



The Fuchs Research Group © 2019

READING PI

Nonfiction Comprehension Program

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Samuel A. Patton, Meagan E. Walsh, Lynn S. Fuchs

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Change Your World Unit Overview



Lesson Outline	Page #
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Change Your World Unit Materials List:

Change Your World Unit Board Game
Change Your World Unit Flash Cards

Change Your World Content Guide

Be prepared to preview emotionally evocative pictures with the students, especially the ones in the civil rights stories.

Some of the passages describe discrimination and violence against minoritized people. This may affect the students and require additional time and space to address the students' reactions.

Set clear guidelines for respectful discussion and be prepared to talk about race and racism, not simply as remnants of a long-gone past, but as real forces in the world today.

Involve students in the process by asking them what kinds of guidelines they would need to feel safe expressing their ideas.

Useful Resources

Resource	Description
TED Talk by Liz Klienrock "How to Talk About Taboo Topics"	A teacher expresses her experience engaging in dialogue around topics that are deemed "taboo." She explains how willingness to engage with difficult topics has actually improved her classroom culture.
Teaching Tolerance	Tutor's resource website

Starting in Change Your World Unit, focus on releasing scaffolding and enabling students to work more independently. All the strategies have transitioned to independent student work. However, still scaffold as needed and according to the Detective Icons in the Sidebar. Tutors should only review 1 text feature with students and always have student preview the text structure. Check that students are making check marks and drawing thought bubbles, but don't remind them to do it anymore. The Coach no longer has to circle the most important who or what, but this can be done if they cannot help the reader correctly identify the MI WW during coach correction in main idea checks. Students should be progressing towards, or ready for, independent question work on the student worksheets. Also on the worksheets, there is a line for students to write M F or I when they identify the question type.

Change Your World Scope and Sequence			
Strategies	Script Structure and Format	Tutor Role	Student Roles
Preview Vocabulary	No change.	• Prompts students to name the first Before Reading Strategy. • Displays the Preview Vocabulary Poster to students. • Prompts students to complete the strategy steps independently. • Asks follow up questions to check student understanding, as needed. • Checks that students have made a checkmark in their workbooks next to each vocabulary word after completing the strategy.	• Identify the first Before Reading Strategy. • Work independently to complete the strategy steps. • Answer the follow up questions asked by the tutor. • Make a checkmark next to each vocabulary word after completing the strategy for it.
Preview Text Features	• In lesson 24, Sequence text structure is used for a non-biographical text. Students are taught that Sequence structure is also used for how-to or step-by-step passages.	• Introduces non-biographical Sequence structure passages. • Prompts students to name the next Before Reading Strategy. • Displays the Preview Text Features Poster. • Selects one important text feature for the group to discuss. • Checks that students have made a checkmark next to each text feature after previewing it.	• Identify the next Before Reading Strategy. • Work independently to preview text features. • Participate in discussion of text feature(s). • Preview and identify text structure with guidance from tutor. • Make a checkmark next to each text feature after previewing it.

Change Your World Scope and Sequence

Strategies	Script Structure and Format	Tutor Role	Student Roles
Preview Background Knowledge	The language in the script no longer uses the word “connect.”	Prompts students to name the next Before Reading Strategy. Displays the Preview Background Knowledge Poster. Prompts students to ask themselves what they already know about the day’s topic. Checks and Supports student background knowledge, as needed. Shows a video to build student background knowledge. Lead discussion of the video. Checks that students have made a checkmark at the top of their passage after previewing their background knowledge.	Identify the next Before Reading Strategy. Ask themselves the question. Watch a video to build background knowledge. Participate in discussion of the video. Make a checkmark at the top of their passage after previewing their background knowledge.
Clarify & Connect	- Students should be encouraged and praised for independently and spontaneously identifying confusing ideas to clarify and making connections during reading. - If students do not do this, the script ensures that the group will stop to clarify and connect after reading 2 or 3 paragraphs.	Prompts students to clarify and connect after 2 or 3 paragraphs. Displays the Clarify & Connect Poster. Supports students as needed to identify confusing ideas and select a method to use when clarifying. Supports students as needed to make connections. Checks that students have drawn a thought bubble after clarifying & connecting.	Identify confusing ideas to clarify, independently and spontaneously during reading, if possible. Make connections, independently and spontaneously during reading, if possible. Draw a thought bubble after clarifying & connecting.

Change Your World Scope and Sequence

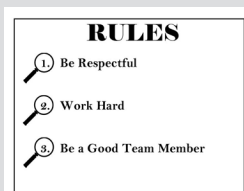
Strategies	Script Structure and Format	Tutor Role	Student Roles
Main Idea	No change.	• Reminds students of Coach and Reader roles, if necessary. • Prompts students to complete the strategy steps in their heads after each paragraph. • Displays the Main Idea Poster. • Provides support if asked, or if correction is necessary, using the Main Idea Poster and the Tree Correction Poster. • Provides support when correction is necessary on big idea questions. • Reminds students about the relationship between text structure and big idea.	• Take turns acting as Coach and Reader to read the paragraphs. • Generate a main idea in their head when prompted by the tutor. • Share a main idea with the group during main idea checks. • Help their partner using the Coach Correction Poster during main idea checks. • Work independently to answer main idea questions on the worksheet. • Work independently to answer main idea multiple choice questions on the worksheet. • Work independently to answer big idea questions
In or Out	• The supportive scripting that accompanied Inference questions in the Animals unit is condensed into table format in the Change Your World Unit. Tutor should continue to use the language from the fuller scripting (from the Animals Unit) as much as possible, but use the tables to reference the information required to make the inference.	• Prompts students to complete questions one at a time. • Provides correction, as needed.	• Work independently to label question types. • Work independently to answer factual, inference, main idea and big idea questions. • Compare answers with each other • Write the paragraph number on the worksheet next to the question in which they found their answer.

