. Explain to students that when we read, we read with our pencil. This means that we use our pencil to mark on the text thoughts and ideas, and to underline and circle what is important.
4. Point to the Anchor poster and briefly explain each step
5. Have students look at the “Pencil” Handout and discuss each line item with the pair’ summarize the “Pencil” steps

Discuss with students TEXT FEATURES on the poster example. When you hand them the article-have them identify text features with a partner and put them on the sticky note.

MODEL

1. Number the Paragraphs (note that this text has many paragraphs, as elementary level texts often do). This gives you an opportunity to model the first three, then ask students to number the rest as you circulate to assure all students can identify paragraphs (will be important in writing)

2. Chunk the Text (explain to students that sometimes it is difficult to read the whole article at once because it has too much information; therefore we” chunk the information in smaller parts; tell students that whenever possible, we want to chunk articles when it is logical; point to subheadings, reviewing this text feature; then tell to students that sometimes there is too much in between subheading, so you may want to chunk even smaller; In this text draw a bracket [spanning first tow paragraphs. Model another chunk, than have students chunk with pair.

Although these two steps may take some time the first few times you model and work on close reads, it is an important step. It will become automatic to students the more this is done!

Anchor students back to the close read poster. Identify Left and right margin (have students literally writ – “left margin” and “right margin” on the top of their article (this will eventually be unnecessary as marking becomes automatic)

3. Explain to students that we will use margins to jot down thoughts and ideas.

In the LEFT margin (point to it on the poster)- we will put in what the author is saying- important words, key idea, and a brief summary of each chunk”

In the RIGHT margin (point to it on the poster)- we will jot down our thoughts - what is author is doing (comparing, describing, giving example, questions that you have, AHA thoughts- what surprised you, sources of information, or any other connections, ideas thoughts.

BEGIN READING

Tell students that you will MODEL (I DO) the first chunk. This means that they are just watching, not writing !

Model Reading using the marking system. Stop and explain your thought process as you are marking .

Example:

Read the Title “ The Amazing Flying Machine” – hmmm? I wonder what this will be about- maybe it will be about space exploration or airplanes- jot this down in the RIGHT margin (my thoughts).

Begin reading the article. Note the markings the teacher made. For each one – model the thinking process for students. Have students jot down your notes as a model.

Now go to the next “chunk” – do the same , but have students write down along with you. Use your judgment on when to release them to pair work (you may need additional model). At the chunk three some students may be ready to work with a pair, some not. You can circulate and assist pairs as you move along, sharing good ideas with the class.

Individual work: The last 2 chunks should be individual work – some students are ready and some not. The first of the last two chunks (under the To the start heading) is your first formative assessment. Walk around and see who is struggling with the content. If you have already assessed reading levels (for example with running records, you may already have idea). Remember that the purpose is to teach the close read purpose. During the 1st independent chunk, circulate and assist any students that are “stuck”. Note down the assistance you provided) “ I had to read to Mary” or “ Bob was able to read but was not marking”. The 2nd chunk (very short)- do not provide ANY assistance – it is SHORT and will not cause a lot of frustration. You will assess this part before students move to read #2 tomorrow.

Close the session by using a cooperative learning structure such as 3 way interview , reviewing close reading components. Three way interview chart is attached in materials section.

3 WAY INTERVIEW DIRECTIONS

The Three-Step Interview is a cooperative structure that creates interaction between all of the members in each team. There are three separate discussions, or interviews, within the structure. To establish this strategy:

1. Divide into teams of four, numbering the members from 1 to 4.
2. Introduce a discussion topic: What did we learn about close
3. The three steps then are introduced, with perhaps 2-3 minutes being allocated to each step.

The steps are:

- Step 1: Nos. 1 and 2 interview each other. Nos. 3 and 4 interview each other.
- Step 2: Nos. 1 and 3 interview each other. Nos. 2 and 4 interview each other.
- Step 3: The 4 members then discuss the topic, and attempt to reach a consensus.

Team members should be asked to take notes while listening to the viewpoints of their ‘partner’ at the time. They then can refer to these notes during discussion.

DAY 2-3

SECOND READ (Key Ideas & Details)

Focus: What does the text say?

Do not frontload vocabulary and prior knowledge or use pre-reading activities. Now the students know

Reading format:

- Students Read Text
- Teacher Reads Text
- Partners Read Text

NOTE TAKING WITH CATEGORIES

This part teaches students how to categorize information collected from the text in categories. You are providing them with categories as they are looking for Key ideas and details in response to the guiding questions.

Begin by providing students with the guiding question. Explain to students that the information they are looking for should help them answer the guiding question.

Give student a code for three categories

W – Wrights 1st invention

IM- importance of Wrights invention

A- inventions after

Then explain to students that when they find key ideas and details they will sort them into three categories. Tell them you will show them how and then they will work with the partner.

Show the notetaking sheet- explain how to use it.

Read the first "chunk" – model (the first statement is provided)
Model one more statement, asking students to categorize it. Have them work with partner to complete the rest. Circulate to assist, model and reteach. (10-15 minutes)

Following the notetaking guide students in discussion of text dependent questions – allow students to refer to text

Text-Dependent Question(s)

Select appropriate number of cognitive level questions that will require students to use evidence from the text.

