

Topic: Conservation (Science)

Tier: 3

Text Type: Expository

Word Count: 264

Lexile® Measure: 600L

Skills: Vocabulary
Summarization
Graphic Organizer
Author's Purpose
Comprehension

Lesson 1

Time: 20 minutes

Skills: Vocabulary

Lesson 2

Time: 25 minutes

Skills: Summarization

Student Pages: Do Your Part

Lesson 3

Time: 30 minutes

Skills: Summarization, Graphic Organizer

Student Pages: Do Your Part, Summary Graphic Organizer

Lesson 4

Time: 30 minutes

Skills: Author's Purpose: Inform, Entertain, Persuade

Student Pages: What's the Author's Purpose?

Materials: various passages

Lesson 5

Time: 20 minutes

Skills: Comprehension

Student Pages: Do Your Part, Do Your Part Assessment

Note: Words in bold are said aloud by the teacher.

20
minutes

Build Background and Develop Vocabulary

Write the word *conserve* on the board or chart. **What do you know about the word *conserve*? In what way have you heard the word used before?** Explain that if you *conserve* a supply of something, you use it carefully so that it lasts a long time. **What are some things you *conserve*?** Make a list of the things students name.

Engage students in a short discussion about the following natural resources: trees, air, oil, minerals, animals, and water. **Why is it important to conserve _____? How can we help conserve _____?**

Independent Practice

Have students discuss ways to conserve our resources.

Note: Words in bold are said aloud by the teacher.

25
minutes

Preview Text

Begin the lesson by discussing conservation of resources.

Distribute “Do Your Part” (Student Activity 1). **Now we will prepare to read “Do Your Part.” Let’s begin by skimming the text. Remember, skimming a text helps successful readers find answers to the questions they ask before they read. Skim the text to find out about the topic you will read about and to determine whether the passage is narrative or expository.** Allow 30 seconds for students to skim.

Is the passage a narrative or an expository text? (*expository*) **How do you know?** (*The text contains headings or subtitles.*) **What is the topic of this passage?** (*conserving natural resources*)

Read 1

Today we will focus on summarizing.

Read the first section of the passage. After students have finished reading, ask if there are any words they do not understand and provide clarification. **What is this section mostly about?** Have students share what they remember about what they read.

Have students read each section silently. Then clarify any confusion and have students summarize what they read.

Note: Words in bold are said aloud by the teacher.

30
minutes

Read 2

Redistribute or have students take out “Do Your Part” (Student Activity 1). **Reread the passage “Do Your Part” silently. Pause after each section to ask questions about the section. Then, continue reading.** Students may work with a partner. Partners must answer each other’s questions before continuing to the next section.

Summarize the Text

Distribute “Summary Graphic Organizer” (Student Activity 2). **We are going to use this graphic organizer to summarize the passage “Do Your Part.”** Read and discuss the instructions with students. Once students understand what to do, have them complete the graphic organizer.

Note: Words in bold are said aloud by the teacher.

30
minutes

Teach: Author's Purpose

An author has a reason for writing a text. This is called the author's purpose. It is what the author wants the reader to get from reading the text. Write each purpose at the top of a column on the board or chart as you name it. **Here are three main reasons an author writes: to persuade, to inform, and to entertain.**

To Persuade	To Inform	To Entertain
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When an author writes to persuade, he or she wants the reader to agree with an opinion, or the way the author thinks and believes. Or the writer wants the reader to buy something or do something. Writers of advertisements and commercials write to persuade. **What have you read that was written to persuade?** Allow time for responses.

When the author wants to inform the reader, he or she will write using facts. The facts are given to inform the reader, not to persuade him or her to think a particular way. Some examples of texts that are written to inform are textbooks, cookbooks, and newspapers. **What are some other texts written to inform?** Allow time for responses.

When the author tells a story with real or imaginary characters, places, and events, the purpose is to entertain the reader. Some examples of texts written to entertain are poems, stories, plays, and comic strips. Sometimes when we read stories, we find out information. For example, the setting of the story might be the mountains. As we read, we may find out a lot about mountain life. But the main purpose of the story is to entertain. **What are some texts you've read lately that were written to entertain?** Allow time for responses.

Guided Practice: Author's Purpose

When determining the author's purpose, it is important to examine the facts in the text. If the text is full of facts, the author is informing the reader. If the author gives an opinion and uses the facts to support that opinion, then the author's purpose is to persuade. If it is a story, the purpose is to entertain.

Sometimes the title provides a clue to the author's purpose. Let's look at some titles. We will read the titles and make a prediction about the author's purpose for each one.