Lesson 26: Eesha's Super Battery and Eric's Solar Death Ray



Outline	Activities	Materials
I. Review	A. Review Rules B. Review Strategies C. Agenda	• Rules Poster • Comprehension Strategies Poster • Point Sheets
II. Before Reading Preview	A. Preview Vocabulary B. Preview Text Features C. Preview Background Knowledge	• Change Your World Workbooks • Laptop • Media • Preview Vocabulary Poster • Preview Text Features Poster • Four Text Structures Poster • Preview Background Knowledge Poster
III. During Reading Practice	A. Paragraph 1 B. Paragraph 2 C. Paragraph 3 D. Clarify & Connect E. Main Idea Check F. Paragraph 4 G. Paragraph 5 H. Paragraph 6 I. Clarify & Connect J. Main Idea Check	• Main Idea Poster • Tree Correction Poster • Clarify & Connect Poster • Coach Correction Poster
IV. After Reading Practice	A. Answer Comprehension Questions	• Mission 31.0 Worksheets • In or Out Poster #2 • Main Idea Poster • Tree Correction Poster
V. Wrap Up	A. Review Lesson & Behavior	• Rules Poster • Point Sheets • Inference Game • Change Your World Unit Flash Cards • Change Your World Unit Game Board • Laptop • Media

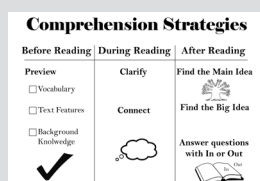
Show



Set out



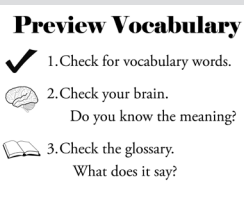
Show



Give



Show



Check understanding
using the follow-up

Check



I. Review

A. Review Rules

Review routines as needed.

What are the rules for every session?

1. Be Respectful
2. Work Hard
3. Be a Good Team Member

What is one rule you would like to work especially hard on today? Accept response from both students.

B. Review Strategies

Have you used any of your strategies in another class or at home? How did they help you? Accept responses and encourage students to continue to use their strategies outside of the intervention program.

C. Agenda

Today we're going to practice using our comprehension strategies with one of the passages in our workbook! It's a text that tells us facts about real events and real people. It's not about a person's life, so it's not a biography. What do we call that kind of passage? [Social studies text] **Remember, you'll do all of the strategies independently from now on! I'm not going to say very much unless you both need help.**

Let's begin.

Using the Table of Contents, help students turn to "Eesha's Super Battery and Eric's 'Solar Death Ray'".

II. Before Reading Preview

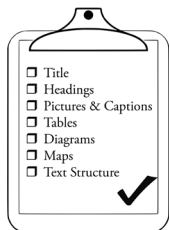
A. Preview Vocabulary

What is the first Before Reading Strategy? [Preview Vocabulary] **Good. Go ahead and preview the vocabulary words on your own Reading Detectives.**

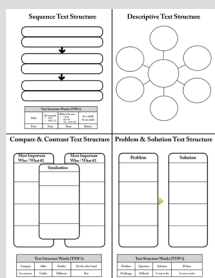
Term	Definition	Follow-up
Battery	[A device inside a machine that provides and stores electricity.]	What things do you have in your house or your classroom that need a battery in order to work? Accept student responses.
Invented (Invent)	[To build or create something new that never existed before.]	Which two inventors have we already learned about? [Thomas Edison and Alexander Graham Bell]
Device	[An object made for a special purpose.]	Point to the picture of the inventor. What kind of device do you think these inventors are inventing? Accept student responses.
Ray	[A thin beam of energy.]	Have you ever seen a ray of light? What does it look like? How is that similar or different from a ray of heat? Accept student responses.
Solar	[Something that uses the sun's heat.]	Have you heard of a solar panel? What does it use the heat from the sun to do? Accept student responses.

Show

Preview Text Features



Use



Check



Show

Preview Background Knowledge



Check and support background knowledge

Use



Check

*B. Preview Text Features*

What do you do next? [Preview Text Features] **Good! Go ahead and preview the text features on your own Reading Detectives.**

Text Feature	Description
Title	Eesha's Super Battery and Eric's "Solar Death Ray" How are They Alike and Different?
Headings	Burning Curiosity; Young inventors with Energy to Burn
Pictures & Captions	Example of a solar cooker.
Maps	Eesha is from California; Eric is from Indiana
Preview Text Structure	- Eesha Khare is a young inventor from California. - Eric Jacqmain is a young inventor from Indiana. - Eesha and Eric made their inventions for very different reasons. - One similarity between these two inventors is their age. - Eesha's super battery and Eric's "solar death ray" are alike because they can both help people. - There's another similarity between Eesha and Eric.
Text Structure Key	Structure: [Compare & Contrast] Evidence: [It tells how Eesha and Eric are alike and different and contains Compare & Contrast TSWs: different and similarity.] Knowing the text structure will help you find the big idea of the passage. This passage has a Compare and Contrast structure, so the big idea will be about the similarities and differences between the two most important who or whats.

C. Preview Background Knowledge

What do you do next? [Preview Background Knowledge] **Great!**

Silently ask yourself what you already know about inventors. Give me a thumbs up when you're done. Give students about 20 seconds to think.

If students do not know anything about inventors, briefly remind them of the two passages on inventors that they have already read in this unit. Help students remember the inventors and inventions they have learned about.

Let's watch a video to build our background knowledge about the inventors Eesha and Eric.

If using the 4th & 5th Grade Reading PI Media Library, go to the Eesha and Eric page and play the video there. If you are choosing your own video, play the video for the students.

After the video is finished, engage students in 2-3 minutes of discussion to get them to think more deeply about the video.



Summarize if appropriate

III. During Reading Practice

Now it's time to read. You're going to take turns reading one paragraph at a time. [Student A], you'll be the first Reader. Go ahead and read the first paragraph quickly, carefully and with expression. [Student B], you're the Coach. While [Student A] is reading you should follow along silently. You no longer have to circle the most important who or what, but you should still be thinking about it. When we finish this paragraph I'll ask both of you to think about the main idea in your head. Then we'll switch jobs and read the next paragraph.

A. Paragraph 1

Eesha Khare is a young inventor from California. Eesha noticed a problem and decided to fix it! She noticed that her cell phone **battery** did not last very long. So, she **invented** a much better battery. A super battery! The super battery that Eesha invented is very small, but it can hold more energy than a normal battery. A cell phone with Eesha's battery can be charged in only 30 seconds! It can also stay charged for a long time!

Now both of you should use the steps in the Main Idea Strategy to make a main idea in your head. Give me a thumbs up when you have it. Go ahead. Give students approximately 30 seconds.