1. What did Wright brothers invent? Where did you find that information?
2. What did their flying machine look like?
3. What did you learn after reading paragraph 6?
4. What would be another good title for this article?
5. What supporting details does the author include to help you learn about flying machines after the one invented by the Wright brothers?

	<p>Discussion Format: <input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Pair-Share</p> <p>SUMMARY TIMELINE- students in teams use index cards to create a timeline of flight history.</p>
<p>Complex test structures and elements</p> <p><input checked="" type="checkbox"/> Vocabulary</p> <p><input checked="" type="checkbox"/> Text Structure</p> <p><input type="checkbox"/> Coherence</p> <p><input type="checkbox"/> Syntax</p> <p><input checked="" type="checkbox"/> Text Features</p>	<p>DAY 2-3</p> <p>THIRD READ (Craft & Structure) - 10 minutes Focus: How does the text work? What does the author mean?</p> <p>Reading Format</p> <p><input type="checkbox"/> Independent reading <input type="checkbox"/> Shared Reading <input type="checkbox"/> Read Aloud <input type="checkbox"/> Think Aloud <input type="checkbox"/> Paired Reading</p> <p>Text-Dependent Question(s) <i>Select appropriate number of cognitive level questions that will require students to use evidence from the text.</i></p> <ol style="list-style-type: none"> 1. What information do the headings give the reader about the next section of the text? 2. The passage states, “In 1962, John Glenn became the first man to orbit Earth.” What does the word orbit mean in this passage? 3. Explain how the first section relates to the second section. Use examples from the article in your explanation 4. Explain how the author develops his/her idea across the paragraphs. Use examples from the article in your explanation. <p>Discussion Format: <input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Pair-Share</p> <p>SUMMARY – INDEPENDENT: NOTE – THIS IS A FORMATIVE ASSESSMENT OF WRITING AT GRADE LEVEL 3 – STUDENTS WILL NEED UNINTERRUPTED 40 MINUTES – it should be done during WRITING class!</p> <p>Students will write an opinion “essay” based on their reading. Use the wide ruled paper for response. Project the topic or (even better)- give each child a copy of the topic.</p>

The article talked about the history of flight. Write an essay in which you give your opinion:

The author of the article says that Wright's brother invention made "all future flight possible". Do you agree or disagree with the author.

Use the information from the passages in your essay.

Manage your time carefully so that you can

- read the passages;
- plan your essay;
- write your essay; and
- revise and edit your essay

Be sure to include

- an introduction;
- support for your opinion using information from the passages; and
- a conclusion that is related to your opinion.

Your writing should be in the form of a well-organized, multiparagraph essay.

The Amazing Flying Machine

More than one hundred years ago, two brothers stood on a sand dune at Kitty Hawk, North Carolina. Nearby was a big, odd-looking machine they had built. The brothers were Orville and Wilbur Wright. The machine was the world's first powered airplane.

Today, that amazing flying machine is on display at the National Air and Space Museum in Washington, D.C. The museum has the largest collection of historic aircraft and spacecraft in the world. A new exhibit at the museum marks the 100th anniversary of the Wright brothers' famous flight. The Wright brothers' flying machine looks something like a box kite with an engine. But it made all future flight possible.

Wheels to Wings

In 1896, the Wright brothers made bicycles in Dayton, Ohio. But they dreamed of wings, not wheels. At that time, the only way to fly was in a basket under a hot-air balloon. Not many people did so, as the balloons were hard to control. Orville and Wilbur set out to build a machine that could fly. It would have glider-type wings and an engine.

Designing and building the flying machine took years. When it was finally ready, bad weather set in. The Wrights had to wait months to test their invention. Flying was a dangerous mission. Other people had died trying to fly. On December 17, 1903, however, the Wright brothers were ready to take their chances.

Orville was the machine's first pilot. His flight lasted only 12 seconds. The flyer traveled just 120 feet and landed with a thud. The flight was short but very sweet. It proved that humans could fly.

Orville and Wilbur made four flights that day. They took turns as pilots. Wilbur made the longest flight. He flew for 59 seconds and went a distance of 852 feet.

Roll, Pitch, and Yaw

The Wright brothers' invention began the age of flight. Their machine was important not only because it flew, but because it could be controlled in the air. The Wrights could control their craft in three important ways-roll, pitch, and yaw. They could roll the wings right or left. They could pitch the plane's nose up or down. And they could yaw the nose from side to side. Being able to control the plane in those three ways made all the difference. All pilots use those same controls when flying today.

To the Stars

After the Wright brothers' success, flying really took off. In May 1927, Charles Lindbergh flew a small, one-seater plane across the Atlantic Ocean. He was the first person to do such a feat alone. That plane, the Spirit of St. Louis, can be seen at the Air and Space Museum. The museum also displays a jet named Glamorous Glennis. Its pilot was Chuck Yeager. In October 1947, Yeager flew the plane 700 miles per hour. It was the first plane to fly faster than the speed of sound.

With jets, humankind pushed toward the edge of space and beyond! In 1962, John Glenn became the first man to orbit Earth. He flew in the Mercury Friendship 7 space capsule. That tiny craft is now at the museum. The craft that first flew men to the moon is there, too.

For the Wright brothers, flight was an amazing adventure. Today, the adventure goes on. In the past hundred years, human flight has soared from Kitty Hawk to the moon!