Guided Practice (cont.)

Write the following titles one at a time on the board or on an overhead projector. Have students determine the author's purpose based on each title.

Title	Purpose
Rocks and Minerals	to inform
Alexander and the Terrible, Horrible, No Good, Very Bad Day	to entertain
Try Vitamin D Free for Two Weeks	to persuade
Earth's Sun	to inform
The Long Trip to the Beach	to entertain
Volunteers Needed for Clean-Up	to persuade

Distribute "What's the Author's Purpose?" (Student Activity 3). **Now let's read a few short passages to determine the author's purpose.** Have students read one short passage at a time. Then discuss the author's purpose. After each passage, have students tell why they chose *to persuade*, *to inform*, or *to entertain*.

Independent Practice: Author's Purpose

Distribute various passages to students. **Look through the passages for an example of each author's purpose that we've talked about. Find examples of text that were written to persuade, to inform, and to entertain.**

Have students place their examples on a large chart similar to the one below.

To Persuade	To Inform	To Entertain

Note: Words in bold are said aloud by the teacher.

20
minutes

Assessment

For this lesson, redistribute or have students take out “Do Your Part” (Student Activity 1). Also distribute “Do Your Part: Assessment” (Student Activity 4).

I want you to reread the passage “Do Your Part” and answer the questions. You must provide evidence from the text after each question. You may copy the sentence or sentences from the passage where you found the information to support your answer.

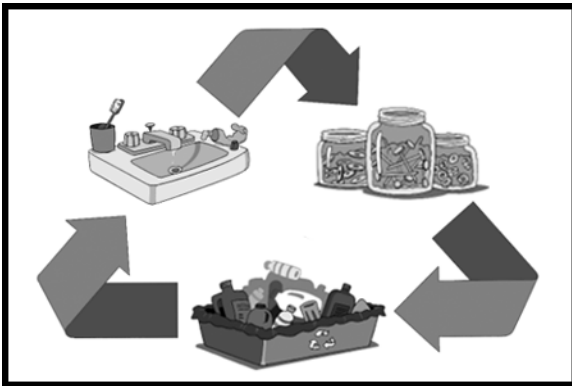
Collect papers or designate a place for students to put completed papers.

Use data from this assessment to plan further instruction. Students will benefit from feedback, so plan to go over the assessment as soon as possible with the group.

Name: _____

Date: _____

Do Your Part



Nature gives us many resources, such as trees, water, air, oil, minerals, and animals. These natural resources keep us alive. They help to make us comfortable on Earth. The world has a limited supply of these resources, so we need to conserve them. We must do our part to take care of our resources and use them wisely so they will last longer. There are three actions we can take to help. We can reduce, reuse, and recycle.

Reduce

We can reduce, or use less of, many items around us. Here are a few simple tips: Use the front and back of a sheet of paper when writing. Don't leave the water running while brushing your teeth. And remember to turn out the lights when leaving a room.

Reuse

We can also learn to reuse items. When we reuse something, we use it again. For example, we can use a shoebox to store our favorite collections. A glass jar can be used to store coins or buttons. We can repair things that are broken, instead of throwing them away.

Recycle

Finally, we can recycle. When items are recycled, they are turned back into the material they were made from. Then the material is used to make new things. Aluminum cans and plastic items can be recycled. They can be melted and made into new items. Also, newspapers and magazines can be treated and made into new paper. So, don't throw away these kinds of objects—collect them and recycle them!

There are many ways we can take care of our resources. What can you do to help?

Name: _____

Date: _____

What's the Author's Purpose?

Read each excerpt. Write the author's purpose on the line beneath each passage.

1. When I got in bed that night, I heard thunder and saw a streak of lightning flash across my window. During the night, the thunder got louder and louder. The lightning lit the night sky. The wind made a loud whistling noise as it whipped around the house. This was a bad thunderstorm. As I lay in bed, I wondered if the wind would harm the crops or the house. At some time during the night, I must have stopped wondering because the next thing I knew, I was opening my eyes to the morning sun.

Author's Purpose: _____

2. Every year, beekeepers load boxes of bees onto big trucks. They drive the bees to farms all over the country. Farmers pay the beekeepers to release millions of bees on their farms. The bees fly from plant to plant. As they do, they spread pollen. That helps the farmer have a good crop. These days, beekeepers who rent bees to farmers are worried. Their bee colonies are shrinking. Why are America's bees disappearing?