If both students give you a thumbs up, ask them to switch jobs and read the next paragraph.

If one or both students asks for help go through the steps of the Main Idea Strategy with them and use the tables below to complete the Tree Correction if necessary.

Paragraph 1 Suggested Main Idea

Eesha Khare invented a super battery.

Paragraph 1 Tree Correction Key

Sentence	Explanation
1. Eesha Khare is a young inventor...	Introduces Eesha.
2. Eesha noticed a problem and...	Describes the problem that she saw.
3. She noticed that her cell phone...	Describes the problem that she saw.
4. So, she invented a much better...	Describes how she fixed the problem.
5. A super battery!	Describes Eesha's invention.
6. The super batter that Eesha...	Tells more information about the super battery.
7. A cell phone with Eesha's battery...	Tells more information about the super battery.
8. It can also stay charged for...	Tells more information about the super battery.

Follow-up Discussion: **All of the sentences in the paragraph are about Eesha Khare's invention. What did she invent? [A super battery] That's right. Most of the sentences tell you more about her battery!**



Support

Main Idea Strategy

1. Name the most important who or what
2. Tell the most important thing about _____
3. Say the Main Idea



Support

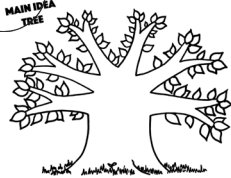


Support

**Main Idea Strategy**

1. Name the most important
who or what
- + 2. Tell the most important thing
about _____
(Use notes or notes)
3. Say the Main Idea

Support



Hint that there are 2
most important whos
in paragraph 3

Support

**Main Idea Strategy**

1. Name the most important
who or what
- + 2. Tell the most important thing
about _____
(Use notes or notes)
3. Say the Main Idea

B. Paragraph 2

Eric Jacqmain is a young inventor from Indiana. Eric loves science and building new things. One day, he decided to build a **device** that turns the sun's energy into a powerful **ray** of heat. Eric used a satellite TV dish and 6,000 tiny mirrors to build his device. He called it a "**solar** death ray," even though he didn't kill anything with it. The ray of heat could light wood on fire, boil water, and even melt steel in just a few seconds!

Now both of you should use the steps in the Main Idea Strategy to make a main idea in your head. Give me a thumbs up when you have it. Go ahead. Give students approximately 30 seconds.

If both students give you a thumbs up, ask them to switch jobs and read the next paragraph.

If one or both students asks for help go through the steps of the Main Idea Strategy with them and use the tables below to complete the Tree Correction if necessary.

Paragraph 2 Suggested Main Idea

Eric Jacqmain invented a "solar death ray."

Paragraph 2 Tree Correction Key

Sentence	Explanation
1. Eric Jacqmain is a young...	Introduces Eric.
2. Eric loves science and building...	Tells information about Eric.
3. One day, he decided to build a...	Describes Eric's invention.
4. Eric used satellite TV dish and...	Describes Eric's invention.
5. He called it a "solar death ray..."	Describes what the invention was called.
6. The ray of heat could light wood...	Describes Eric's invention.

Follow-up Discussion: **All of the sentences in the paragraph are about Eric Jacqmain's "solar death ray." Tell me two details that describe the "death ray."**
[Made out of a satellite TV dish and 6,000 mirrors; doesn't actually kill things; ray of heat could light wood on fire, boil water, and even melt steel in just a few seconds!]

*C. Paragraph 3*Burning Curiosity

Eesha and Eric made their inventions for very different reasons. Eesha wanted to solve a problem. Her cell phone battery was always dying. So, she thought up a way to charge it faster! In contrast, Eric wasn't trying to solve any problems. He was just curious about science!

Now both of you should use the steps in the Main Idea Strategy to make a main idea in your head. Give me a thumbs up when you have it. Go ahead. Give students approximately 30 seconds.

If both students give you a thumbs up, ask them to switch jobs and read the next paragraph.

If one or both students asks for help go through the steps of the Main Idea Strategy with them and use the tables below to complete the Tree Correction if necessary.

Paragraph 3 Suggested Main Idea

Eesha and Eric made their inventions for different reasons.



Support



Paragraph 3 Tree Correction Key

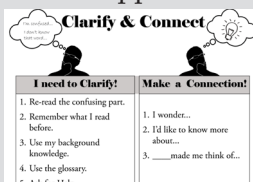
Sentence	Explanation
1. Eesha and Eric made their....	Main idea.
2. Eesha wanted to solve a problem.	Explains why Eesha invented the super battery.
3. Her cell phone battery was always...	Explains why Eesha invented the super battery.
4. So, she thought up a way to charge...	Explains that Eesha invented to solve a problem.
5. In contrast, Eric wasn't trying...	Explains that Eric didn't invent to solve a problem.
6. He was just curious about science.	Explains why Eric invented the solar death ray.

Follow-up Discussion: **All of the sentences in the paragraph are about the different reasons that made Eesha and Eric create their inventions. What was the biggest difference?** [Eesha wanted to solve a problem, but Eric was just curious about science.]

D. Clarify & Connect

Let's take a minute to clarify and connect.

Encourage and support students as necessary to move through the Clarify & Connect Strategy steps. Students should clarify 1 confusing concept and make 1 connection from paragraphs 1-3.



Confusing Idea	Clarification Method	Answer
What is a super battery?	Re-read the confusing part. (Paragraph 1)	Eesha's super battery is very small, can be charged in 30 seconds, and can stay charged for a long time.
Where is Indiana?	- Use background knowledge. - Ask for help.	Indiana is the state north of (above) Kentucky.
How can Eric's device use the sun's rays to melt steel?	- Use background knowledge. - Ask for help.	Eric's device uses mirrors to collect and concentrate the sun's energy. Think about standing outside on a hot day. You feel the heat from the sun. If you concentrated that energy, it would become much stronger.

Check



Give

Coach Correction Card

If the Reader says the wrong who/what:
Coach: "Check it!"
"The answer is ____."

If the Reader says the wrong thing:
Coach: "Let me give you a hint..."
"The answer is ____."

If the Reader's Main Idea is too long:
Coach: "Shrink it!"

