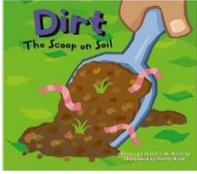


Project ELLA-V
STELLA – Week 13 – January 20 - 24, 2014

Story-retell and higher-order Thinking for English Literacy and Language Acquisition



Dirt The Scoop on Soil
 Written by Natalie M. Rosinsky
 Illustrated by Sheree Boyd

Language Arts TEKS	3.9 In nonfiction text, understand, make inferences, draw conclusions, and provide text evidence 3.13c Identify explicit cause-and-effect relationships among ideas in text
Science TEKS	3.7A 3.4A 3.4B Explore and Record how soils are formed.
Next Generation Science Standards	5-LS2-1 Ecosystems: Interactions, Energy, and Dynamics
Disciplinary Core Ideas	5-LS2.A: Interdependent Relationships in Ecosystems 5-LS2.B: Cycles of Matter and Energy Transfer in Ecosystems
Common Core Standards	RI.3.1 Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-LS2-2)
ELPS	c1A Use prior knowledge to learn new language c1B Monitor language with self-corrective techniques c1C Use techniques to learn new vocabulary c1E Use and reuse new basic and academic language to internalize language c2A Distinguish sound and intonation c2C Learn new language heard in classroom interactions and instruction c2G Understand general meaning, main points, and details c3A Practice using English sound system in new vocabulary c3B Use new vocabulary in stories, descriptions, and classroom communication c3D Speak using grade level content area vocabulary in context c3F Ask and give information using high-frequency and content area vocabulary c4C Use prereading supports c4E Read linguistically accommodated content area materials c4G Show comprehension of English text individually and in groups
ESL Strategies	Graphic organizer, word walls, sentence stems, academic language scaffolding, interactive read aloud,

Materials

- Book: *Dirt The Scoop on Soil*
- Day 1 Graphic Organizer
- Days 1-4 Writing Activity http://school.discoveryeducation.com/schooladventures/soil/soil_safari.html

Day 1	Day 2	Day 3	Day 4
Pages 4-7	Pages 8-13	Pages 14-17	Pages 18-21
soil	grain clay microscope	wriggle decomposers	topsoil erosion

Day 1

Language Objectives:

Recognize correct pronunciation of new vocabulary words.
Check for understanding by asking questions.
Describe general meaning, main points, and details heard in the pages read today.
Demonstrate listening comprehension through whole class and partner-to-partner discussions.
Identify relationships between sounds and letters by following along as the teacher and peers read aloud.
Pronounce new vocabulary words correctly.
Use new vocabulary during classroom communication.
Read materials about the science topic with support from simplified text/visuals/word blanks as needed.
Use visual and contextual supports to read today's pages.
Show comprehension of text through analytical skills, such as reviewing story pages and/or illustrations read.
Narrate, describe, and explain in writing about prompts related to readings and activities.
Write using newly acquired vocabulary words.

(5 minutes)

- We are going to read the book *Dirt The Scoop on Soil* by Natalie M. Solinsky, illustrated by Sheree Boyd.
- Look at the title and book cover. Explain what you know about dirt or soil. TT PS RAN Teacher, scribe responses on the Day 1 Graphic Organizer.

Vocabulary (Follow the “Vocabulary Process” handout.) (5 minutes)

- We will learn new vocabulary words that will be used in the story today. Today's words are **soil, humus** and **silt**.

Show the vocabulary card for **soil**.

- **Soil** is material in the top layer of the surface of the earth in which plants can grow.

Show the vocabulary card for **humus**.

- **Humus** is the organic component of soil.

Show the vocabulary card for **silt**.

- **Silt** is mud, clay or small rocks deposited by a river or lake.

Reading (10 minutes)

Place the book on the document camera. Make sure that students can see the text.

- Today we will be reading pages 4-7.

Use “Guided Oral Reading - Accuracy, Expression, and Rate.” (The teacher models reading page 4, and then the students read page 4; the teacher reads page 5, and then the students read page 5. Teacher, use this process until all pages for the day are read. Students will then read the pages orally to each other.)

Open the book, read the title, and then turn to page 4.

- Let's read our book! I will read page 4, and then it will be your turn. I will read page 5, and then it will be your turn.

After students read pages 4-5, pair two students (a moderate fluent reader and a less proficient reader). Ask both students to read these two pages again. SCF

- Explain what dirt is. TT PS RAN

Teacher reads and then students read pages 6-7. (Teacher, use guided oral reading.)