Author's Purpose: _____

3. Some natural resources can be replaced in a short amount of time. We can use them over and over again. We call these renewable resources. Examples of these resources are plants, animals, water, and soil. New trees can grow to replace the trees that have been cut down. Animals can give birth to new animals. Rain brings water to the earth. We get water from rivers, ponds, and lakes. Soil is also a renewable resource. It takes about 500 years to make one inch of soil. But it can be replaced.

Author's Purpose: _____

4. How can you help save the rain forest?
- Go to company websites to learn whether foods you eat—such as bananas, chocolate, and chewing gum—come from the rain forest. Find out if the companies that produce these products are taking care of the land.
 - Write a letter to the International Red Cross or the Rain Forest Alliance. Tell them what a great job they're doing.

Author's Purpose: _____

What's the Author's Purpose? (Answer Key)

Read each excerpt. Write the author's purpose on the line beneath each passage.

1. When I got in bed that night, I heard thunder and saw a streak of lightning flash across my window. During the night, the thunder got louder and louder. The lightning lit the night sky. The wind made a loud whistling noise as it whipped around the house. This was a bad thunderstorm. As I lay in bed, I wondered if the wind would harm the crops or the house. At some time during the night, I must have stopped wondering because the next thing I knew, I was opening my eyes to the morning sun.

Author's Purpose: to entertain

2. Every year, beekeepers load boxes of bees onto big trucks. They drive the bees to farms all over the country. Farmers pay the beekeepers to release millions of bees on their farms. The bees fly from plant to plant. As they do, they spread pollen. That helps the farmer have a good crop. These days, beekeepers who rent bees to farmers are worried. Their bee colonies are shrinking. Why are America's bees disappearing?

Author's Purpose: to inform

3. Some natural resources can be replaced in a short amount of time. We can use them over and over again. We call these renewable resources. Examples of these resources are plants, animals, water, and soil. New trees can grow to replace the trees that have been cut down. Animals can give birth to new animals. Rain brings water to the earth. We get water from rivers, ponds, and lakes. Soil is also a renewable resource. It takes about 500 years to make one inch of soil. But it can be replaced.

Author's Purpose: to inform

4. How can you help save the rain forest?
- Go to company websites to learn whether foods you eat—such as bananas, chocolate, and chewing gum—come from the rain forest. Find out if the companies that produce these products are taking care of the land.
 - Write a letter to the International Red Cross or the Rain Forest Alliance. Tell them what a great job they're doing.

Author's Purpose: to persuade

Name: _____

Date: _____

Do Your Part: Assessment

Reread "Do Your Part." Then read the questions and circle the best answer for each one. Provide evidence from the text in the space after each question.

1. Which of the following is the best example of conserving resources?
- A. throwing away glass jars
 - B. keeping old newspapers to read
 - C. cutting down trees
 - D. planting flowers in juice cartons

Evidence: _____

2. Watering the lawn only once a week is an example of . . .
- A. reusing.
 - B. reducing.
 - C. recycling.
 - D. resources.

Evidence: _____

3. Why did the author write this passage?
- A. to entertain the reader with a story about trees, water, and air
 - B. to inform the reader about how to recycle cans
 - C. to persuade the reader to conserve resources
 - D. to describe how to recycle old newspapers and magazines

Evidence: _____

4. This passage is mostly about . . .
- A. conserving our natural resources.
 - B. making people comfortable in their homes.
 - C. conserving water while brushing your teeth.
 - D. collecting old items to make them new again.

Evidence: _____

Do Your Part: Assessment (Answer Key)

Reread "Do Your Part." Then read the questions and circle the best answer for each one. Provide evidence from the text in the space after each question.

1. Which of the following is the best example of conserving resources?
 - A. throwing away glass jars
 - B. keeping old newspapers to read
 - C. cutting down trees
 - D. planting flowers in juice cartons***

Evidence: When we reuse something, we use it again. For example, we can use a shoebox to store our favorite collections.

2. Watering the lawn only once a week is an example of . . .
 - A. reusing.
 - B. reducing.***
 - C. recycling.
 - D. resources.

Evidence: We can reduce, or use less of, many items around us.

3. Why did the author write this passage?
 - A. to entertain the reader with a story about trees, water, and air
 - B. to inform the reader about how to recycle cans
 - C. to persuade the reader to conserve resources***
 - D. to describe how to recycle old newspapers and magazines

Evidence: There are many ways we can take care of our resources. What can you do to help?

4. This passage is mostly about . . .
 - A. conserving our natural resources.***
 - B. making people comfortable in their homes.
 - C. conserving water while brushing your teeth.
 - D. collecting old items to make them new again.

Evidence: Each section tells how we can conserve resources.