Support

**Main Idea Strategy**

1. Name the most important who or what
2. Tell the most important thing about _____
(Use who or what)
3. Say the Main Idea

Support



Confusing Idea	Clarification Method	Answer
What is a satellite TV dish?	- Use background knowledge. - Ask for help.	A satellite TV dish is a bowl-shaped antenna that sends signals to and from communications satellites. The TV dishes help people access television channels. You may see satellite dishes on the side of people's houses.

I wonder...	how Eesha made her battery!
I'd like to know more about...	what Eric did with his death ray.
_____ made me think of...	Eesha's phone battery always dying makes me think of MY battery. I wish I had her super battery!

E. Main Idea Check

Let's check one of the main ideas you made earlier! [Student A], help [Student B] make a main idea for paragraph 1 by following the three steps on our Main Idea Poster. If you both need help, then we'll find the main idea together. Coach, If your partner needs help, what should you do? [Use the Coach Correction Poster] Coach, go ahead.

If the Reader makes an error, prompt the Coach to use the Coach Correction Poster. If the Coach cannot correct the Reader appropriately, use the corrective scripting on the back of the Main Idea Poster.

Paragraph 1 Suggested Main Idea

Eesha Khare invented a super battery.

If the student provides a response that is close to the suggested main idea, continue on to paragraph 4.

If one or both students asks for help or if neither student can produce a good main idea after the Coach attempts correction, go through the steps of the Main Idea Strategy with them and use the table below to complete the Tree Correction, if necessary.

Paragraph 1 Tree Correction Key

Sentence	Explanation
1. Eesha Khare is a young inventor...	Introduces Eesha.
2. Eesha noticed a problem and...	Describes the problem that she saw.
3. She noticed that her cell phone...	Describes the problem that she saw.
4. So, she invented a much better...	Describes how she fixed the problem.
5. A super battery!	Describes Eesha's invention.
6. The super batter that Eesha...	Tells more information about the super battery.
7. A cell phone with Eesha's battery...	Tells more information about the super battery.
8. It can also stay charged for...	Tells more information about the super battery.

Paragraph 1 Tree Correction Key

Sentence

Explanation

Follow-up Discussion: **All of the sentences in the paragraph are about Eesha Khare's invention. What did she invent? [A super battery] That's right. Most of the sentences tell you more about her battery!**

Lets read the next paragraph.

F. Paragraph 4

Young inventors with Energy to Burn

One similarity between these two inventors is their age. Eesha and Eric were both teenagers when they created their devices. In fact, they were the exact same age, 18 years old! Hopefully they will both invent more really useful devices.

Now both of you should use the steps in the Main Idea Strategy to make a main idea in your head. Give me a thumbs up when you have it. Go ahead. Give students approximately 30 seconds.

If both students give you a thumbs up, ask them to switch jobs and read the next paragraph.

If one or both students asks for help go through the steps of the Main Idea Strategy with them and use the tables below to complete the Tree Correction if necessary.

Paragraph 4 Suggested Main Idea

Eesha and Eric were 18 years old when they invented their devices.

Paragraph 4 Tree Correction Key

Sentence

Explanation

- | | |
|--|--|
| 1. One similarity between these two... | Tells about a similarity between Eesha and Eric. |
| 2. Eesha and Eric were both teenagers... | Partial main idea. |
| 3. In fact, they were the exact same... | Partial main idea. |
| 4. Hopefully they will both invent... | Tells more information about Eesha and Eric. |

Follow-up Discussion: **All of the sentences in the paragraph tell us about how Eesha and Eric were both 18 years old when they invented their devices. Would this fact go in the compare or contrast column of our text structure organizer?** [Compare because it's a similarity]

G. Paragraph 5

Eesha's super battery and Eric's "solar death ray" are alike because they can both help people. Eesha's super battery will help anyone with a cell phone. But how could something called a "solar death ray" help people? Eric's device can also cook food in a small outdoor oven. You wouldn't need any oil, gas, or wood to cook the food.

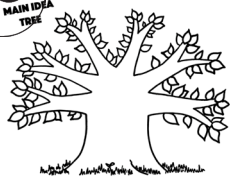
Now both of you should use the steps in the Main Idea Strategy to make a main idea in your head. Give me a thumbs up when you have it. Go ahead. Give students approximately 30 seconds.

Support

Main Idea Strategy

1. Name the most important who or what
2. Tell the most important thing about _____
(the who or what)
3. Say the Main Idea

Support



Support

Main Idea Strategy

1. Name the most important who or what
2. Tell the most important thing about _____
(the who or what)
3. Say the Main Idea

If both students give you a thumbs up, ask them to switch jobs and read the next paragraph.

If one or both students asks for help go through the steps of the Main Idea Strategy with them and use the tables below to complete the Tree Correction if necessary.

Paragraph 5 Suggested Main Idea

Eesha's and Eric's devices can both help people.

Paragraph 5 Tree Correction Key

Sentence	Explanation
1. Eesha's super batter and Eric's...	Close to main idea.
2. Eesha's super batter will help...	Describes how Eesha's invention helps people.
3. But how could something called...	Asks how Eric's invention helps people.
4. Eric's device can also cook food...	Describes how Eric's invention helps people.
5. You wouldn't need any oil, gas...	Describes how Eric's invention helps people.

Follow-up Discussion: **Most of the sentences are details about how Eesha and Eric's devices can both help people. Tell me two details that explain how they help people.** Accept student responses.

H. Paragraph 6

There's another similarity between Eesha and Eric. Eesha is now working with other scientists to make her super battery even better. Unfortunately, Eric's first "solar death ray" accidentally lit itself on fire and was destroyed. However, Eric is already planning to build a bigger and better "solar death ray" soon!

Now both of you should use the steps in the Main Idea Strategy to make a main idea in your head. Give me a thumbs up when you have it. Go ahead. Give students approximately 30 seconds.

If both students give you a thumbs up, ask them to switch jobs and read the next paragraph.

If one or both students asks for help go through the steps of the Main Idea Strategy with them and use the tables below to complete the Tree Correction if necessary.

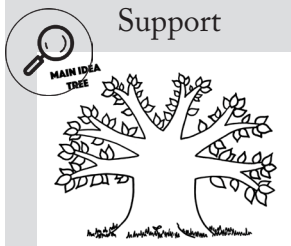
Paragraph 6 Suggested Main Idea

Eesha and Eric both want to make their inventions better.