- Let's read pages 6-7.

After students read pages 6-7, pair two students (a moderate fluent reader and a less proficient reader). Ask both students to read these two pages again. SCF

- Explain what layers are found in soil. Identify what soil is mostly made up of. TT PS RAN

Writing Activity (10 minutes)

Use students' STELLA notebook, and put the date on the activity.

Activity: Teacher, use the following link

http://school.discoveryeducation.com/schooladventures/soil/soil_safari.html

to guide students through a Soil Safari. Students will find a soil organism that will help eat a toxic chemical spill. Teacher, select the 300 mm for today and start scan from (make sure scan device is all the way to the left before you start) left to right. Teacher, follow directions on the screen to proceed and to launch the EarthShip. After the scan, have students discuss what they encountered at this level. Students will then record their thoughts in their STELLA notebook.

- Today we are going to go on a Soil Safari aboard the EarthShip. There has been a terrible toxic chemical spill in a meadow. Your help is needed to locate the soil organism that can eat all the toxic chemical before it destroys the meadow. You will encounter several bizarre creatures before you finally find the soil organism we are looking for. Get ready for take-off.
- Discuss this adventure with your partner. After your discussion, record your thoughts in your STELLA notebook. PS Teacher monitor while students are writing.

Closure (5 minutes)

- Let's review our new vocabulary. I will call on someone, and you will tell us what the word means. Then, I will call on someone to create a sentence with the word.
- Explain the meaning of the word **soil**. TT RAN
- Create a sentence using the word **soil**. TT RAN

Place the vocabulary card on the word wall.

- Explain the meaning of the word **humus**. TT RAN
- Create a sentence using the word **humus**. TT RAN

Place the vocabulary card on the word wall.

- Explain the meaning of the word **silt**. TT RAN
- Create a sentence using the word **silt**. TT RAN

Place the vocabulary card on the word wall.

- Today we read pages 4-7. We learned that soil is another word for dirt. We also learned that soil will separate into different layers and that a lot of soil is made up of rocks. Tomorrow we will continue with our book *Dirt The Scoop on Soil*.

Day 2

Language Objectives:

Recognize correct pronunciation of new vocabulary words.
Check for understanding by asking questions.
Describe general meaning, main points, and details heard in the pages read today.
Demonstrate listening comprehension through whole class and partner-to-partner discussions.
Identify relationships between sounds and letters by following along as the teacher and peers read aloud.
Pronounce new vocabulary words correctly.
Use new vocabulary during classroom communication.
Speak using a variety of sentence stems about today's pages read.
Read materials about the science topic with support from simplified text/visuals/word blanks as needed.
Use visual and contextual supports to read today's pages.
Show comprehension of text through analytical skills, such as reviewing story pages and/or illustrations read.
Narrate, describe, and explain in writing about prompts related to readings and activities. Write using newly acquired vocabulary words.

Vocabulary Review (1 minute)

- Yesterday we learned new vocabulary words. Tell me what they were. TT RAN
- The words were **soil**, **humus** and **silt**.
- Let's see if you can fill in the blank with the correct word. Let's begin.

- Decide what word goes in the blank: **soil** or erosion. PS RAN CR
- If you dig below the grass, you will find _____ there.

- Decide what word goes in the blank: humus or **silt**. PS RAN CR
- _____ is made up of tiny bits of rock.

- Decide what word goes in the blank: silt or **humus**. PS RAN CR
- _____ is made up of rotted plants and animals.

Vocabulary ("Vocabulary Process" chart) (2-4 minutes)

- Today's words are **grain**, **clay** and **microscope**.

Show the vocabulary card for **grain**.

- **Grain** is a small, hard piece of something. Sand has many grains.

Show the vocabulary card for **clay**.

- **Clay** is a heavy, sticky material from the earth that is made into different shapes and that becomes hard when it is baked or dried.

Show the vocabulary card for **microscope**.

- A **microscope** is a device used for producing a much larger view of very small objects so that they can be seen clearly.

Reading (10 minutes)

Use “Guided Oral Reading - Accuracy, Expression, and Rate.” (The teacher models reading page 8, and then the students read page 8; the teacher reads page 9, and then the students read page 9. Teacher, use this process until all pages for the day are read. Students will then read the pages orally to each other.) Teacher, read pages 4-7.

- Today we will be reading pages 8-13.

Teacher reads and then students read pages 8-9. (Teacher, use guided oral reading.)

- Let’s read pages 8-9.

After students read pages 8-9, pair two students (a moderate fluent reader and a less proficient reader). Ask both students to read these two pages again. SCF

- Now that you have read these pages, turn to your partner and explain why water can run quickly through sand. TT PS RAN

Teacher reads and then students read pages 10-11. (Teacher, use guided oral reading.)

- Let’s read pages 10-11.

After students read pages 10-11, pair two students (a moderate fluent reader and a less proficient reader). Ask both students to read these two pages again. SCF

- Identify where silt is in the soil layers. TT PS RAN

Teacher reads and then students read pages 12-13. (Teacher, use guided oral reading.)

- Let’s read pages 12-13.

After students read pages 12-13, pair two students (a moderate fluent reader and a less proficient reader). Ask both students to read these two pages again. SCF

- Using page 12, explain what humus is made of. Identify soil in different places using the fun fact at the bottom of page 13. TT PS RAN

Writing Activity (10 minutes)

Use students’ STELLA notebook, and put the date on the activity.

Activity: Teacher, use the following link

http://school.discoveryeducation.com/schooladventures/soil/soil_safari.html

to guide students through a Soil Safari. Students will find a soil organism that will help eat a toxic chemical spill. Teacher, select the 3.0 mm for today and start scan from (make sure scan device is all the way to the left before you start) left to right. Teacher, follow directions on the screen to proceed and to launch the EarthShip. After the scan, have students discuss what they encountered at this level. Students will then record their thoughts in their STELLA notebook.

- During our launch yesterday, we did not find the soil organism that we were looking for. Therefore, we are going to go back aboard the EarthShip. Remember that there has been a terrible toxic chemical spill in a meadow. Your help is still needed to locate the soil organism that can eat all the toxic chemical before it destroys the meadow. Get ready for take-off.
- Discuss this adventure with your partner. After your discussion, you will record your thoughts in your STELLA notebook. Teacher monitor while students are writing. PS

Closure (5 minutes)

- Let's review our vocabulary words: **grain**, **clay** and **microscope**.
- I will call on someone, and you will tell us what the word means. Then, I will call on someone to create a sentence with the word.
- Define the word **grain**. TT RAN
- Create a sentence using the word **grain**. TT RAN

Place the vocabulary card on the word wall.

- Define the word **clay**. TT RAN
- Create a sentence using the word **clay**. TT RAN

Place the vocabulary card on the word wall.

- Define the word **microscope**. TT RAN
- Create a sentence using the word **microscope**. TT RAN

Place the vocabulary card on the word wall.

- Today we read pages 8-13. Sand, silt and clay are all tiny pieces of rock. We also learned that grains of sand have spaces between them and water flows quickly through it. We can use a microscope to look at the small grains in sand and clay. Tomorrow we will continue with our book *Dirt The Scoop on Soil*.

Day 3

Language Objectives:

Recognize correct pronunciation of new vocabulary words.
Check for understanding by asking questions.
Describe general meaning, main points, and details heard in the pages read today.
Demonstrate listening comprehension through whole class and partner-to-partner discussions.
Identify relationships between sounds and letters by following along as the teacher and peers read aloud.
Pronounce new vocabulary words correctly.
Use new vocabulary during classroom communication.
Speak using a variety of sentence stems about today's pages read.
Read materials about the science topic with support from simplified text/visuals/word blanks as needed.
Use visual and contextual supports to read today's pages.
Show comprehension of text through analytical skills, such as reviewing story pages and/or illustrations read.
Narrate, describe, and explain in writing about prompts related to readings and activities.
Write using newly acquired vocabulary words.

Vocabulary Review (1 minute)

- Yesterday we learned new vocabulary words. Tell me what they were. TT RAN
- The words were **grain, clay and microscope**.
- Let's fill in the blank with the correct word for all the sentences. Let's begin.

- Identify the word that goes in the blank: **grain** or microscope.
- I can see a tiny _____ of sand on my hand.

- Identify the word that goes in the blank: **clay** or grain.
- I saw lady making _____ pottery.

- Identify the word that goes in the blank: clay or **microscope**.
- The boy used the _____ to view organisms from the pond.

Vocabulary (Follow the "Vocabulary Process" handout.) (2-3 minutes)

- We will learn new vocabulary words that will be used in the story today. Today's words are **wriggle** and **decomposers**.

Show the vocabulary card for **wriggle**.

- **Wriggle** is to twist from side to side with small quick movements like a worm.

Show the vocabulary card for **decomposers**.

- **Decomposers** are small creatures that feed on dead plants and animals and turn them into soil.