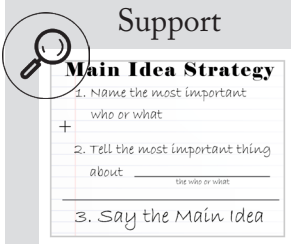
Paragraph 6 Tree Correction Key

Sentence	Explanation
1. There's another similarity between...	Explains that Eesha and Eric have another similarity.
2. Eesha is now working with other...	Describes how Eesha is improving her invention.
3. Unfortunately, Eric's first...	Explains what happened to the first "solar death ray"
4. However, Eric is already planning...	Describes how Eric is improving his invention.

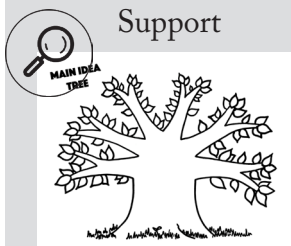
Support



Support



Support



Support

Clarify & Connect

I need to Clarify!	Make a Connection!
1. Re-read the confusing part.	1. I wonder...
2. Remember what I read before.	2. I'd like to know more about...
3. Use my background knowledge.	3. _____ made me think of...
4. Use the glossary.	
5. Ask for Help.	

Check



Give

Coach Correction Card

If the Reader says the wrong who/what:
Coach: "Check it!"
"The answer is ____."

If the Reader says the wrong thing:
Coach: "Let me give you a hint..."
"The answer is ____."

If the Reader's Main Idea is too long:
Coach: "Shrink it!"



Paragraph 6 Tree Correction Key

Sentence

Explanation

Follow-up Discussion: **Most of the sentences tell us details about another similarity between Eesha and Eric. Tell me two details that show that they both want to make their inventions better.** Accept student responses.

I. Clarify & Connect

Let's take a minute to clarify and connect.

Encourage and support students as necessary to move through the Clarify & Connect Strategy steps. Students should clarify 1 confusing concept and make 1 connection from paragraphs 4-6.

Confusing Idea	Clarification Method	Answer
How is a death ray useful?	- Re-read the confusing part. - Ask for help.	In paragraph 2 it says he didn't kill anything with it. The ray of heat could light wood on fire, boil water, and even melt steel in just a few seconds. In paragraph 5, it also says you could use his device to cook in a small, outdoor oven.
Why would you want to cook in a small outdoor oven?	- Use background knowledge. - Ask for help.	This could be helpful for going camping, or for people who don't have much money and can't afford to buy oil, gas, or wood to cook.
Who is Eesha working with?	- Re-read the confusing part. (Paragraph 6) - Ask for help.	Other scientists. The text doesn't tell us who they are, but it sounds like now she has a team to help her.
Both Eesha and Eric invented things. Did either of them get a patent?	- Use background knowledge. - Ask for help.	Eesha wasn't able to get a patent for her work, but she went to Harvard to study biomedical engineering.

I wonder...

if either of them have tried to invent anything else?

I'd like to know more about...

how long it takes to cook with a solar death ray.

_____ made me think of...

Eesha working with a team of other scientists made me think of how Alexander Graham Bell worked with Mr. Watson to invent the telephone.

J. Main Idea Check

Let's check one of the main ideas you made earlier! [Student B], help [Student A] make a main idea for paragraph 6 by following the three steps on our Main Idea Poster. If you both need help, then we'll find the main idea together. Coach, If your partner needs help, what should you do? [Use the Coach Correction Poster] Coach, go ahead.

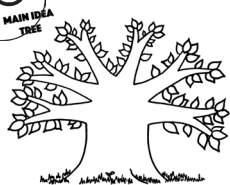
If the Reader makes an error, prompt the Coach to use the Coach Correction Poster. If the Coach cannot correct the Reader appropriately, use the corrective scripting on the back of the Main Idea Poster.

Support

**Main Idea Strategy**

1. Name the most important
who or what
2. Tell the most important thing
about _____
(Use notes or video)
3. Say the Main Idea

Support



Give

Mission 31.0

Eeshah Super Battery and Eric's "Solar Death Ray"

1. What is the main idea of the passage?
a. Eeshah and Eric created their inventions to solve problems.
b. Eeshah and Eric created their inventions to make money.
c. Eeshah and Eric created their inventions to help people.
d. Eeshah and Eric created their inventions to make their lives better.
2. What is the main idea of the passage?
a. Eeshah and Eric created their inventions to solve problems.
b. Eeshah and Eric created their inventions to make money.
c. Eeshah and Eric created their inventions to help people.
d. Eeshah and Eric created their inventions to make their lives better.
3. What is the main idea of the passage?
a. Eeshah and Eric created their inventions to solve problems.
b. Eeshah and Eric created their inventions to make money.
c. Eeshah and Eric created their inventions to help people.
d. Eeshah and Eric created their inventions to make their lives better.
4. What is the main idea of the passage?
a. Eeshah and Eric created their inventions to solve problems.
b. Eeshah and Eric created their inventions to make money.
c. Eeshah and Eric created their inventions to help people.
d. Eeshah and Eric created their inventions to make their lives better.
5. What is the main idea of the passage?
a. Eeshah and Eric created their inventions to solve problems.
b. Eeshah and Eric created their inventions to make money.
c. Eeshah and Eric created their inventions to help people.
d. Eeshah and Eric created their inventions to make their lives better.
6. What is the main idea of the passage?
a. Eeshah and Eric created their inventions to solve problems.
b. Eeshah and Eric created their inventions to make money.
c. Eeshah and Eric created their inventions to help people.
d. Eeshah and Eric created their inventions to make their lives better.
7. What is the main idea of the passage?
a. Eeshah and Eric created their inventions to solve problems.
b. Eeshah and Eric created their inventions to make money.
c. Eeshah and Eric created their inventions to help people.
d. Eeshah and Eric created their inventions to make their lives better.
8. What is the main idea of the passage?
a. Eeshah and Eric created their inventions to solve problems.
b. Eeshah and Eric created their inventions to make money.
c. Eeshah and Eric created their inventions to help people.
d. Eeshah and Eric created their inventions to make their lives better.
9. What is the main idea of the passage?
a. Eeshah and Eric created their inventions to solve problems.
b. Eeshah and Eric created their inventions to make money.
c. Eeshah and Eric created their inventions to help people.
d. Eeshah and Eric created their inventions to make their lives better.
10. What is the main idea of the passage?
a. Eeshah and Eric created their inventions to solve problems.
b. Eeshah and Eric created their inventions to make money.
c. Eeshah and Eric created their inventions to help people.
d. Eeshah and Eric created their inventions to make their lives better.