Reading (10 minutes)

Place the book on the document camera. Make sure students can see the text.

Teacher will read pages 4-13.

- Today we will be reading pages 14-17.

Use “Guided Oral Reading - Accuracy, Expression, and Rate.” (The teacher models reading page 14, and then the students read page 14; the teacher reads page 15, and then the students read page 15. Teacher, use this process until all pages for the day are read. Students will then read the pages orally to each other.)

- Let’s review. Tell me something about soil that we have learned. What else?

Teacher reads and then students read pages 14-15. (Teacher, use guided oral reading.)

- Let’s read pages 14-15.

After students read pages 14-15, pair two students (a moderate fluent reader and a less proficient reader). Ask both students to read the pages again. SCF

- Explain what decomposers do. TT PS RAN

Teacher and students will read pages 16-17. (Teacher, use guided oral reading.)

- Let’s read pages 16-17.

After students read pages 16-17, pair two students (a moderate fluent reader and a less proficient reader). Ask both students to read these two pages again. SCF

- Identify the different types of animals that loosen the soil. TT PS RAN

Writing Activity (10 minutes)

Use students’ STELLA notebook, and put the date on the activity.

Activity: Teacher, use the following link

http://school.discoveryeducation.com/schooladventures/soil/soil_safari.html

to guide students through a Soil Safari. Students will find a soil organism that will help eat a toxic chemical spill. Teacher, select the 0.3 mm for today and start scan from (make sure scan device is all the way to the left before you start) left to right. Teacher, follow directions on the screen to proceed and to launch the EarthShip. After the scan, have students discuss what they encountered at this level. Students will then record their thoughts in their STELLA notebook.

- During our launch yesterday, we did not find the soil organism that we were looking for. Therefore, we are going to go back aboard the EarthShip. Remember that there has been a terrible toxic chemical spill in a meadow. Your help is still needed to locate the soil organism that can eat all the toxic chemical before it destroys the meadow. Get ready for take-off.

- Discuss this adventure with your partner. After your discussion, you will record your thoughts in your STELLA notebook. Teacher monitor while students are writing. PS

Closure (5 minutes)

- Let's review our new vocabulary words.
- I will call on someone, and you will tell us what the word means. Then, I will call on someone to create a sentence with the word.
- Define the word **wriggle**. TT RAN
- Create a sentence using the word **wriggle**. TT RAN

Place the vocabulary card on the word wall.

- Define the word **decomposers**. TT RAN
- Create a sentence using the word **decomposers**. TT RAN

Place the vocabulary card on the word wall.

Today we read pages 14-17. Today we learned that animals loosen the soil to make it better for plants. Decomposers make humus and leave droppings with vitamins for plants. Tomorrow we will continue with our book *Dirt The Scoop on Soil*.

Day 4

Language Objectives:

Recognize correct pronunciation of new vocabulary words.
Check for understanding by asking questions.
Describe general meaning, main points, and details heard in the pages read today.
Demonstrate listening comprehension through whole class and partner-to-partner discussions.
Identify relationships between sounds and letters by following along as the teacher and peers read aloud.
Pronounce new vocabulary words correctly.
Use new vocabulary during classroom communication.
Speak using a variety of sentence stems about today's pages read.
Read materials about the science topic with support from simplified text/visuals/word blanks as needed.
Use visual and contextual supports to read today's pages.
Show comprehension of text through analytical skills, such as reviewing story pages and/or illustrations read.
Narrate, describe, and explain in writing about prompts related to readings and activities.
Write using newly acquired vocabulary words.

Vocabulary Review (1 minute)

- Yesterday we learned new vocabulary words. Tell me what they were. TT RAN
- Yes, the vocabulary words we learned yesterday were **wriggle** and **decomposers**.
- Let's fill in the blank with the correct word for all the sentences. Let's begin.

- Decide which word goes in the blank: **wriggle** or **decomposers**.
- We can _____ like worms. TT RAN

- Decide which word goes in the blank: **wriggle** or **decomposer**.
- Worms and snails are _____. TT RAN

Vocabulary (Follow the "Vocabulary Process" handout.) (2-3 minutes)

- The new vocabulary words for today are **topsoil** and **erosion**.

Show the vocabulary card for **topsoil**.

- **Topsoil** is the layer of soil in which plants grow. Topsoil is the closest to the air and sunlight and is the home to many animals and insects.

Show the vocabulary card for **erosion**.

- **Erosion** is when the soil is worn away by water and/or wind.