Pace students through
questions

Show

Main Idea Strategy

1. Name the most important
who or what
2. Tell the most important thing
about _____
(Use notes or video)
3. Say the Main Idea

Show

In or Out Strategy

1. Find the Key Words in the question.
2. Go back and find the Key Words in the text.
3. Read around.
4. Answer the question and prove it with evidence.
5. If you can't prove it...

Paragraph 6 Suggested Main Idea

Eesha and Eric both want to make their inventions better.

If the student provides a response that is close to the suggested main idea, continue on to After Reading Practice.

If one or both students asks for help or if neither student can produce a good main idea after the Coach attempts correction, go through the steps of the Main Idea Strategy with them and use the table below to complete the Tree Correction, if necessary.

Paragraph 6 Tree Correction Key

Sentence	Explanation
1. There's another similarity between...	Explains that Eesha and Eric have another similarity.
2. Eesha is now working with other...	Describes how Eesha is improving her invention.
3. Unfortunately, Eric's first...	Explains what happened to the first "solar death ray."
4. However, Eric is already planning...	Describes how Eric is improving his invention.

Follow-up Discussion: **Most of the sentences tell us details about another similarity between Eesha and Eric. Tell me two details that show that they both want to make their inventions better.** Accept student responses.

IV. After Reading Practice*A. Answer Comprehension Questions*

Great job reading for understanding! Now it's time to answer comprehension questions. Remember, you're going to be in charge from now on. You'll work on your own to answer a question, and then when your partner finishes, you will compare your answers. What should you do if you don't agree with your partner's answer? Elicit answers like the following:

- Show your partner evidence from the text that proves your answer.
- Give your partner a hint.
- Ask for help.

Remember to write "M," "F," or "I" on the line next to each question once you've figured out what kind of question it is. Review the correct answers to each question with students after they finish answering it.

Support

In or Out Strategy

1. Find the Key Words in the question.
2. Go back and find the Key Words in the text.
3. Read around.
4. Answer the question and prove it with evidence.
5. If you can't prove it...

OUT

Make a Connection
What do I already know about _____?
...made me think of...
...made me feel...

Support

In or Out Strategy

1. Find the Key Words in the question.
2. Go back and find the Key Words in the text.
3. Read around.
4. Answer the question and prove it with evidence.
5. If you can't prove it...

OUT

Make a Connection
What do I already know about _____?
...made me think of...
...made me feel...

Support

In or Out Strategy

1. Find the Key Words in the question.
2. Go back and find the Key Words in the text.
3. Read around.
4. Answer the question and prove it with evidence.
5. If you can't prove it...

OUT

Make a Connection
What do I already know about _____?
...made me think of...
...made me feel...

Support

In or Out Strategy

1. Find the Key Words in the question.
2. Go back and find the Key Words in the text.
3. Read around.
4. Answer the question and prove it with evidence.
5. If you can't prove it...

OUT

Make a Connection
What do I already know about _____?
...made me think of...
...made me feel...

Support

In or Out Strategy

1. Find the Key Words in the question.
2. Go back and find the Key Words in the text.
3. Read around.
4. Answer the question and prove it with evidence.
5. If you can't prove it...

OUT

Make a Connection
What do I already know about _____?
...made me think of...
...made me feel...

- (Factual) What is one way Eesha's and Eric's inventions are alike? (Paragraph 5)
 - Both Eesha and Eric invented their devices to solve a problem.
 - Both inventions are designed to generate electricity.
 - Both inventions can help people.
 - Both Eesha and Eric are 18 years old.
- (Factual) Who is currently working with scientists to improve their device? (Paragraph 6)
 - Eric Jacqmain.
 - Eesha Khare.
 - Both Eric and Eesha.
 - Neither Eric nor Eesha.
- (Inference) Which of these things could Eric's "solar death ray" probably do? (Paragraph 5)
 - Pop some popcorn in a foil pan.
 - Blast a hole through a mountain.
 - Help an indoor plant survive by shining sunlight on them.
 - Start a campfire at night.

Clues from the passage	Background Knowledge
What does the text say that the "solar death ray" does? - Turn the sun's energy into a powerful ray of heat; light wood on fire; boil water; melt steel; cook food What does the "solar death ray" need in order to work? - Sunlight	B: What does it take to blast a hole through a mountain? Could a heated beam of light do the job? - It's not powerful enough. C: If it could light wood on fire, then could it also light a plant on fire? - Yes, the plant would burn and die. D: If it needs sunlight, could you use it at night? - No, you couldn't use it at night.

- (Factual) Why did Eesha invent her super battery? (Paragraph 1)
 - She was a young inventor who wanted to work with scientists.
 - She was curious and thought it would be a cool thing to do.
 - She noticed that her cell phone battery did not last very long.
 - She wanted to be able to charge her computer in only 30 seconds.
- (Inference) What could have caused the "solar death ray" to catch on fire? (Paragraph 2)
 - The "solar death ray" was designed to catch on fire after a few uses.
 - Eric destroyed the "solar death ray" on purpose so he could build a bigger one.
 - Eric probably left the "solar death ray" plugged in for too long.
 - The "solar death ray" probably lit something nearby on fire.

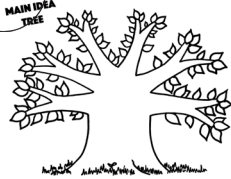
Clues from the passage	Background Knowledge
What does the "solar death ray" create? - It creates a superhot pinpoint of light. What's something dangerous the device can do? - It can catch things like wood on fire.	Does the "solar death ray" sound dangerous to you? - The hot beam could be dangerous if not handled properly, like if it's not aimed correctly. If the beam is misdirected, and something nearby catches fire, what could happen? - The "solar death ray" device could catch fire too.

Support

**Main Idea Strategy**

1. Name the most important who or what
2. Tell the most important thing about _____
3. Say the Main Idea

Support



Support

**In or Out Strategy**

1. Find the Key Words in the question.

2. Go back and find the Key Words in the text.

3. Read around.

4. Answer the question and prove it with evidence.

5. If you can't prove it...

IN

OUT

Make a Connection

What can I already know about _____

_____ made me think of _____

_____ made me feel _____

6. (Main Idea) What is the main idea of paragraph 3?

- a. Eesha thought up a way to charge her cell phone faster.
- b. Both Eesha and Eric made their inventions for the same reason.
- c. Eric was probably more curious than Eesha.
- d. Eesha and Eric made their inventions for different reasons.

Paragraph 3 Tree Correction Key

Sentence	Explanation
1. Eesha and Eric made their....	Main idea
2. Eesha wanted to solve a problem.	Explains why Eesha invented the super battery.
3. Her cell phone battery was always...	Explains why Eesha invented the super battery.
4. So, she thought up a way to charge...	Explains that Eesha invented to solve a problem.
5. In contrast, Eric wasn't trying...	Explains that Eric didn't invent to solve a problem.
6. He was just curious about science.	Explains why Eric invented the solar death ray.

Follow-up Discussion: **All of the sentences in the paragraph are about the different reasons that made Eesha and Eric create their inventions. What was the biggest difference?** [Eesha wanted to solve a problem, but Eric was just curious about science.]

7. (Open-Ended Inference) Which invention could help people the most, and why? (Paragraph 3)

Clues from the passage	Background Knowledge
What are the differences between Eesha and Eric's devices? Eesha invented her device to solve a problem, but Eric invented his device because he was curious.	How many people do you think have cell phones and need to charge their batteries? - A lot of people around the world have cell phones and everyone needs to charge their batteries eventually. How can a "solar death ray" help people? - It could help cook something, but we already have better ways to do that. - It doesn't need electricity.

Suggested Answer: Eesha's, because a super fast battery could be used for other kinds of electronics; Eesha's, because people will be inspired to see that a teenager could create a new invention.

Compare & Contrast Text Structure

Most Important Who or What #1 Eesha Khare		Most Important Who or What #2 Eric Jacqmain	
invented a super battery.	Similarities	invented a “solar death ray.”	
created her device because she wanted to solve a problem.	were 18 years old when they invented their devices.		
	devices can both help people.	created his device because he was curious.	
	want to make their inventions better.		

Support

Main Idea Strategy

1. Name the most important
who or what
- +
2. Tell the most important thing
about _____
(Use notes or words)
3. Say the Main Idea

8. (Main Idea) What is the big idea of this passage?

- Eesha and Eric were good friends who invented things together.
- Eesha and Eric were 18 years old when they invented their devices.
- Eesha solved a problem, but Eric was just curious.
- Eesha and Eric are two young inventors who created very different devices.

If students are unable to answer this question, show the student view page and issue correction, otherwise skip to wrap up: **Just like how we use these steps to find the main idea in a paragraph, we're going to use them to find the big idea in a passage. Look up here. Each of the main ideas we found for the paragraphs in "Eesha's Super Battery and Eric's 'Solar Death Ray'" is written in one of these boxes. Take turns reading the main ideas out loud.** Students read all paragraph main ideas out loud.

Point to Step 1 on the Main Idea Poster. **What do we do first?** [Name the most important who or what.] **Who or what is most important in this passage?** [Eesha and Eric]

Point to Step 2 on the Main Idea Poster. **What do we do next?** [Tell the most important thing about Eesha and Eric] **Let's see. To find the big idea, we need to think about all of the main ideas and the text structure. What type of structure does this passage have?** [Compare and Contrast] **That's right, so the big idea will be about the similarities and differences between Eesha and Eric.**

Point to the two outer boxes. **The first three main ideas told us how Eesha and Eric are different.**

Point to the Similarities box. **These last three main ideas told us how Eesha and Eric are alike!**

We know this passage has a Compare and Contrast structure, so the big idea will tell us how Eesha and Eric are alike AND different! What do you two think the most important thing about Eesha and Eric is? Allow students time to think. **Give me a thumbs up when you've decided on an answer!** Use the feedback table on the next page. Make sure students circle answer "D" and cross out any incorrect answers.

Big Idea Tutor Feedback

A	This answer isn't quite right. The passage never said that Eesha and Eric were friends. The best answer is actually D.
B	The whole passage wasn't about how Eesha and Eric were both 18 when they invented their devices. The best answer is actually D.
C	The whole passage wasn't about how Eesha solved a problem, but Eric was just curious. The best answer is actually D.
D	That's correct! The whole passage is about how Eesha and Eric are two young inventors who created very different devices.

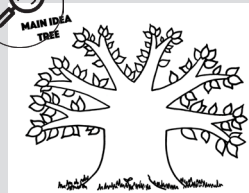
If there is extra time remaining, use the bonus questions for more main idea practice. Otherwise wrap up the lesson.

Support

**Main Idea Strategy**

1. Name the most important
who or what
2. Tell the most important thing
about _____
3. Say the Main Idea

Support

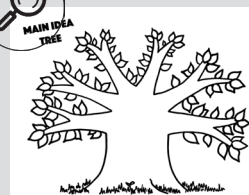


Support

**Main Idea Strategy**

1. Name the most important
who or what
2. Tell the most important thing
about _____
3. Say the Main Idea

Support



BQ1: What is the most important thing you learned in paragraph 2?

- a. Eric Jacqmain invented a “solar death ray.”
- b. Eric Jacqmain was smart to invent something powered by the sun.
- c. Eric Jacqmain loves science and building new things.
- d. Eric Jacqmain is an inventor too, like Eesha Khare.

Paragraph 2 Tree Correction Key

Sentence	Explanation
1. Eric Jacqmain is a young...	Introduces Eric.
2. Eric loves science and building...	Tells information about Eric.
3. One day, he decided to build a...	Describes Eric’s invention.
4. Eric used satellite TV dish and...	Describes Eric’s invention.
5. He called it a “solar death ray...”	Describes what the invention was called.
6. The ray of heat could light wood...	Describes Eric’s invention.

Follow-up Discussion: **All of the sentences in the paragraph are about Eric Jacqmain’s “solar death ray.” Tell me two details that describe the “death ray.”**
[Made out of a satellite TV dish and 6,000 mirrors; doesn’t actually kill things; ray of heat could light wood on fire, boil water, and even melt steel in just a few seconds]

BQ2: What is the main idea of paragraph 4?