Reading (10 minutes)

Place the book on the document camera. Make sure students can see the text.

Teacher will read pages 4-17.

- Today we will be reading pages 18-21.

Use “Guided Oral Reading - Accuracy, Expression, and Rate.” (The teacher models reading page 18, and then the students read page 18; the teacher reads page 19, and then the students read page 19. Teacher, use this process until all pages for the day are read. Students will then read the pages orally to each other.)

Teacher reads and then students will read pages 18-19. (Teacher, use guided oral reading.)

- Let’s read pages 18-19.

After students read pages 18-19, pair two students (a moderate fluent reader and a less proficient reader). Ask both students to read the pages again. SCF

- Explain what happens when topsoil erodes. TT PS RAN

Teacher reads and then students will read pages 20-21. (Teacher, use guided oral reading.)

- Let’s read page 20-21.

After students read page 20-21, pair two students (a moderate fluent reader and a less proficient reader). Ask both students to read the pages again. SCF

- Explain why dirt is important.

Writing Activity (10 minutes)

Use students’ STELLA notebook, and put the date on the activity. Teacher, provide a word bank for students.

Activity: Teacher, use the following link

http://school.discoveryeducation.com/schooladventures/soil/soil_safari.html

to guide students through a Soil Safari. Students will find a soil organism that will help eat a toxic chemical spill. Teacher, select the 003 mm for today and start scan from (make sure scan device is all the way to the left before you start) left to right. Teacher, follow directions on the screen to proceed and to launch the EarthShip. After the scan, have students discuss what they encountered at this level. Students will then record their thoughts in their STELLA notebook.

- During our launch yesterday, we did not find the soil organism that we were looking for. Therefore, we are going to go back aboard the EarthShip. Remember that there has been a terrible toxic chemical spill in a meadow. Your help is still needed to locate the soil organism that can eat all the toxic chemical before it destroys the meadow. Get ready for take-off.
- Discuss this adventure with your partner. After your discussion, you will record your thoughts in your STELLA notebook. PS Teacher monitor while students are writing.

Closure (5 minutes)

- Let's review our vocabulary words.
- I will call on someone, and you will tell us what the word means. Then, I will call on someone to create a sentence with the word.

- Define the word **topsoil**. TT RAN
- Create a sentence using the word **topsoil**. TT RAN

Place the vocabulary card on the word wall.

- Define the word **erosion**. TT RAN
- Create a sentence using the word **erosion**. TT RAN

Place the vocabulary card on the word wall.

- Today we read pages 18-21. We learned that it is important to keep soil healthy so that plants will have a place to grow. We all depend on dirt to keep us alive. Without dirt, plants cannot grow, animals cannot eat and people would have no food. Tomorrow we will continue with our book *Dirt The Scoop on Soil*.

Day 5

Language Objectives:

Recognize correct pronunciation of vocabulary words.
Check for understanding during summarization of story.
Describe general meaning, main points, and details heard in the pages read during the week.
Identify relationships between sounds and letters by following along as the teacher reviews.
Pronounce vocabulary words correctly.
Use vocabulary during classroom communication.

Teacher will review story vocabulary. (5 minutes)

Teacher, show book pages, and guide students through questioning into the summary for those pages. Continue with this summarization process throughout Days 1-4.

- **On Day 1**, we read pages 4-7. We learned that soil is another word for dirt. We also learned that soil will separate into different layers and that a lot of soil is made up of rocks.
- **On Day 2**, we read pages 8-13. Sand, silt and clay are all tiny pieces of rock. We also learned that grains of sand have spaces between them and water flows quickly through it. We can use a microscope to look at the small grains in sand and clay.
- **On Day 3**, we read pages 14-17. Today we learned that animals loosen the soil to make it better for plants. Decomposers make humus and leave droppings with vitamins for plants.
- **On Day 4**, we read pages 18-21. Today we read pages 18-21. We learned that it is important to keep soil healthy so that plants will have a place to grow. We all depend on dirt to keep us alive. Without dirt, plants cannot grow, animals cannot eat and people would have no food.

Friday Assessment (20 minutes)

References

Dirt The Scoop on Dirt by Natalie M. Rosinsky Illustrated by Sheree Boyd

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<https://www.google.com/> - images

<http://dictionary.kids.net.au/word/soil>

<http://dictionary.kids.net.au/word/humus>

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<http://www.epa.gov/gmpo/edresources/ss-cover.html>

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<http://www.kbears.com/sciences/microdetails.html>

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