- a. Eesha and Eric created their inventions at different ages.
- b. Eesha and Eric probably won’t invent a new video game.
- c. Eesha and Eric were 18 years old when they invented their devices.
- d. Eesha and Eric have the same birthday.

Paragraph 4 Tree Correction Key

Sentence	Explanation
1. One similarity between these two...	Tells about a similarity between Eesha and Eric.
2. Eesha and Eric were both teenagers...	Partial main idea.
3. In fact, they were the exact same...	Partial main idea.
4. Hopefully they will both invent...	Tells more information about Eesha and Eric.

Follow-up Discussion: **All of the sentences in the paragraph tell us about how Eesha and Eric were both 18 years old when they invented their devices. Would this fact go in the compare or contrast column of our text structure organizer?**
[Compare because it’s a similarity]

Support

**Main Idea Strategy**

1. Name the most important who or what
+ _____
2. Tell the most important thing about _____
Write notes on subject
3. Say the Main Idea _____

Support



Use



Play



Use



BQ3: What is the main idea of paragraph 5?

- a. Eric's device can also cook food in a small, outdoor oven.
- b. Eesha's and Eric's devices can both help people.
- c. Eesha's invention will help anyone with a tablet.
- d. Both inventions are cool, but Eesha's is cooler.

Paragraph 5 Tree Correction Key

Sentence	Explanation
1. Eesha's super batter and Eric's...	Close to main idea.
2. Eesha's super batter will help...	Describes how Eesha's invention helps people.
3. But how could something called...	Asks how Eric's invention helps people.
4. Eric's device can also cook food...	Describes how Eric's invention helps people.
5. You wouldn't need any oil, gas...	Describes how Eric's invention helps people.

Follow-up Discussion: **Most of the sentences are details about how Eesha and Eric's devices can both help people. Tell me two details that explain how they help people.** Accept student responses.

V. Wrap Up*A. Review Lesson & Behavior*

Great job using our comprehension strategies to help you put the clues together to read and understand the passage. I want you to use at least one of your strategies in another class or at home. I'll ask you about it during our next lesson. Tell me one thing you've added to your background knowledge today about inventing. Accept student responses. Great! You'll be able to use this background knowledge to help you understand the text next time you read about inventing.

If time, do any of the following:

- Ask questions about what the student read. For example: **What is one way that Eesha and Eric are alike? Which of their devices would you rather have? Why?**
- Play Inference Game
- Play Change Your World Unit Board Game
- Play Strategy Review Games
- Review text features
- Review vocabulary words [invent, battery, ray, solar, device]
- Student thoughts on text
- Watch extra videos

Notes

Egypt Unit Overview



Lesson Outline	Page #
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Lesson 35: The Nile River	225
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Lesson 37: Making Mummies	263
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Lesson 39: Cleopatra of Egypt Part 2	299
Lesson 40: Where is Cleopatra Now?	317

Egypt Unit Materials List:

- Egypt Unit Board Game
- Egypt Unit Flash Cards

Students should work, or being working towards independent strategy use during activities. Poster Action words are labeled as “Support” to indicate that the tutor should only show the poster if students cannot remember the steps or if students need scaffolding. The tutor takes on a supportive role as much as possible.

Egypt Scope and Sequence

Strategies	Script Structure and Format	Tutor Role	Student Roles
Preview Vocabulary	Poster action word is “Support”	Does not display the Preview Vocabulary Poster unless necessary. Prompts students to remember and use the Before Reading Strategies. Asks follow up questions to check student understanding, as needed.	Work independently to complete the strategy steps. Answer the follow up questions asked by the tutor. Make a checkmark next to each vocabulary word after completing the strategy for it.
Preview Text Features	- Preview Text Features Poster action word is “Support” - Four Text Structures Poster action word is “Use”	Does not display the Preview Text Features Poster unless necessary. Provides support as needed to help students identify text structure.	Work independently to preview text features. Work as partners to select one text feature to discuss as a group. Preview and identify text structure with guidance from tutor, if necessary. Make a checkmark next to each text feature after previewing it.
Preview Background Knowledge	Poster action word is “Support”	Prompts students to name the next Before Reading Strategy Does not display the Preview Background Poster unless necessary. Prompts students to ask themselves what they already know about the day’s topic. Checks and Supports student background knowledge, as needed. Shows a video to build student background knowledge. Lead discussion of the video.	Identify the next Before Reading Strategy. Ask themselves the question. Watch a video to build background knowledge. Participate in discussion of the video. Make a checkmark at the top of their passage after previewing their background knowledge.

Egypt Scope and Sequence

Strategies	Script Structure and Format	Tutor Role	Student Roles
Clarify & Connect	Poster action word is "Support"	Prompts students to clarify and connect after 2 or 3 paragraphs. Does not display the Clarify & Connect Poster unless necessary. Supports students as needed to identify confusing ideas and select a method to use when clarifying. Supports students as needed to make connections.	Identify confusing ideas to clarify, independently and spontaneously during reading, if possible. Make connections, independently and spontaneously during reading, if possible. Draw a thought bubble after clarifying & connecting.
Main Idea	- Main Idea Poster action word is "Support" - Tree Correction Poster action word is "Support" - Coach Correction Poster action word is "Give"	Reminds students of Coach and Reader roles, if necessary. Prompts students to complete the strategy steps in their heads after each paragraph. Does not display the Main Idea Poster unless necessary. Provides support if asked, or if correction is necessary, using the Main Idea Poster and the Tree Correction Poster. Provides support when correction is necessary on big idea questions. Reminds students about the relationship between text structure and big idea.	Take turns acting as Coach and Reader to read the paragraphs. Generate a main idea in their head when prompted by the tutor. Share a main idea with the group during main idea checks. Help their partner using the Coach Correction Poster during main idea checks. Work independently to answer main idea questions on the worksheet. Work independently to answer main idea multiple choice questions on the worksheet. Work independently to answer big idea questions.
In or Out	Poster action word is "Support"	Pace students through questions as appropriate. Provides correction, as needed.	Work independently to label question types. Work independently to answer factual, inference, main idea and big idea questions. Compare answers with each other Write the paragraph number on the worksheet next to the question in which they found their answer.

Notes